



PSHE

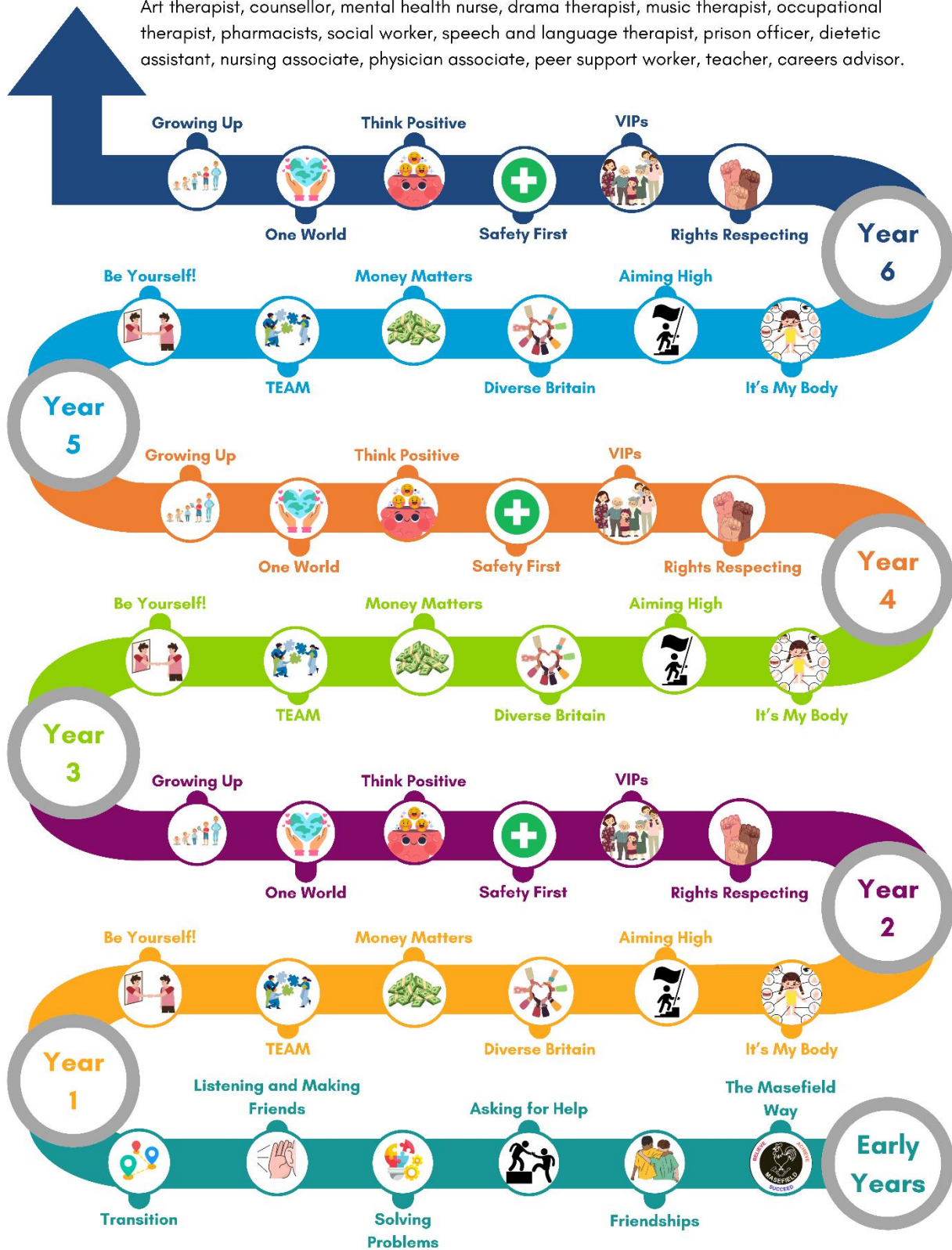
Curriculum Overview

Masefield Primary School



PSHE Careers

Art therapist, counsellor, mental health nurse, drama therapist, music therapist, occupational therapist, pharmacists, social worker, speech and language therapist, prison officer, dietetic assistant, nursing associate, physician associate, peer support worker, teacher, careers advisor.



“There can be no daily democracy without daily citizenship,”
- Ralph Nader

PSHE National Guidance

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Statement of Intent for PSHE

At Masefield, PSHE is an integral part of our school life. It is taught both explicitly through subject specific lessons and also through other lessons in an applied manner.

We see PSHE education as a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

We know that our well-delivered PSHE programme will have an impact on both academic and non-academic outcomes for our pupils, particularly the most vulnerable and disadvantaged.

We have designed our own progressive Programme of Study using the PSHE Association with the main aims to develop knowledge, skills and attributes including (but not limited to) resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. The relationships and health aspects of PSHE education is compulsory from September 2020.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

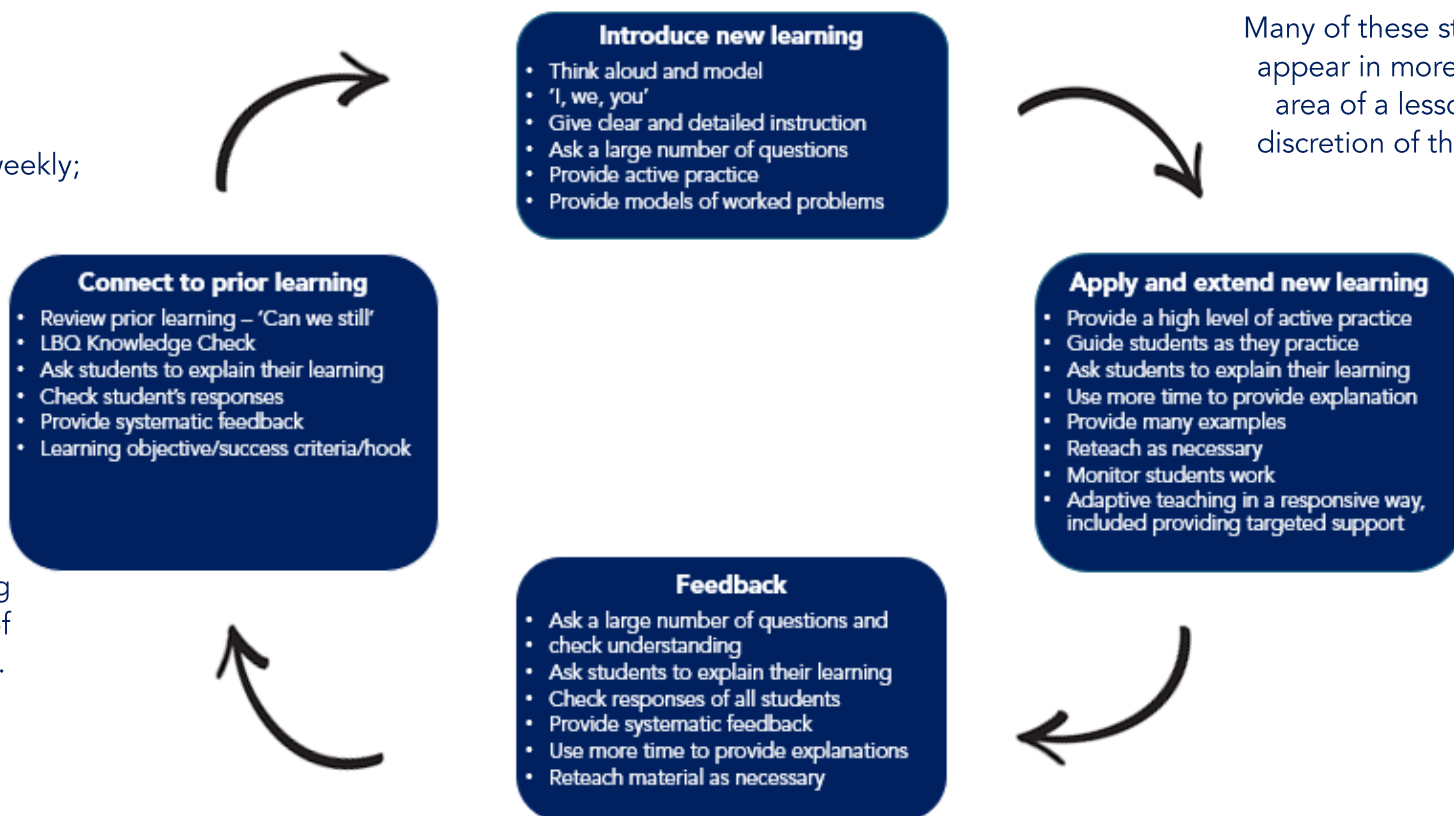


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> ✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk 	<ul style="list-style-type: none"> ✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team 	<ul style="list-style-type: none"> ✓ Increase knowledge ✓ Develop basic skills ✓ Meet children’s individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Connect to prior learning

- Review prior learning – ‘Can we still’
- LBQ Knowledge Check
- Ask students to explain their learning
- Check student’s responses
- Provide systematic feedback
- Learning objective/success criteria/hook

Introduce new learning

- Think aloud and model
- ‘I, we, you’
- Give clear and detailed instruction
- Ask a large number of questions
- Provide active practice
- Provide models of worked problems

Feedback

- Ask a large number of questions and check understanding
- Ask students to explain their learning
- Check responses of all students
- Provide systematic feedback
- Use more time to provide explanations
- Reteach material as necessary

Apply and extend new learning

- Provide a high level of active practice
- Guide students as they practice
- Ask students to explain their learning
- Use more time to provide explanation
- Provide many examples
- Reteach as necessary
- Monitor students work
- Adaptive teaching in a responsive way, included providing targeted support

Adaptive Teaching



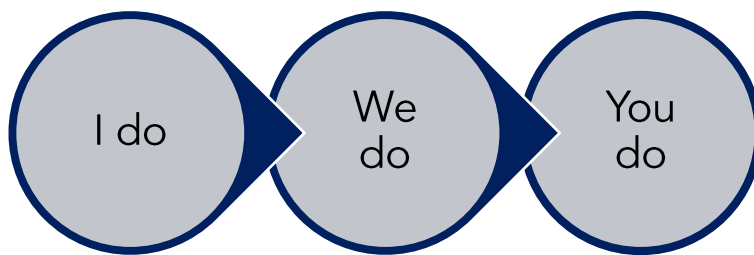
"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum.

The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:
Pre-teach or TA support during modelling.

Shared Instruction

Check:
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBO, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



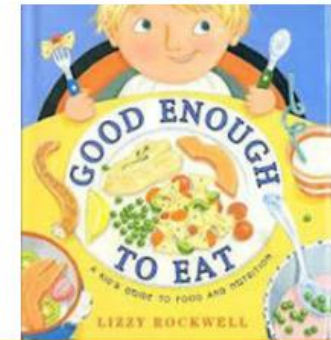
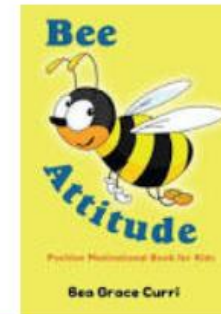
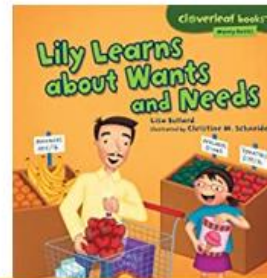
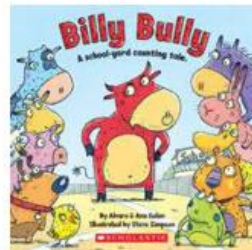
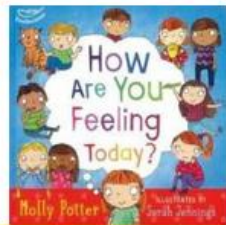
More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback.

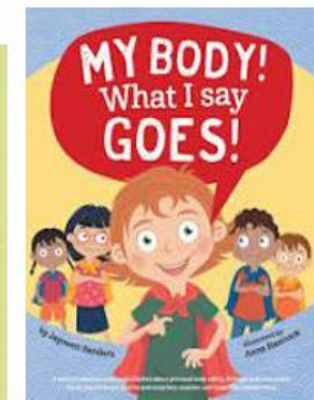
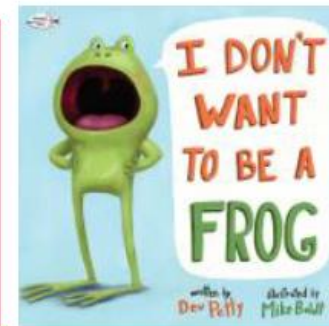
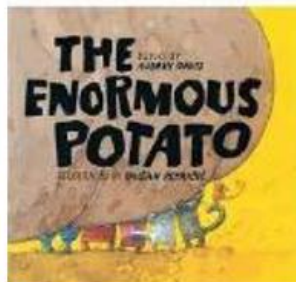


PSHE Literature Sprine

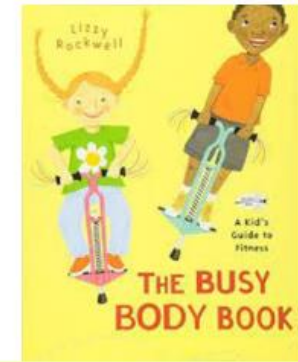
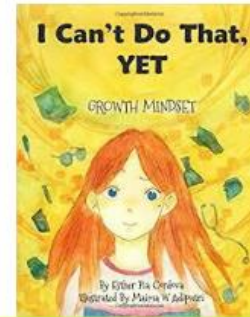
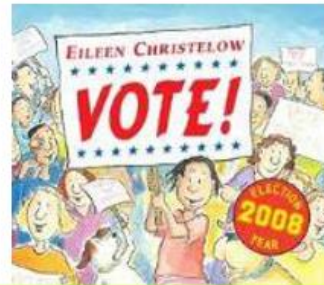
To support the teaching of PSHE here at Masfield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in PSHE.



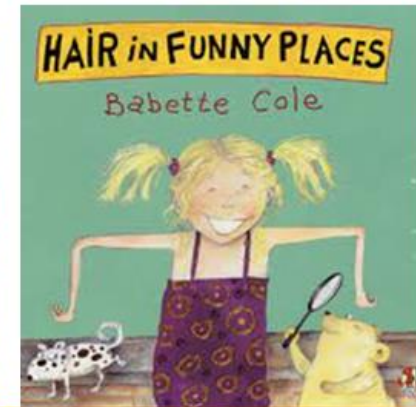
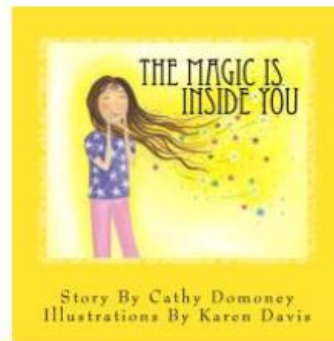
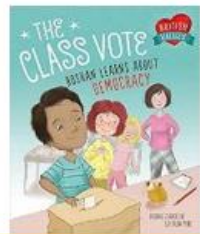
Year One



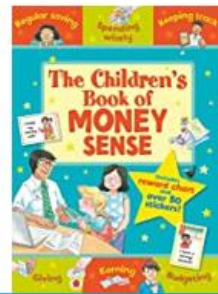
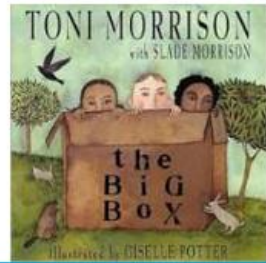
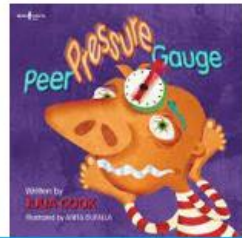
Year Two



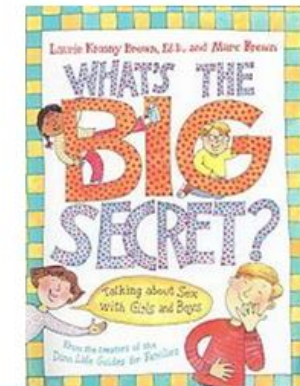
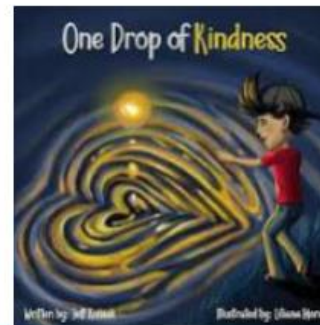
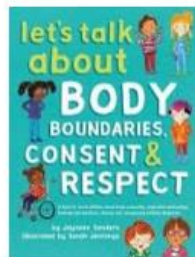
Year Three



Year Four



Year Five



Year Six

Long-term Overview for PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's My Body
Year Two	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up
Year Three	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's My Body
Year Four	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up
Year Five	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's My Body
Year Six	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up

<p>Nursery</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Show more confidence in new social situations. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Begin to understand how others might be feeling. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Does the child take part in other pretend play with different roles –being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?
<p>Reception</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Show themselves as a valuable individual. • Show resilience and perseverance in the face of challenge

Early Learning Goals

Building Relationships

- Think about the perspective of others.
- Build constructive and respectful relationships.

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Form positive attachments to adults and friendships with peers;
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs

Year One Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Be Yourself!

TEAM
(Kindness
Week)

Money
Matters

Diverse
Britain

Aiming High

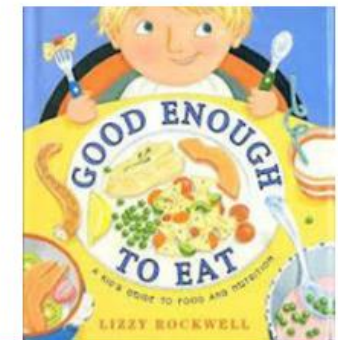
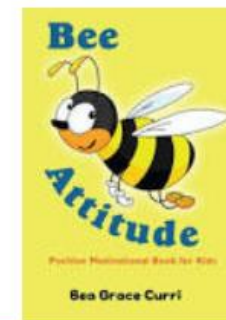
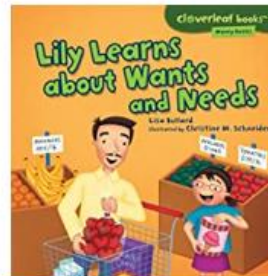
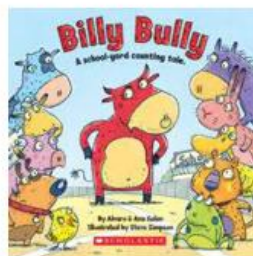
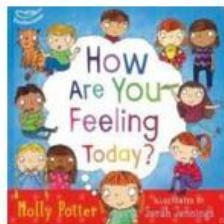
It's my Body

Safeguarding
Curriculum

- Mental health awareness day
- Road safety- crossing safely
- Bonfire night – safety – fire work safety
- Halloween (being safe).
- Staying safe in school – stranger danger, not opening doors, telling an adult if you see something strange
- Managing feelings and behaviour
- Online Safety -passwords private. Safety on the internet
- Kindness week - bullying focus
- Bullying (what is it and what can I do?)

- Healthy relationships
- Online safety week – national focus and school focus.
- Keeping your information safe
- Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger

- Healthy Me – through PSHCE - NSPCC PANTS Rule
- Water Safety
- People who help us and keep us safe.
- Girls and Boys bodies (identifying body parts).
- Who can help us?
- Keeping our bodies healthy
- Sun Safe – using sun screen/ sun hats
- Water safe – visit to the seaside keeping safe on the beach
- Tolerance and understanding – taught through RE Unit



Year One

Relationships – Be Yourself

The Big Idea:

You are amazing – be yourself! It is important to know your emotions and how to make them better.

Context for Study:

This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H18. 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
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- R25. how to talk about and share their opinions on things that matter to them

Vocabulary:

Feelings: The different things that happen inside us. Being happy, sad, excited, mad or angry.

Physical Health: Looking after your body; taking part in exercise and eating healthily.

Emotional Health: Looking after your mind; being aware of your feelings, thoughts and behaviour.

Unique: Being the only one of its kind; being special.

Loss: When something or someone goes away causes you to feel sad.

Consequence: Something that happens after you have behaved in a certain way. Can be good or bad.

Confidence: Feeling sure of yourself and your ability to do something.

Additional Teaching & Coverage:

- #Hello Yellow
- NSPCC Speak Out

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Marvellous Me

- *Lesson 1 PSHE Resources and PPT*
- **Know their special traits and qualities**
- Know and say what makes them an individual
- Know and discuss the importance of individuality

Step 2

Feelings

- *Lesson 2 PSHE Resources and PPT*
- **Know, identify and name common feelings**
- Know and identify feelings from facial expressions and body language
- Know, identify and name a wide range of feelings

Step 3

Things I Like

- *Lesson 3 PSHE Resources and PPT*
- **Know times and situations that make them feel happy**
- Know how to talk confidently about what they like that makes them feel happy
- Know and explain why their likes make them feel happy

Sequence of Learning

Step 4

Uncomfortable Feelings

- *Lesson 4 PSHE Resources and PPT*
- **Know and talk about what make them feel unhappy or cross**
- Know and explain how to manage feelings of anger and sadness
- Know how to help others manage any uncomfortable feelings they are experiencing

Step 5

Changes

- *Lesson 5 PSHE Resources and PPT*
- **Know and explain how change and loss make them feel**
- Know and describe strategies to explain how change and loss can be dealt with positively
- Know and reflect on how they can support others going through change and loss

Step 6

Speak Up

- *Lesson 6 PSHE Resources and PPT*
- **Know and understand the importance of sharing their thoughts and feelings**
- Know and understand the importance of sharing their thoughts and feelings respectfully
- Know and thinks about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year One – Autumn 2

Relationships – TEAM (Kindness Week)

The Big Idea:

Teamwork makes the Dreamwork!

Context for Study:

This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its member and what they can achieve.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R23. to recognise the ways in which they are the same and different to others
- L4. about the different groups they belong to
- R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively
- R7. about how to recognise when they or someone else feels lonely and what to do
- R21. about what is kind and unkind behaviour, and how this can affect others
- R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- H23. to identify what they are good at, what they like and dislike
- R24. how to listen to other people and play and work cooperatively

Vocabulary:

Team: Work together to achieve the same thing.

Good listener: Someone who gives you their attention when you are talking.

Bullying: To hurt/call someone repeatedly.

Teasing: To make fun of someone.

Kindness: To be friendly and nice to others.

Helpful: When someone is being good to you and helping you to do something.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Together Everyone Achieves More

- *Lesson 1 PSHE Resources and PPT*
- **Know the teams they belong to**
- Know the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;
- Know how to take part in a discussion about the feelings of being in a team;

Step 2

Listening

- *Lesson 2 PSHE Resources and PPT*
- **Follow instructions and create a tower by applying good listening**
- Know how to create a picture by using good listening to follow instructions
- Know how to design their own image to then describe to their partner who will use good listening skills to then draw the design.

Step 3

Being Kind

- *Lesson 3 PSHE Resources and PPT*
- **Know key vocabulary and the Acts of Kindness Poster to think of ways to show kindness**
- Know how to share their own idea of a way to be kind
- Understand how to discuss ways of showing kindness in difficult scenarios

Sequence of Learning

Step 4

Bullying and Teasing

- *Lesson 4 PSHE Resources and PPT*
- **Know what they could do if they saw others being teased or bullied**
- Know how to deal with teasing or bullying behaviour
- Understand different behaviour and sort into either teasing, bullying or joking

Step 5

Brilliant Brains

- *Lesson 5 PSHE Resources and PPT*
- **Know how to work as a group to sort thoughts given into helpful and not-so-helpful categories**
- Know how to independently sort thoughts given into helpful and not-so-helpful thoughts
- Understand how to show helpful thoughts by making a poster

Step 6

Making Good Choices

- *Lesson 6 PSHE Resources and PPT*
- **Know how to sort images of behaviours into good and not-so-good choices**
- Understand how to show a time they made a good choice and to write what happened next
- Know the consequences of making good and not-so-good choices.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year One – Spring 1

Economic Wellbeing – Money Matters

The Big Idea:

Where does money come from and how can we use it?

Context for Study:

This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L10. what money is; forms that money comes in; that money comes from different sources
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L13. that money needs to be looked after; different ways of doing this
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

Vocabulary:

Spending: To give money to pay for things, to buy things

Saving: To put it away, and watch it “grow”

Want: To wish for something that is not essential

Need: To wish for something that is essential

Safe: To protect things, not to be harmed or lost

Belongings: A person’s things, that they have

Shopping: The activity of buying things from shops

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Money

- *Lesson 1 PSHE Resources and PPT*
- **Know things they can buy in the shops.**
- Know and explain ways we can save money.
- Know and identify what influences what we buy.

Step 2

Where Money Comes From

- *Lesson 2 PSHE Resources and PPT*
- **Know about different sources that money can come from.**
- To know and discuss some methods of payment.

Step 3

Look After It

- *Lesson 3 PSHE Resources and PPT*
- **Know ways they can keep money safe.**
- To know and identify why it is important to keep money safe
- To know and explain why it is important to keep our belongings safe.

Sequence of Learning

Step 4

Save or Spend

- *Lesson 4 PSHE Resources and PPT*
- **Know about ways we can keep track of what we spend.**
- To know and discuss ways we can keep track of the money we spend.

Step 5

Want or Need?

- *Lesson 5 PSHE Resources and PPT*
- **Identify wants and needs.**
- To know and talk about prioritising what we buy, thinking about things we need before things we want.

Step 6

Going shopping

- *Lesson 6 PSHE Resources and PPT*
- **Know some methods of payment.**
- To know and discuss advertisements and offers that try to influence what we buy.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year One – Spring 2

Wider World – Diverse Britain

The Big Idea:

Which communities do we belong to?

Context for Study:

This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L4. about the different groups they belong to
- R21. about what is kind and unkind behaviour, and how this can affect others
- L5. about the different roles and responsibilities people have in their community
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- R25. how to talk about and share their opinions on things that matter to them
- L6. to recognise the ways they are the same as, and different to, other people
- R23. to recognise the ways in which they are the same and different to others

Vocabulary:

Community: A group of people living in the same place

Contribute: To give or provide something

Neighbours: people living next door or nearby to you

Environment: The surroundings where a person, plant or animal lives

British: People who live in Britain

Diversity: A range of different things

Differences: Ways in which people or things are not the same

Additional Teaching & Coverage:

- Police Visit

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

My School

- *Lesson 1 PSHE Resources and PPT*
- **Know groups and communities that they belong to**
- To know and describe how they can help groups and communities they belong to

Step 2

My Community

- *Lesson 2 PSHE Resources and PPT*
- **Know how to be a good neighbour**
- To know and talk about the benefits of helping a community

Step 3

My Neighbourhood

- *Lesson 3 PSHE Resources and PPT*
- **Know things that harm and things that help a neighbourhood**
- To know and talk about why helping their neighbourhood is important

Sequence of Learning

Step 4

My Country

- *Lesson 4 PSHE Resources and PPT*
- **Know and describe what it is like to live in Britain**
- To know and describe different aspects of living in Britain

Step 5

British People

- *Lesson 5 PSHE Resources and PPT*
- **Know similarities and differences between British people**
- To know and identify famous British people, places and events

Step 6

What Makes me Proud of Britain?

- *Lesson 6 PSHE Resources and PPT*
- **Know and talk about what makes them feel proud of being British.**
- To know and explain what famous British people, places and events tell them about being British
- To know and identify that people have different opinions.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Wider World – Aiming High

The Big Idea:

How can I tackle and achieve new challenges?

Context for Study:

In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H21. to recognise what makes them special
- H24. how to manage when finding things difficult L14. that everyone has different strengths
- H23. to identify what they are good at, what they like and dislike
- L17. about some of the strengths and interests someone might need to do different jobs
- R23. to recognise the ways in which they are the same and different to others
- R25. how to talk about and share their opinions on things that matter to them
- L16. different jobs that people they know or people who work in the community do
- L15. that jobs help people to earn money to pay for things
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Vocabulary:

Star Quality: A special ability that makes someone seem very successful or better than other people

Positive attitude: A mind set that focuses on the bright side of life. You use “I can” and “It is possible!”

Skills: A talent in order to do a job or task

Interest: A feeling of wanting to know more about someone or something

Stereotype: An idea or belief based on what someone looks like on the outside which may be untrue

Ambition: Something a person hopes to do or achieve

Job: What someone does for work.

Future: Something that is going to happen

Additional Teaching & Coverage:

- Individuality / Aspirations Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Star Qualities

- *Lesson 1 PSHE Resources and PPT*
- **Know and discuss their star qualities**
- To know and identify star qualities in others

Step 2

Positive Learners

- *Lesson 2 PSHE Resources and PPT*
- **Know what a positive learning attitude is**
- To know and give examples of positive learning attitude statements

Step 3

Bright Futures

- *Lesson 3 PSHE Resources and PPT*
- **Know and talk about jobs they can do when they grow up**
- To know and identify attributes they have that would suit them to a desired job
- To know and explain what steps they can take to achieve future ambitions

Sequence of Learning

Step 4

Jobs for All

- *Lesson 4 PSHE Resources and PPT*
- **Know and discuss what skills and interests are needed for different jobs**
- To know and discuss their ambitions

Step 5

Going for Goals

- *Lesson 5 PSHE Resources and PPT*
- **Know and talk about hopes they have for the future.**
- To know about and challenge stereotypes

Step 6

Looking Forward

- *Lesson 6 PSHE Resources and PPT*
- **Know and discuss what they are looking forward to about next year.**
- To know and identify ways next year will be different and explain why they think this
- To know and identify why routines and responsibilities might change as they go through school.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health – It's my Body

The Big Idea:

How can I take care of my body?

Context for Study:

The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R20. 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
- H10. about the people who help us to stay physically healthy
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H2. about foods that support good health and the risks of eating too much sugar
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H5. simple hygiene routines that can stop germs from spreading

Vocabulary:

Exercise: To take part in a bodily activity.

Healthy: In a good physical (body) or mental (mind) condition.

Sleep: A condition of body & mind which usually happens for several hours during the night, with your eyes closed and you rest.

Germ: A tiny particle that causes disease in a plant/animal

Trusted adult: Someone you have a good relationship with, someone to talk to

Nutritious: Contains good vitamins and proteins in your food

Safe: Protected from harm or danger.

Additional Teaching & Coverage:

- NSPCC Pants

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

My Body, My Business

- *Lesson 1 PSHE Resources and PPT*
- **Know and understand they can choose what happens to their bodies**
- To know and explain that other people have rights for their own body

Step 2

Active and Asleep

- *Lesson 2 PSHE Resources and PPT*
- **Know how much sleep they need and why exercise is good for them**
- To know and describe their daily bedtime routine
- To know and explain how exercise helps us feel happy

Step 3

Happy Healthy Food

- *Lesson 3 PSHE Resources and PPT*
- **Know and list healthy snacks**
- To know and list some foods that are good to have once a week
- To know and explain that some foods are more nutritious than others

Sequence of Learning

Step 4

Clean as a Whistle

- *Lesson 4 PSHE Resources and PPT*
- **Know hygienic ways to look after their bodies**
- To know and explain what germs are and why people need to keep clean
- To know and explain that there are good and bad germs, we need to protect against bad

Step 5

Can I eat it?

- *Lesson 5 PSHE Resources and PPT*
- **Know to ask a trusted adult if uncertain about whether something is safe to eat or drink**
- To know and identify hazard signs that mean something is dangerous

Step 6

I can choose

- *Lesson 6 PSHE Resources and PPT*
- **Know ways to keep both the mind and body healthy and safe**
- To know and understand tht they can choose what happens to their bodies

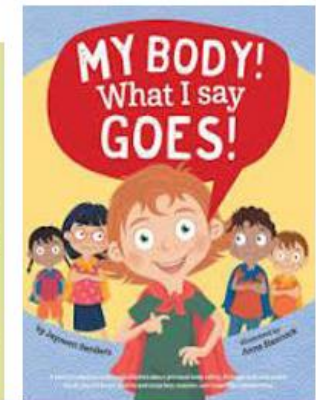
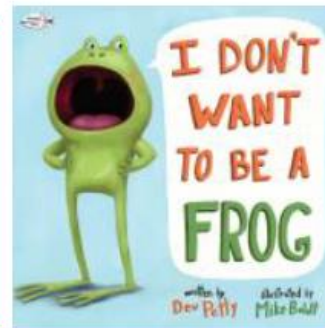
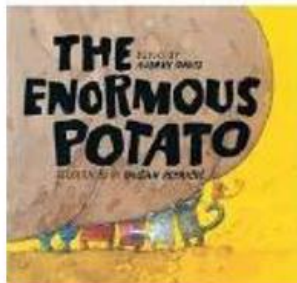
Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Two Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up
Safeguarding Curriculum	<ul style="list-style-type: none"> • Fire Safety • Stranger Danger • Personal Hygiene – keeping clean and healthy • Kindness Week • Mental health awareness • Staying safe online • Follow the Digital Trail – digital footprints • Can you tell what someone believes by what they look like? 		<ul style="list-style-type: none"> • Road safety talk • E-safety- including safer internet day. • Medicine safety • Online safety week – focus week with national and in school focus • Stranger danger and keeping safe around animals • Managing risks 		<ul style="list-style-type: none"> • Food danger awareness (DT) • Keeping safe (physical contact). • Secrets • Travel safety, road safety and general travel safety – water safety • Healthy relationships – (domestic violence) • My body/your body – safe touching 	



Year Two

Relationships – Rights Respecting

The Big Idea:

All people have rights.

Context for Study:

This unit is based on the concept that we should all be rights respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R21. about what is kind and unkind behaviour, and how this can affect others
- L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- R25. how to talk about and share their opinions on things that matter to them
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- L6. to recognise the ways they are the same as, and different to, other people
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- R24. how to listen to other people and play and work cooperatively

Vocabulary:

Citizen: Someone who lives in a city or town, entitled to the rights & privileges.

Community: A group of living things, (people, animals), who share the same environment.

Rights: Something that a person should not have taken away, what a person is allowed to do, or have.

Fairness: The quality of making judgements that are free from discrimination.

Respect: A way of treating or thinking about someone or something. One of our core values.

Different: When someone or something is not the same.

Positive difference: Anything that makes people 'better off', doing good.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Rights

- *Lesson 1 PSHE Resources and PPT*
- **Know that all people have rights**
- To know what rights are and identify rights that all people share

Step 2

Protecting our Rights

- *Lesson 2 PSHE Resources and PPT*
- **Know that there are people who protect their rights**
- To know and consider how they can help protect the rights of others

Step 3

Respecting Others

- *Lesson 3 PSHE Resources and PPT*
- **Know and talk about what respect means and how to show it**
- To know and discuss the feelings associated with showing respect and feeling respected

Sequence of Learning

Step 4

Everybody's Different

- *Lesson 4 PSHE Resources and PPT*
- **Know and identify ways in which people can be different**
- To know and encourage others to show respect for differences among people

Step 5

Is it Fair?

- *Lesson 5 PSHE Resources and PPT*
- **Explain what being fair means**
- To know and understand why it is important to be fair

Step 6

Taking Part

- *Lesson 6 PSHE Resources and PPT*
- **Recognise that making a positive difference in school is important.**
- To know and to take an active role in making a positive difference in school

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Relationships – VIPs (Kindness Week)

The Big Idea:

Why are families and friendships important?

Context for Study:

This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H33. about the people whose job it is to help keep us safe
- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- H33. about the people whose job it is to help keep us safe
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- H14. how to recognise what others might be feeling
- H16. about ways of sharing feelings; a range of words to describe feelings
- R6. about how people make friends and what makes a good friendship
- H23. to identify what they are good at, what they like and dislike
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy
- H14. how to recognise what others might be feeling
- H16. about ways of sharing feelings; a range of words to describe feelings
- R7. about how to recognise when they or someone else feels lonely and what to do

Vocabulary:

Positive relationships: People who provide good associations in a person's life, e.g. friendships, families.

Families: A group of adults or adults and children, living together as a unit.

Friendship: A relationship between two or more people/friends.

Cooperation: The process of working together to the same end. A core value.

Good Friend: Someone who is loyal and accepts you for what you are.

Resolution: A firm decision to do or not to do something.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Who Are Your VIPS?

- *Lesson 1 PSHE Resources and PPT*
- **Know and explain who the special people in their lives are**
- To know and discuss why they need VIPs in their lives

Step 2

Families

- *Lesson 2 PSHE Resources and PPT*
- **Know and talk about the importance of families**
- To know and explain why having a family network is important

Step 3

Friends

- *Lesson 3 PSHE Resources and PPT*
- **Know and describe what makes someone a good friend**
- To know what makes someone a good friend and demonstrate these qualities

Sequence of Learning

Step 4

Falling Out

- *Lesson 4 PSHE Resources and PPT*
- **Know how to resolve an argument in a positive way**
- To know and encourage others to put positive resolution techniques into practice

Step 5

Working Together

- *Lesson 5 PSHE Resources and PPT*
- **Know the skills involved in successful cooperation**
- To know and take the lead in demonstrating successful cooperation skills

Step 6

Showing You Care

- *Lesson 6 PSHE Resources and PPT*
- **Know and identify a way to show others that they care**
- To know and discuss the positive impact of showing others that they are cared for.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health & Wellbeing – Safety First

The Big Idea:

How to keep safe and to get help.

Context for Study:

In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H33. about the people whose job it is to help keep us safe
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- H8. how to keep safe in the sun and protect skin from sun damage
- H28. about rules and age restrictions that keep us safe
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H35. about what to do if there is an accident and someone is hurt
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

Vocabulary:

Danger: The cause or likely cause of harm

Safe: Protected, looked after from danger

Appropriate: Suitable behaviour

Inappropriate: Opposite to appropriate, not suitable behaviour

Private: Belonging to a particular person

Internet safety: Looking after your personal information and safety online

Trusted adult: Someone who you have a good relationship with, who you can talk to

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Keeping Safe

- *Lesson 1 PSHE Resources and PPT*
- **Know and list some people who can help them stay safe**
- To know and identify their personal 'trusted adults'.

Step 2

Staying Safe at Home

- *Lesson 2 PSHE Resources and PPT*
- **Know and identify some dangers in the home**
- To know and identify ways to stay safe in the home

Step 3

Staying Safe Outside

- *Lesson 3 PSHE Resources and PPT*
- **Know and identify some dangers outside**
- To know and give details about safe and unsafe places to cross the roads

Sequence of Learning

Step 4

Staying Safe Around Strangers

- *Lesson 4 PSHE Resources and PPT*
- **Know how to keep safe in different situations with unknown people**
- To know and identify different strategies to use to stay safe in different situations.

Step 5

Safe Secrets and Surprises

- *Lesson 5 PSHE Resources and PPT*
- **Know and identify which information they should never share on the Internet**
- To know and explain what to do if they feel unsafe online.

Step 6

People Who Can Help

- *Lesson 6 PSHE Resources and PPT*
- **Know what to do if they feel in danger**
- **Recall the number to call in an emergency**
- To know and list some people who can help them stay safe.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Mental Wellbeing – Think Positive

The Big Idea:

How do you manage emotions?

Context for Study:

This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. 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
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H1. about what keeping healthy means; different ways to keep healthy
- H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves
- R21. about what is kind and unkind behaviour, and how this can affect others
- H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good
- H11. about different feelings that humans can experience
- H24. how to manage when finding things difficult
- H13. how feelings can affect people's bodies and how they behave H18. 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

Vocabulary:

Mental Health: A person's emotional wellbeing. Mental health affects how we think, feel and act.

Resilience: To recover quickly from problems or difficulties.

Goals: To aim for something you want.

Personal achievements: Something that will give you a sense of pride.

Positive feelings: A good emotion e.g. happy, joy, love, hope

Negative feelings: An emotion that will cause you to not feel good.

Grateful: Feeling or showing appreciation for something done or received.

Mindful: being aware of something

Additional Teaching & Coverage:

- Comedy Workshop

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Think Happy, Feel Happy

- *Lesson 1 PSHE Resources and PPT*
- **Know and describe things that make them feel happy and unhappy**
- To recognise and describe positive thoughts and negative thoughts

Step 2

It's Your Choice

- *Lesson 2 PSHE Resources and PPT*
- **Know and understand that they have a choice about how to react to things that happen**
- To know, think about and discuss the consequences of decisions they make and their actions

Step 3

Go-Getters

- *Lesson 3 PSHE Resources and PPT*
- **Know and talk about personal achievements and goals**
- To know how to set goals for themselves and think about how they might achieve them

Sequence of Learning

Step 4

Let It Out

- *Lesson 4 PSHE Resources and PPT*
- **Know, identify and discuss feelings and emotions, using simple terms**
- To know how to describe difficult feelings and what might cause these feelings

Step 5

Be Thankful

- *Lesson 5 PSHE Resources and PPT*
- **Know and discuss things for which they are thankful**
- To know how to show appreciation and to understand how being thankful can help make us happier.

Step 6

Be Mindful

- *Lesson 6 PSHE Resources and PPT*
- **Focus on an activity, remaining calm and still.**
- To know, appreciate and explain how being mindful can help make us happier.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Wider World – One World

The Big Idea:

How we can work together to protect our world?

Context for Study:

This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- L6. to recognise the ways they are the same as, and different to, other people
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L3. about things they can do to help look after their environment

Vocabulary:

World: The Earth, together with all countries and people.

Countries: A nation or place in the world

Environment: Surroundings or conditions in which a person, plant or animal lives

Natural resources: Materials or substances which come from nature

Abroad: In or go to a foreign country

Respect: A way of treating or thinking about something or someone- show respect by being kind and polite

Similarities: When you compare people or things and say how they are alike

Differences: Ways in which people or things are not the same

Additional Teaching & Coverage:

- Individuality / Aspirations Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Families

- *Lesson 1 PSHE Resources and PPT*
- **Know and talk about special people in their life and say why they are special.**
- To know and describe how family life in different countries can be the same as and different from their own

Step 2

Homes

- *Lesson 2 PSHE Resources and PPT*
- **Know and talk about different homes around the world and identify how they are the same as and different from their own.**
- To know and identify how people should treat each other in their homes

Step 3

Schools

- *Lesson 3 PSHE Resources and PPT*
- **Know and describe what their school is like**
- To know and describe what it is like to go to school in different countries and identify similarities to and differences from theirs

Sequence of Learning

Step 4

Environments

- *Lesson 4 PSHE Resources and PPT*
- **Know and explain what an environment is**
- To know and think about how the environment affects people's daily life

Step 5

Resources

- *Lesson 5 PSHE Resources and PPT*
- **Know and explain what natural resources are and identify how people use them**
- To know and discuss the environmental problems of the overuse and misuse of natural resources

Step 6

Planet Protectors

- *Lesson 6 PSHE Resources and PPT*
- **Know what they love about the world in which they live and describe how they would feel if these things disappeared.**
- To know and explain why it is important to care for the earth and discuss ways this can be done.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health – Growing Up

The Big Idea:

How do we grow and change?

Context for Study:

This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. 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
- H22. to recognise the ways in which we are all unique
- R23. to recognise the ways in which they are the same and different to others
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- H27. about preparing to move to a new class/year group

Vocabulary:

Gender: Whether you are a boy or a girl

Stereotype: An idea or belief about something or someone that is not always true or correct

Penis: Male organ- boys' private parts

Vulva: Female outside organ- girls' private parts

Genitals: A person's external organs- private parts

Vagina: Female inside organ- girls' private parts

Safe: Protect from harm or danger

Additional Teaching & Coverage:

- NSPCC Pants

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Our Bodies

- *Lesson 1 PSHE Resources and PPT*
- **Know and can name the main parts of girls' and boys' bodies**
- To know that and be able to suggest why some male and female body parts are different

Step 2

Is it Ok?

- *Lesson 2 PSHE Resources and PPT*
- **Respect own and others' bodies**
- To know and show respect for others' likes and dislikes

Step 3

Pink and Blue

- *Lesson 3 PSHE Resources and PPT*
- **Know that different people like different things**
- To know and be able to explain what 'unique' means and consider what makes them unique.

Sequence of Learning

Step 4

Your Family, My Family

- *Lesson 4 PSHE Resources and PPT*
- **Know how they have changed since they were a baby**
- To know and be able to describe some similarities and differences between families.

Step 5

Getting Older

- *Lesson 5 PSHE Resources and PPT*
- **Know that peoples' needs change as they grow older**
- To know and describe physical changes humans go through as they grow up.

Step 6

Changes

- *Lesson 6 PSHE Resources and PPT*
- **Know some changes that people might go through in life**
- To know and show an understanding of how our responsibilities change as we grow
- To know and identify different family members and different family structures.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Three Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's my Body
Safeguarding Curriculum	<ul style="list-style-type: none"> Water safety. Trip safety. Online safety. Family conflict. Witness feelings and solutions. Looking after me, taking care of yourself mentally, emotionally and physically Everyone is different but we are all people – bullying/racism (Protected Characteristics) Families come in all shapes and forms different parenting arrangements, homophobia Kindness Week 		<ul style="list-style-type: none"> Careers, financial capability & economic wellbeing. Being safe. Safety during experiments. Drugs, alcohol & tobacco - drugs education – don't be pressurised, drugs awareness - looking after our bodies and peer pressure Online safety talk – cyberbullying and online safety Online safety week Drugs, alcohol and tobacco – looking after our bodies – peer pressure Showing respect online 		<ul style="list-style-type: none"> Healthy bodies - PSHCE Keeping myself safe. Safety in the sun. Emotional & mental health. Food, diet and fitness Keeping safe, looking after our bodies, Managing pressure and risks My body is my body Forest school – keeping safe outdoors 	



Relationships – Be Yourself

The Big Idea:

How to manage feelings and emotions to be the best version of myself.

Context for Study:

This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H18. about everyday things that affect feelings and the importance of expressing feelings
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. 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
- H17. to recognise that feelings can change over time and range in intensity
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- R13. the importance of seeking support if feeling lonely or excluded
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

Vocabulary:

Proud: Feeling pleasure and satisfied with your own achievements

Assertive: Having and showing a confident personality

Media: A means of communication. Can be TV, newspapers or the internet.

Risk: A situation involving some danger.

Confidence: A feeling of being sure of yourself and your ability to do something.

Influence: To be able to have an effect on someone's behaviour.

Strategies: A plan of action to reach a goal.

Additional Teaching & Coverage:

- #Hello Yellow
- NSPCC Speak Out

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Pride

- *Lesson 1 PSHE Resources and PPT*
- **Know their own special traits and qualities**
- To know and list some of their achievements and say why they are proud of them

Step 2

Feelings

- *Lesson 2 PSHE Resources and PPT*
- **Know and name common feelings**
- To know and be able to identify facial expressions associated with different feelings

Step 3

Express Yourself

- *Lesson 3 PSHE Resources and PPT*
- **Know and talk about what makes them feel unhappy or cross**
- To know and suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing

Sequence of Learning

Step 4

Know Your Mind

- *Lesson 4 PSHE Resources and PPT*
- **Know the importance of sharing their thoughts and feelings**
- To know and begin to demonstrate appropriately assertive behaviour

Step 5

Media Wise

- *Lesson 5 PSHE Resources and PPT*
- **Explore media messages and know if they are helpful or unhelpful**
- To know and to be able to explain that the messages they receive from the media about how they should look, think and behave are not always realistic

Step 6

Making it Right

- *Lesson 6 PSHE Resources and PPT*
- **Know different strategies to use if a mistake has been made**
- discuss the impact on others of making amends after a mistake has been made.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Three – Autumn 2

Relationships – TEAM (Kindness Week)

The Big Idea:

To develop my teamwork skills...

Context for Study:

This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H36. strategies to manage transitions between classes and key stages
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- R11. 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
- R13. the importance of seeking support if feeling lonely or excluded
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Vocabulary:

Team: A group of people who work or play together.

Conflict: have a disagreement/difference with someone else.

Resolution: The solution of a problem, to fix a problem.

Transition: A time of change as you progress through different times of your life.

Collaboratively: Working together to do a task and achieve shared goals.

Compromise: A settlement of a disagreement.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

A New Start

- *Lesson 1 PSHE Resources and PPT*
- **Express their thoughts, feelings and worries**
- To know and be able to work with a partner to write down a change that has come with starting in Year 3

Step 2

Together Everyone Achieves More

- *Lesson 2 PSHE Resources and PPT*
- **Know how and why a team should work well together.**
- To know and be able to discuss who would benefit in the team scenarios acted out in role play

Step 3

Working Together

- *Lesson 3 PSHE Resources and PPT*
- **Know how actions and behaviour affect a team.**
- To know and discuss the impact on resolving the crime if one team mate had not read their clue

Sequence of Learning

Step 4

Being Considerate

- *Lesson 4 PSHE Resources and PPT*
- **Know how to respond considerately to others**
- To know and identify a feeling and how it is expressed

Step 5

When Things Go Wrong

- *Lesson 5 PSHE Resources and PPT*
- **Know the resolution to a dispute**
- To know and be able to explain how a dispute can be resolved using pictures and words

Step 6

Responsibilities

- *Lesson 6 PSHE Resources and PPT*
- **Know and can talk about changes and how they could make a person feel**
- To know and to be able to analyse how their good deed ideas would benefit the team and beyond.

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Year Three – Spring 1

Economic Wellbeing – Money Matters

The Big Idea:

What choices do we have about money?

Context for Study:

This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L26. 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
- L29. 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
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
- L17. about the different ways to pay for things and the choices people have about this
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L24. to identify the ways that money can impact on people's feelings and emotions
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L21. different ways to keep track of money

Vocabulary:

Prioritise: To put things in order to deal with, in order of importance

Borrow: To take/ use something, meaning to give or put it back

Work: An activity of mental or physical effort in order to achieve a purpose or result

Loan: A thing (money) that is borrow and expected to be paid back with interest

Interest: The money you can earn on your savings or a charge for borrowing money

Debt: A sum of money that is owed or due

Consumer: A person who purchases good and services for personal use

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day
- Natwest Money Matters

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Where Does Money Come From?

- *Lesson 1 PSHE Resources and PPT*
- **Know and discuss why people go to work**
- To know and discuss some consequences financial decisions can have on our emotional wellbeing

Step 2

Ways To Pay

- *Lesson 2 PSHE Resources and PPT*
- **Know and discuss payment resources we can use to spend money**

Step 3

Reasons to Borrow

- *Lesson 3 PSHE Resources and PPT*
- **Know and consider why and how people might borrow money**
- To know and discuss choices people can make about borrowing and saving

Sequence of Learning

Step 4

Spending Decisions

- *Lesson 4 PSHE Resources and PPT*
- **Know and discuss the choices we have about how to spend our money**
- To know and be able to explain some ways spending decisions can have an environmental impact

Step 5

Advertising

- *Lesson 5 PSHE Resources and PPT*
- **Know and explain how adverts try to influence spending**
- To know and discuss why advertisements try to influence what we buy

Step 6

Keeping Track

- *Lesson 6 PSHE Resources and PPT*
- **Know and explain ways we can keep track of what we spend**
- identify how keeping track of our spending can help us prioritise and save for other spending that we need to do

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Three – Spring 2

Wider World – Diverse Britain

The Big Idea:

Why we should be respectful of differences.

Context for Study:

This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society

PSHE Association POS Learning Opportunities:

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- L3. about the relationship between rights and responsibilities
- L6. about the different groups that make up their community; what living in a community means
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L2. to recognise there are human rights, that are there to protect everyone
- L4. 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
- L7. to value the different contributions that people and groups make to the community
- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- R31. 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
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Vocabulary:

Democracy: Where people take part or vote in the decisions that affect the way their community is run.

Multicultural: A society where many different cultures live together and all are respected.

Liberty: Freedom from being controlled

Diverse: Differences-people may be different in many ways e.g. age, ethnicity, appearance, religion etc.

Human rights: Basic rights and freedom that belong to every person in the World.

Rights of the child: Children have the rights to many things as set out in the UN Convention

Debate: A discussion between 2 or more people, who might disagree on an important subject.

Additional Teaching & Coverage:

- Police Visit

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Living in the British Isles

- *Lesson 1 PSHE Resources and PPT*
- **Know and describe what it is like to live in Britain**
- To know and be able to describe the benefits of living in a diverse and multicultural society

Step 2

Democracy

- *Lesson 2 PSHE Resources and PPT*
- **Know what democracy is**
- To know and understand why democracy is important

Step 3

Rules, Laws and Responsibilities

- *Lesson 3 PSHE Resources and PPT*
- **Know what rules and laws are**
- To know and identify how rules and laws help them

Sequence of Learning

Step 4

Liberty

- *Lesson 4 PSHE Resources and PPT*
- **Know what liberty means**
- To know and identify the rights of British people

Step 5

Tolerance and Respect

- *Lesson 5 PSHE Resources and PPT*
- **Know and describe a diverse society**
- To know and be able to describe a diverse society

Step 6

What Does it Mean to be British?

- *Lesson 6 PSHE Resources and PPT*
- **Know and describe what being British means to them**
- To know and identify how respect of differing opinions and ideas to their own can be shown

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Three – Summer 1

Wider World – Aiming High

The Big Idea:

How to have a growth mindset to build resilience...

Context for Study:

In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L26. 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
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Vocabulary:

Goals: Planning what you want to achieve to help you succeed

Aspirations: A strong desire to achieve something

Stereotypes: An idea or belief about a thing that is based upon how they look on the outside, which may be untrue.

Growth mindset: know that mistakes are ok, not being afraid to fail- have a go!

Ambition: Something a person hopes to do or achieve

Achievement: When you have got something by putting in great effort and succeeding

Resilience: The ability to recover and bounce back from change or disappointment

Skills: A talent in order to do a job or task

Additional Teaching & Coverage:

- Individuality / Aspirations Day

Sequence of Learning

Step
0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step
1

Achievements

- *Lesson 1 PSHE Resources and PPT*
- **Know and discuss their personal achievements and skills**
- To know and to be able to identify skills and attributes that are useful in many roles

Step
2

Goals

- *Lesson 2 PSHE Resources and PPT*
- **Know and identify what a positive learning attitude is**
- To know and be able to discuss goals they could set to work towards their ambitions

Step
3

Always Learning

- *Lesson 3 PSHE Resources and PPT*
- **Know how a positive attitude can help to learn something new**
- To know and be able to discuss the impact that a growth mindset can have on achieving our goals

Sequence of Learning

Step 4

Jobs and Skills

- *Lesson 4 PSHE Resources and PPT*
- Know what skills and interests are needed for different jobs

Step 5

No Limit!

- *Lesson 5 PSHE Resources and PPT*
- Know that all people should have equal opportunities to follow career ambitions
- To know and be able to identify limitations to achieving goals and discuss how challenges can be overcome

Step 6

When I Grow Up

- *Lesson 6 PSHE Resources and PPT*
- Know about jobs they might like to do in the future and the skills needed

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Three – Summer 2

Health – It's my Body

The Big Idea:

We have choices of how to look after our bodies.

Context for Study:

This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H45. 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
- R18. 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
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R27. 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
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H6. 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.
- H7. 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

Vocabulary:

Secret: Something that is not meant to be known by others.

Choices: The ability to pick between two or more things

Trusted adult: Someone you have a good relationship who you can talk to

Relationship: The way two or more things or people are linked or connected

Hygiene: A practice to maintain health and prevent disease and germs

Drugs: A medicine or other substance which has a physical effect when taken. Can be good or bad.

Habit: Something somebody does regularly and often

Additional Teaching & Coverage:

- NSPCC Pants
- Oral Health Workshop

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

My Body, My Choice

- *Lesson 1 PSHE Resources and PPT*
- Know they can choose what happens to their body and know when a 'secret' should be shared

Step 2

Fit as a Fiddle

- *Lesson 2 PSHE Resources and PPT*
- Know the importance of exercise and healthy eating
- To know and be able to explain the effect of exercise on the heart

Step 3

Good Day, Good Night

- *Lesson 3 PSHE Resources and PPT*
- Know the importance of sleep
- To know some of the effects of sleep deprivation

Sequence of Learning

Step 4

Cough, Splutter, Sneeze!

- *Lesson 4 PSHE Resources and PPT*
- **Know how germs travel and spread disease**
- Know ways to protect their bodies from ill health
- To know how to inhibit the spread of germs

Step 5

Drugs: Healing or Helpful?

- *Lesson 5 PSHE Resources and PPT*
- **Know the difference between medicine and harmful drugs and chemicals**
- To know and be able to explain the importance of vaccinations and immunisations

Step 6

Choices Everywhere

- *Lesson 6 PSHE Resources and PPT*
- **Know how to make better choices and choose healthy habits**
- To know and identify ways to protect their bodies from ill health

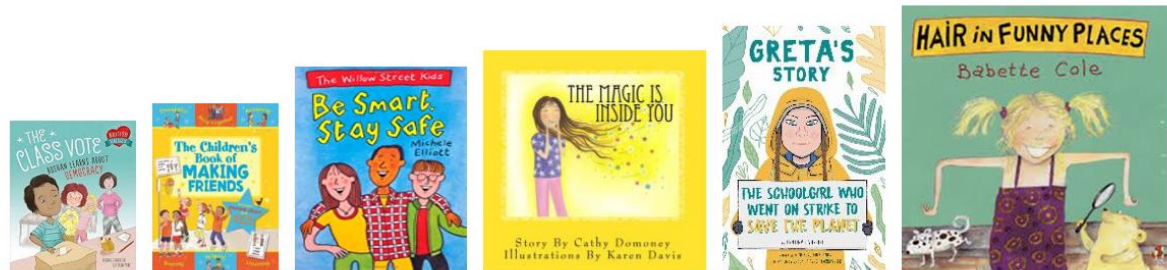
Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Four Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up
Safeguarding Curriculum	<ul style="list-style-type: none"> Protecting yourself from online identity theft. CEOP online training. Understanding bullying. Kindness Week Celebrating differences – PSHCE, Respecting different beliefs - What do different people believe about God? Roles and responsibilities – being a good citizen, online British values Protecting yourself from online identity theft Learner to Leader Programme (developing resilience) 		<ul style="list-style-type: none"> Healthy friendships. Using social networks, digital citizenship Celebrating inner strength and assertiveness. Alcohol Online Safety talk – cyberbullying and online safety Online safety week – national and school theme Body Smart and Brain Smart – drugs, alcohol and tobacco – saying no to temptation Being proud of who you are 		<ul style="list-style-type: none"> Growing up and changing bodies Road safety Who helps us? – knowing who to turn to in different situations Healthy and Safe relationships – making safe relationships and recognising safe relationships at home Staying safe online Forest school – keeping safe outdoors 	



Relationships – Rights Respecting

The Big Idea:

Our rights help people to live happy, safe, healthy and fulfilling lives.

Context for Study:

This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L2. to recognise there are human rights, that are there to protect everyone
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws Cg. what democracy is, and about the basic institutions that support it locally and nationally;
- L3. about the relationship between rights and responsibilities
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- L4. 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
- L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

Vocabulary:

Respect: Having admiration and due regard for the feelings, thoughts, wishes or rights of others. One of our core values.

Human rights: A moral or legal entitlement that every human has regardless of race, gender, nationality, ethnicity, language or religion.

Equality: The state of being equal; ensuring individuals or groups of individuals are not treated differently or less well.

Citizen: inhabitant of a place who is entitled to all the legal rights and privileges granted by the state.

Discrimination: The unjust or prejudicial treatment of different groups of people, on the grounds of race, age ,or gender.

Consequence: A result. The consequence of your actions is what happens as a result of the choices you make.

Stereotype: A mistaken idea or belief many people have about someone based upon how they look on the outside. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Rights

- *Lesson 1 PSHE Resources and PPT*
- **Know what human rights are**
- To know how to help others to understand what their rights are

Step 2

Are All Rights Equal?

- *Lesson 2 PSHE Resources and PPT*
- **Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child**
- To know the importance of these rights

Step 3

Rules

- *Lesson 3 PSHE Resources and PPT*
- **Know what democracy is and how this relates to rules and human rights**
- To know and reflect on how they can put democracy into action

Sequence of Learning

Step 4

Rights Without Responsibilities?

- *Lesson 4 PSHE Resources and PPT*
- Know that human rights are not dependent on responsibilities

Step 5

Respect

- *Lesson 5 PSHE Resources and PPT*
- Know what it means to respect the right of others and why this is important
- To know and identify what they can do to respect the rights of others to a greater extent

Step 6

Are We So Different?

- *Lesson 6 PSHE Resources and PPT*
- Know and understand how stereotypes can stop human rights being met
- To know and consider how they can challenge harmful stereotypes

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Relationships – VIPs (Kindness Week)

The Big Idea:

What are the qualities of a good friend?

Context for Study:

This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. 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
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R18. 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

Vocabulary:

Friendship: A relationship between two people who like each other.

Bullying: When a person, or group repeatedly and intentionally uses or abuse their power to intimidate or hurt someone else.

Attitudes: A way of feeling or acting towards a person, thing or situation.

Personality: Describes traits that a person shows consistently at different times and in different situations.

Loyal: Being faithful or devoted to someone or something.

Supportive: To give help and assistance to someone, giving them encouragement.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Family and Friends

- *Lesson 1 PSHE Resources and PPT*
- **Know and explain the importance of respecting VIPs**
- To know and be able to discuss the need to have a variety of friends with differing personalities

Step 2

Fabulous Friends

- *Lesson 2 PSHE Resources and PPT*
- **Know and explain how to make and keep fabulous friends**
- To know and be able to discuss how our attitudes impact new friendships being made

Step 3

Is This a Good Relationship?

- *Lesson 3 PSHE Resources and PPT*
- **Know and identify own support network**
- To know and discuss how to be supportive and loyal in a healthy friendship and what to do in an unhealthy friendship

Sequence of Learning

Step 4

Falling Out

- *Lesson 4 PSHE Resources and PPT*
- **Know and demonstrate strategies for resolving conflicts**
- To know how to work together to create a role play about positive resolution techniques

Step 5

What is Bullying?

- *Lesson 5 PSHE Resources and PPT*
- **Know and identify what bullying is**
- To know and share ideas as to why a bully might started bullying and create a storyline to address this

Step 6

Stand up to Bullying

- *Lesson 6 PSHE Resources and PPT*
- **Know what to do if someone is being bullied**
- To know how to help someone who is being bullied by creating a poster

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Health & Wellbeing – Safety First

The Big Idea:

How to take responsibility for our own safety.

Context for Study:

In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H35. about the new opportunities and responsibilities that increasing independence may bring
- H37. 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
- H38. How to predict, assess and manage risk in different situations
- H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R18. 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
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. 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
- H47. 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

Vocabulary:

Responsibility: Have a duty to deal with or being accountable for something

Peer pressure: Influence from members of your friendship or "peer" group such as your classmates

Risk: A situation where there is exposure to danger

Hazard: A danger or risk

Drugs: A tablet, liquid or gas given to someone to prevent an illness or disease (good drug- medicine). Some people may take or misuse drugs because of the effect they have on their bodies

Substance: A chemical ingredient found in drugs e.g. caffeine, alcohol, nicotine

Precaution: Steps taken to stop something bad, dangerous or unpleasant happening

Cyber bullying: The use of electronic devices and communication to bully a person, typically by sending repeated messages to threaten or scare them

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

New Responsibilities

- *Lesson 1 PSHE Resources and PPT*
- **Know and discuss some school rules for staying safe and healthy**
- To know what being responsible means and name some of their responsibilities

Step 2

Risks, Hazards and Danger

- *Lesson 2 PSHE Resources and PPT*
- **Know a risky situation and act responsibly**
- To know and be able to give examples of a range of risky or dangerous situations

Step 3

Under Pressure

- *Lesson 3 PSHE Resources and PPT*
- **Know a person can choose not to do something that makes them feel uncomfortable**
- To know where pressure to do things can come from; identify people who can help us in an emergency

Sequence of Learning

Step 4

Safety When Out and About

- *Lesson 4 PSHE Resources and PPT*
- **Know how to stay safe when outside the home**
- To know about safety precautions that can be taken when using roads, water or railways

Step 5

Dangerous Substances

- *Lesson 5 PSHE Resources and PPT*
- **Know about dangerous substances and how they affect the human body**
- To know and explain some of the ways in which drugs, cigarettes and alcohol affect the human body

Step 6

Injuries and Emergencies

- *Lesson 6 PSHE Resources and PPT*
- **Know 999 as the number to call to seek help in an emergency**
- To know and identify what information will need to be shared with an emergency services operator

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Mental Wellbeing – Think Positive

The Big Idea:

How to manage difficult emotions by thinking positively and calmly.

Context for Study:

This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. 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
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H22. 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
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H17. to recognise that feelings can change over time and range in intensity
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H36. strategies to manage transitions between classes and key stages
- R13. the importance of seeking support if feeling lonely or excluded

Vocabulary:

Mental Health: A person's emotional wellbeing. Mental health affects how we think, feel and act.

Positive attitude: A state of mind that envisions and expects the best results. It is looking for the best in a situation (optimism) and keeping a positive mind set.

Goals: An idea for the future that a person wants, plans for and commits to achieve with a set deadline.

Emotion: A strong feeling, mood or relationship with others.

Informed choice: Where you know all the details, benefits, risks and consequences of something before making a decision.

Consequence: A result. The consequence of your actions is what happens as a result of the choices you make.

Mindfulness: a state of mind where you calmly think about and understand your thoughts and emotions

Aspirations: The hope or ambition to achieve something.

Additional Teaching & Coverage:

- Comedy Workshop

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Happy Minds, Happy People

- *Lesson 1 PSHE Resources and PPT*
- **Know that it is important to look after our mental health**
- To know and understand the implications of having negative thoughts and their impact on our actions and behaviour

Step 2

Thoughts and Feelings

- *Lesson 2 PSHE Resources and PPT*
- **Know and describe a range of positive and negative emotions**
- To know and describe a range of comfortable and uncomfortable emotions

Step 3

Changes

- *Lesson 3 PSHE Resources and PPT*
- **Know that some changes can be difficult but there are things we can do to help us cope**
- To know that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions

Sequence of Learning

Step 4

Keep Calm and Relax

- *Lesson 4 PSHE Resources and PPT*
- **Know mindfulness techniques to keep calm**
- To know and be able to describe mindfulness and why it is helpful in supporting good mental health

Step 5

You're the Boss

- *Lesson 5 PSHE Resources and PPT*
- **Know and identify uncomfortable emotions and manage them effectively**
- To know and understand the need for our thinking brain to gain control over our feelings brain

Step 6

Always Learning

- *Lesson 6 PSHE Resources and PPT*
- **Can apply a positive attitude towards learning and take on new challenges**
- To know and be able to discuss the characteristics of a good learner

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Wider World – One World

The Big Idea:

How to be a good global citizen.

Context for Study:

This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L2. to recognise there are human rights, that are there to protect everyone
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L4. 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
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L3. about the relationship between rights and responsibilities
- L5. 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)
- L7. to value the different contributions that people and groups make to the community

Vocabulary:

Values: Principles or standards of behaviour; what a person judges is important in life.

Customs: A tradition or usual way to behave. Many customs are things that people do that are handed down from the past.

Impact: To have an influence over something or someone.

Fairtrade: Trade between companies in developed countries and producers in developing countries in which fair prices are paid.

Climate change: Significant long-term change in the expected patterns of average weather. Global warming and the climate changes seen today are being caused by the increase of carbon dioxide(CO₂) and other greenhouse gas emissions by humans.

Additional Teaching & Coverage:

- Individuality / Aspirations Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Chiwa and Kwende

- *Lesson 1 PSHE Resources and PPT*
- **Know similarities and differences between people's lives**
- To know and be able to explain in detail why similarities and differences between people's lives arise

Step 2

Chiwa's Dilemma

- *Lesson 2 PSHE Resources and PPT*
- **Know opinions that are different from their own**
- To know the reasons for their own opinions

Step 3

Chiwa's Dilemma

- *Lesson 3 PSHE Resources and PPT*
- **Consider the lives of other people living in other places and express own opinions.**
- To make considered decisions based on all opinions

Sequence of Learning

Step 4

Chiwa's Sugar

- *Lesson 4 PSHE Resources and PPT*
- **Know that their actions impact on people in different countries**
- To know and be able to detail others what actions can be taken to make the world a fairer place

Step 5

Chiwa's World

- *Lesson 5 PSHE Resources and PPT*
- **Know what climate change is**
- To know and be able to describe what can be done to reduce the effects of climate change

Step 6

Charity for Chiwa

- *Lesson 6 PSHE Resources and PPT*
- **Know there are organisations working to help people in challenging situations in other communities**
- To know and be able to detail to others what actions can be taken to make the world a fairer place

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health – Growing Up

The Big Idea:

How we physically and emotionally change as we grow older.

Context for Study:

This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H33. 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
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H31. 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)
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H26. that for some people gender identity does not correspond with their biological sex
- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. 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

Vocabulary:

Reproduction: To produce offspring

Puberty: The period of time when adolescents begin to change into mature adults

Penis: Male reproductive organ

Adolescent: A young person who is in the process of developing from a child into an adult

Emotion: A strong feeling arising from your situation, mood or relationships with others

Vagina: Female reproductive organ

Hormones: A chemical in your body that can change and influence your mood or emotions

Additional Teaching & Coverage:

- Oral Health Workshop

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Human Reproduction

- *Lesson 1 PSHE Resources and PPT*
- Know the main male and female body parts needed for reproduction
- To know and to explain what the male and female reproductive body parts are for

Step 2

Changes in Boys

- *Lesson 2 PSHE Resources and PPT*
- Know some of the changes boys go through during puberty

Step 3

Changes in Girls

- *Lesson 3 PSHE Resources and PPT*
- Know some of the changes girls go through during puberty

Sequence of Learning

Step 4

Changing Emotions

- *Lesson 4 PSHE Resources and PPT*
- **Know some feelings young people might experience as they grow up**
- To know how to ask mature questions about puberty and the changes people experience

Step 5

Relationships and Families

- *Lesson 5 PSHE Resources and PPT*
- **Know that there are many different types of families and relationships**
- To know how to describe the different types of relationship that exist, without prejudice

Step 6

Where Do I Come From?

- *Lesson 6 PSHE Resources and PPT*
- **Know in simple terms how babies are made and how they are born**
- To know how to describe the conception and birth of a baby, using some scientific vocabulary

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Five Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's my Body
Safeguarding Curriculum	<ul style="list-style-type: none"> Water safety – swimming pool talk Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable. Racism Keeping ourselves and others safe Mobile/online gaming safety – passwords and digital citizen pledge – ICT Be confident – say no, don't give in to peer pressure, know your own mind and think for yourself Kindness Week Fort Alice Programme (Domestic Violence) Prevent Awareness 		<ul style="list-style-type: none"> Fire Safety Online safety week NSPCC Visit - work around emotional & physical abuse Safe parking project – road safety, following laws Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying. Forest school – keeping safe outdoors 		<ul style="list-style-type: none"> Girlfriends and boyfriends. Social networking focusing on Relationships & technology. Mind safe/body safe – keeping mentally and emotionally healthy, having time to talk, learning how to express yourself Healthy relationships – know what a good friend is/ what is a healthy relationship – DV/ Grooming/safe touching/safe spaces 	



Year Five – Autumn 1

Relationships – Be Yourself

The Big Idea:

How to develop a positive view of ourselves to be proud of our own individualities .

Context for Study:

This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R31. 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
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

Vocabulary:

Individuality: The character of a person that sets them aside from others

Peer pressure: Influence from your friends or people around you

Resolution: To fix something or make it right

Tricky situation: A difficult time that is happening. One where you need to think carefully about the right decision.

Fight or flight: A response when in a difficult situation, you may just run away or stay and "have your say"

Opinion: A view about something which may not be based on facts

Manage feelings: The ability to be open to feelings and control them in yourself and see them in others.

Additional Teaching & Coverage:

- #Hello Yellow
- NSPCC Speak Out

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

You Are Unique

- *Lesson 1 PSHE Resources and PPT*
- **Know that everyone is unique and why this should be celebrated and respected**
- To know and be able to discuss how to deal with being unique in difficult situations

Step 2

Let It Out!

- *Lesson 2 PSHE Resources and PPT*
- **Know how to communicate their feelings in different situations**
- To know and be able to discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with

Step 3

Uncomfortable Feelings

- *Lesson 3 PSHE Resources and PPT*
- **Know uncomfortable feelings and different ways to manage these**
- To know and discuss which strategy would work best in each situation and why

Sequence of Learning

Step 4

The Confidence Trick

- *Lesson 4 PSHE Resources and PPT*
- **Know how to manage feelings of nervousness or shyness**
- To know and be able to discuss which situations would make people fight or flee and why

Step 5

Do the Right Thing

- *Lesson 5 PSHE Resources and PPT*
- **Know when different choices from those around may be different**

Step 6

Making Amends

- *Lesson 6 PSHE Resources and PPT*
- **Know the feelings involved in making a mistake and understand how to make amends**
- To know how to create resolutions to different tricky situations

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Five – Autumn 2

Relationships – TEAM (Kindness Week)

The Big Idea:

How to compromise to ensure we all work well together.

Context for Study:

This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- R11. 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
- R31. 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
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

Vocabulary:

Collaborative working: 2 or more people working together for a particular purpose.

Compromise: agreement or settlement of a dispute that is reached by each side making allowances.

Successful: Accomplishing a desired aim or result.

Empathy: The ability to understand and share feelings of another.

Attributes: A quality or characteristic given to a person, group or some other thing.

Opinion: A view or judgment formed about something, not necessarily based on fact or knowledge.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week
- Fort Alice – Domestic Violence Awareness

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Together Everyone Achieves More

- *Lesson 1 PSHE Resources and PPT*
- **Know what successful teamwork skills are**
- To know and understand what successful teamwork skills are

Step 2

Communicate

- *Lesson 2 PSHE Resources and PPT*
- **Know how to express opinions respectfully and that others may have different opinions**
- To know how to disagree respectfully

Step 3

Compromise and Collaborate

- *Lesson 3 PSHE Resources and PPT*
- **Know what collaborative working is and can compromise to get a task done**

Sequence of Learning

Step 4

Care

- *Lesson 4 PSHE Resources and PPT*
- **Know ways of showing care to others in their team**
- To be able to create posters to show examples of times the care cards could be used

Step 5

Unkind Behaviour

- *Lesson 5 PSHE Resources and PPT*
- **Know different types of unkind behaviour and suggest ways to help**
- To suggest different strategies for building networks to support others through unkind behaviour

Step 6

Shared Responsibilities

- *Lesson 6 PSHE Resources and PPT*
- **List shared responsibilities within the class team**
- To know and be able to discuss the importance and consequences of carrying out shared responsibilities within the class team

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Five – Spring 1

Economic Wellbeing – Money Matters

The Big Idea:

How to prioritise spending and to understand what is meant by 'financial risk'.

Context for Study:

This unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L17. about the different ways to pay for things and the choices people have about this
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L21. different ways to keep track of money.
- L23. 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
- L24. to identify the ways that money can impact on people's feelings and emotions

Vocabulary:

Financial risk: Any various types of risk associated with money e.g. loans

Influences: Something to have an effect on someone

Critical consumer: The choice of buying or not buying a product based on ethical or political beliefs

Budgeting: To provide or allow for a sum of money to buy a certain product

Tax: The money you can earn on your savings or a charge for borrowing money

Value for money: Something that is well worth the money spent on it

Debt: A sum of money that is owed or due

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day
- Natwest Money Matters

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Look After It

- *Lesson 1 PSHE Resources and PPT*
- **Know what financial risk is**
- To know the reasons that people take financial risks

Step 2

Critical Consumers

- *Lesson 2 PSHE Resources and PPT*
- **Know the ways advertisers try to influence consumers**
- To know and be able to talk about ways to establish the actual cost behind advertised products

Step 3

Value for Money and Ethical Spending

- *Lesson 3 PSHE Resources and PPT*
- **Know what it means to be a 'critical consumer'**
- To be able to identify how to compare the value for money of different products

Sequence of Learning

Step 4

Budgeting

- *Lesson 4 PSHE Resources and PPT*
- **Know what it means to budget**
- Know the advantages of working to a budget

Step 5

Money and Emotional Wellbeing

- *Lesson 5 PSHE Resources and PPT*
- **Know how money can affect people's emotions**

Step 6

Money in the Wider World

- *Lesson 6 PSHE Resources and PPT*
- **Know about ethical spending and the impact spending has on our environment**
- To know and be able to talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Five – Spring 2

Wider World – Diverse Britain

The Big Idea:

How can we each make a positive contribution to the community?

Context for Study:

This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.

PSHE Association POS Learning Opportunities:

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- L3. about the relationship between rights and responsibilities
- L6. about the different groups that make up their community; what living in a community means
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L4. 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;
- L5. 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).
- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally
- R21. about discrimination: what it means and how to challenge it
- L2. to recognise there are human rights, that are there to protect everyone

Vocabulary:

Community: A group of people living in the same place

Democracy: Where people take part or vote in the decisions that affect the way their community is run.

Faith: Complete trust or confidence in someone or something

Ethnicity: Belonging to a social group that have a common or cultural tradition

Law: Rules that are created and enforced

Government: A group of people with the authority to run a country or area

Charity: An organisation set up to provide support and raise money for those who are in need of help

Rights: an entitlement to have or do something

Additional Teaching & Coverage:

- Healthy Lifestyles Workshop – Bolton Healthy Families

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Identities

- *Lesson 1 PSHE Resources and PPT*
- **Know about the range of faiths and ethnicities in Britain**
- To know and identify ways of showing respect to people of all faiths and ethnicities

Step 2

Communities

- *Lesson 2 PSHE Resources and PPT*
- **Know what a community is**
- To know how they can make a positive contribution to their community

Step 3

Respecting the Law

- *Lesson 3 PSHE Resources and PPT*
- **Know how and why laws are made**
- To know what society would be like without rules and laws

Sequence of Learning

Step 4

Local Government

- *Lesson 4 PSHE Resources and PPT*
- **Know some roles of local government**
- To know the basic structure of national government

Step 5

National Government

- *Lesson 5 PSHE Resources and PPT*
- **Know the basic structure of national government including democracy and human rights**

Step 6

Making a Difference

- *Lesson 6 PSHE Resources and PPT*
- **Know about the role of charities and voluntary groups in the community**
- To know how they can make a positive difference to their community and country

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Five – Summer 1

Wider World – Aiming High

The Big Idea:

What is my preferred learning style and how to use these to overcome barriers?

Context for Study:

In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. 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
- L28. 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)
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L29. 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
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Vocabulary:

Succeed: To gain what is desired or intended, to achieve an outcome that is positive or good.

Gender: Being male or female

Learning Style: Different ways of learning that help you learn best- visual, auditory or kinaesthetic .

Stereotype: An idea or belief about a thing that is based upon how they look on the outside, which may be untrue.

Team: A group of people who may work or play together

Innovation: A new idea or the introduction of something new

Enterprise: Organising a business or company

Ambition: Something a person hopes to do

Growth Mindset: Not being afraid to fail and knowing that mistakes are ok- good even in the learning process

Additional Teaching & Coverage:

- Individuality / Aspirations Day

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

You Can Achieve Anything!

- *Lesson 1 PSHE Resources and PPT*
- **Know personal achievements and skills**
- To know which skills and attributes are useful in many roles

Step 2

Breaking Down Barriers

- *Lesson 2 PSHE Resources and PPT*
- **Know what a helpful learning attitude is**
- To know the potential barriers to success

Step 3

Future Focus

- *Lesson 3 PSHE Resources and PPT*
- **Know opportunities that might be available in the future**
- To know and appreciate the importance of seizing opportunities

Sequence of Learning

Step 4

Equal Opportunities

- *Lesson 4 PSHE Resources and PPT*
- **Know what a stereotype is and that gender, race and social class should not determine what jobs people can do**
- To know and explain the impact of stereotypes and why they need to be challenged

Step 5

The World of Work

- *Lesson 5 PSHE Resources and PPT*
- **Know about skills employers look for in employees**
- To know and be able to apply core skills when working within a team

Step 6

Onwards and Upwards

- *Lesson 6 PSHE Resources and PPT*
- **Know goals for the future and the steps needed to achieve them**
- Know limitations to achieving goals and discuss how challenges can be overcome

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health – It's my Body

The Big Idea:

How to take care of my body.

Context for Study:

In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H45. 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
- R18. 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
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. 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
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H7. 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
- H8. 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
- H6. 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
- H9. 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
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. 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)
- H12. 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

Vocabulary:

Physical Health: Is the condition of your body, critical for overall well being and can be affected by lifestyle, e.g. diet, exercise

Mental Health: The well-being of a person, how we think, feel and behave.

Emotional Health: Being aware of your emotions, being in control of your thoughts, feelings and behaviour.

Illegal drugs: A substance that affects the way the body functions, illegal means it is not allowed by law.

Habit: Something you do regularly and that is hard to stop.

Positive Body Image: Being proud of the way you look and feel and being confident with your body.

Additional Teaching & Coverage:

- Real Love Rocks

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Your Body is Your Own

- *Lesson 1 PSHE Resources and PPT*
- **Know that they can choose what happens to their own bodies**
- To know the definitions of consent and autonomy

Step 2

Exercise Right, Sleep Tight

- *Lesson 2 PSHE Resources and PPT*
- **Know the importance of sleep, exercise and healthy eating**
- To know and identify the implications of not getting enough sleep

Step 3

Taking Care of Our Bodies

- *Lesson 3 PSHE Resources and PPT*
- **Know ways to protect their bodies from ill health**
- To know and identify choices that will benefit their health and provide a 'balanced lifestyle'

Sequence of Learning

Step 4

Harmful Substances

- *Lesson 4 PSHE Resources and PPT*
- **Know ways in which certain drugs, including tobacco and alcohol, can harm their bodies**
- To know where the pressure to try harmful substances might come from

Step 5

How We Think and Feel About Our Bodies

- *Lesson 5 PSHE Resources and PPT*
- **Know positive aspects about themselves**
- To know that many images seen in the media are artificially enhanced

Step 6

Healthy Choices

- *Lesson 6 PSHE Resources and PPT*
- **Know choices that will benefit their health and provide a 'balanced lifestyle'**
- To know that the choices they make about their bodies have consequences

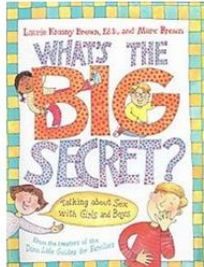
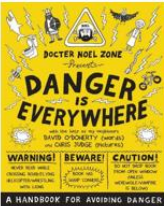
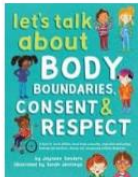
Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Year Six Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rights Respecting	VIPs (Kindness Week)	Safety First	Think Positive	One World	Growing Up
Safeguarding Curriculum	<ul style="list-style-type: none"> Disability Anti-Social Behaviour Homelessness Domestic Violence Drugs Peer Pressure Being a good community citizen Family changes – people leaving, bereavement, divorce, separation, step families Forest school – keeping safe outdoors What to do in an emergency by yourself Tolerating others – meeting new people who have different beliefs Managing feelings Kindness Week 		<ul style="list-style-type: none"> Alcohol Online safety talk – cyberbullying and online safety week Getting ready for change – moving on Temptations – drugs/alcohol/tobacco and peer pressures – knowing the risks and saying no. Making informed choices Police visit (crime and punishment)-being a good citizen Privacy rules Keeping your mind healthy – SAT's preparation, keeping calm and confident through pressure 		<ul style="list-style-type: none"> Preparation for secondary school Proud to be me – changing bodies, don't always all have to be the same, we all change differently Puberty Talk Rail safety – don't play or hang around on the railway Keeping our body safe and healthy Your body is your body – FGM, Forced marriage Respect yourself Making healthy relationships both online and in real life. Manage risks, know how to protect yourself online and in real life. Don't be a stereotype – make your own choices and don't copy others. Don't feel you have to do it just because everyone else does. Emotional Resilience – emotional language, self esteem and confidence building 	



Relationships – Rights Respecting

The Big Idea:

We can all make choices to live as a rights-respecting citizen.

Context for Study:

This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help children explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L2. to recognise there are human rights, that are there to protect everyone
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. 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
- H45. 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
- R4. 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
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities

Vocabulary:

Rights: Something a person has which people think should not be taken away, a rule about what a person is allowed to do or have.

Human rights activist: A person/people who act to promote or protect our human rights.

Equality: The state of being equal; ensuring individuals or groups of individuals are not treated differently or less well.

Universal: Something for everything or everyone.

Discrimination: The unjust or prejudicial treatment of different groups of people, on the grounds of race, age ,or gender.

Consequence: The effect, result or outcome of something that has occurred earlier.

Culture: The 'way of life 'of groups of people, the way different people do things.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Know Your Rights

- *Lesson 1 PSHE Resources and PPT*
- Know what the Universal Declaration of Human Rights is and understand that children have their own rights
- I know how to uphold children's rights

Step 2

Do Human Rights Apply to Everyone?

- *Lesson 2 PSHE Resources and PPT*
- Know the importance of being rights-respecting citizens
- I know that human rights are universal and cannot be taken away

Step 3

Are Everyone's Rights Met?

- *Lesson 3 PSHE Resources and PPT*
- Know that there are people across the world whose rights are not met
- I know and can give reasons as to why people's rights are not always met

Sequence of Learning

Step 4

Are You Rights-Respecting?

- *Lesson 4 PSHE Resources and PPT*
- **Know how to respect other people's rights and why it is important to do so**
- I know how to encourage others to be rights-respecting

Step 5

Do Human Rights Change?

- *Lesson 5 PSHE Resources and PPT*
- **Know how people in Britain can be the same and can be different**
- I know and can share detailed reasons for changes in ideas about human rights

Step 6

Human Rights Heroes

- *Lesson 6 PSHE Resources and PPT*
- **Can share my ideas about being British and living in Britain.**
- I know and can share my thoughts on how human rights activists have changed the world

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Relationships – VIPs (Kindness Week)

The Big Idea:

Who are the important people within in my family and friendship groups and how important is kindness and respect within these relationships?

Context for Study:

This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- R5. 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
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. 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
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R11. 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
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Vocabulary:

Healthy Relationship: When you are able to openly express your feelings and have a good and effective communication with someone.

Unhealthy relationship: When one or more of the people involved exhibit behaviours that are not healthy and are not founded in mutual respect for the other person.

Resolution: The act of resolving or determining an action, course of action, method or procedure.

Confidential: Spoken, written or acted on in strict privacy or secret.

Dares: To challenge someone to do something silly, difficult or dangerous.

Respect: A way of treating or thinking about someone or something, you may admire them and treat them well, this is one of our school values.

Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

People We Love

- *Lesson 1 PSHE Resources and PPT*
- **Know ways we can care for our VIPs**
- To know and create a list to show different ways we can care for our VIPs

Step 2

Think Before You Act

- *Lesson 2 PSHE Resources and PPT*
- **Know different calming techniques**
- To know and show a calming technique on a poster

Step 3

It's Ok to Disagree

- *Lesson 3 PSHE Resources and PPT*
- **Know how a disagreement could be handled with respect**
- To know and give clear examples of how different opinions can be given in a respectful way

Sequence of Learning

Step 4

You Decide

- *Lesson 4 PSHE Resources and PPT*
- **Know ways to resist pressure**
- To know, write and explain what to do when feeling pressured

Step 5

Secrets

- *Lesson 5 PSHE Resources and PPT*
- **Know which secrets are OK to keep and which need to be shared**
- To know and debate whether keeping secrets for other people is OK

Step 6

False Friends

- *Lesson 6 PSHE Resources and PPT*
- **Know some aspects of healthy and unhealthy relationships**
- To know and be able to take part in a discussion on how unhealthy relationships could be identified

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Health & Wellbeing – Safety First

The Big Idea:

What does it mean to take responsibility for my own safety?

Context for Study:

In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H35. about the new opportunities and responsibilities that increasing independence may bring
- H37. 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
- H38. How to predict, assess and manage risk in different situations
- H38. How to predict, assess and manage risk in different situations
- H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- H38. How to predict, assess and manage risk in different situations
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H43. about what is meant by first aid; basic techniques for dealing with common injuries
- H44. 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

Vocabulary:

Peer Pressure: Influence from your friends

Decisions: A choice that is made, making up your mind to do something

Risk: A situation involving an element of danger

Emergency: A serious, unexpected and often dangerous situation that needs immediate action

E-safety: Trying to be safe on the internet. The safe and responsible use online

Social media: Websites and applications that are designed to allow people to share content quickly, efficiently and in real time

Dare: To challenge someone to do something silly, difficult or dangerous

Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day
- Crucial Crew

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

You Are Responsible

- *Lesson 1 PSHE Resources and PPT*
- **Know how to take responsibility of own safety**
- To know and appreciate that their own decisions and behaviour can impact on their safety and the safety of others

Step 2

What Are the Risks?

- *Lesson 2 PSHE Resources and PPT*
- **Know when to seek help in risky or dangerous situations**
- To know that doing something risky may lead to danger

Step 3

Making Your Mind Up

- *Lesson 3 PSHE Resources and PPT*
- **Know how to confidently identify and manage pressure to get involved in risky situations.**
- To know and be able to identify sources of pressure to behave in a certain way, other than peer pressure

Sequence of Learning

Step 4

In an Emergency

- *Lesson 4 PSHE Resources and PPT*
- **Know how to act sensibly and safely in an emergency, explaining what they would do.**
- To know and discuss a range of emergencies and the different responses that would be most appropriate

Step 5

Home – Safe and Sound

- *Lesson 5 PSHE Resources and PPT*
- **Know how to identify and reduce risks to keep everyone safe at home**
- To know and be able to explain how we know which substances around the home contain chemicals

Step 6

Outdoors – Playing It Safe

- *Lesson 6 PSHE Resources and PPT*
- **List some of the dangers we face when we are around roads, railways or water and describe how to stay safe**
- Know how to advise others on how to stay safe around roads, water and railways

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Mental Wellbeing – Think Positive

The Big Idea:

Developing an understanding about thoughts and emotions, both positive and negative will help apply a growth mindset approach to life.

Context for Study:

This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H2. about the elements of a balanced, healthy lifestyle
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. 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
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. 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
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- R13. the importance of seeking support if feeling lonely or excluded

Vocabulary:

Mental Health: A person's emotional wellbeing. Mental health affects how we think, feel and act.

Growth Mindset: To believe that your basic abilities can be developed through dedication and hard work

Emotional health: Being in control of your thoughts, feelings and behaviour, being aware of your emotions and being able to deal with them.

Emotions: A strong feeling, from a person's mood, circumstances or relationship with others.

Balanced lifestyle: A good, healthy balance between work, time spent at home, eating healthily and personal pursuits/ activities.

Consequence: A result or effect. Can be good or bad but often used for unwelcome or unpleasant results from actions.

Additional Teaching & Coverage:

- Comedy Workshop
- Mental Health Workshop NHS

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

The Cognitive Triangle

- *Lesson 1 PSHE Resources and PPT*
- **Know about their thoughts, feelings and behaviours and can explain the link between them**
- I know and can suggest outcomes linked to certain thoughts, feelings and actions

Step 2

Thoughts Are Not Fact

- *Lesson 2 PSHE Resources and PPT*
- **Know ways in which positive thinking can be beneficial**
- I know and can identify unhelpful and helpful thoughts

Step 3

Face Your Feelings

- *Lesson 3 PSHE Resources and PPT*
- **Know and discuss uncomfortable emotions**
- To know and explain the range and intensity of their feelings to others

Sequence of Learning

Step 4

Choices and Consequences

- *Lesson 4 PSHE Resources and PPT*
- **Know common choices we have to make in life and the importance of making good choices**
- To know and predict the consequences linked to certain choices

Step 5

Being Present

- *Lesson 5 PSHE Resources and PPT*
- **Know basic mindfulness techniques**
- To know and share how mindfulness techniques can be used in their everyday lives

Step 6

Yes, I Can!

- *Lesson 6 PSHE Resources and PPT*
- **Can apply a growth mindset in everyday life**
- To know and be able to describe the difference between a growth mindset and a fixed mindset

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

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Wider World – One World

The Big Idea:

We all have a responsibility to live as global citizen.

Context for Study:

This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- L3. about the relationship between rights and responsibilities
- L4. 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
- L5. 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)
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

Vocabulary:

Global Citizen: Someone who understands and is aware of the wider world, a belief that we can all make a difference.

Sustainability: To be kept, avoidance of the reduction of natural resources.

Global warming: A gradual increase in the temperature of the Earth's atmosphere.

Biodiversity: The variety of plant and animal life in the world, or particular habitat.

Environment: The natural world, the surroundings in which a person, animal or plant lives.

Prevent: Stop something from happening.

Energy: Power from physical or chemical resources, especially to provide light and heat.

Responsibility: Having a duty to deal with something or having control over someone.

Additional Teaching & Coverage:

- Individuality / Aspirations Day
- Police Visit

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Global Citizens

- *Lesson 1 PSHE Resources and PPT*
- **Know what a global citizen is**
- To know and be able to explain how to be a responsible global citizen

Step 2

Global Warming

- *Lesson 2 PSHE Resources and PPT*
- **Know what global warming is and how we can help prevent it getting worse**
- To know and reflect on how the impact of global warming may affect their future lives

Step 3

Energy

- *Lesson 3 PSHE Resources and PPT*
- **Know that human energy use can harm the environment**
- To know and develop their own thoughts and ideas on sustainability

Sequence of Learning

Step 4

Water

- *Lesson 4 PSHE Resources and PPT*
- **Know the importance of not wasting water**
- To know ways in which water supply and use is affected by global warming

Step 5

Biodiversity

- *Lesson 5 PSHE Resources and PPT*
- **Know what biodiversity is**
- To know and develop a secure knowledge of what can be done to encourage and sustain biodiversity

Step 6

In Our Hands

- *Lesson 6 PSHE Resources and PPT*
- **Know that their choices can have far reaching consequences**
- To know and begin to analyse their decisions and choices to a greater depth

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

Health – Growing Up

The Big Idea:

How we grow and change, both physically and emotionally, and the types of relationships that people have is essential knowledge as part of growing up.

Context for Study:

This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.

For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document

PSHE Association POS Learning Opportunities:

- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. 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)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H31. 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)

Vocabulary:

Sexual Relationship: A connectedness between two people, especially an emotional connection.

Positive Body Image: A person who feels comfortable and happy in their body.

Puberty: A time when adolescents go through change and become capable of reproduction.

Contraception: The use of artificial methods to prevent pregnancy.

Gender Identity: A person's idea of being a boy or girl, which may or may not be the same as when they were born.

Sexual Orientation: Being attracted to a person of the opposite sex/gender, the same sex/gender or to both sexes or more than one gender.

Additional Teaching & Coverage:

- Puberty Workshop
- Real Love Rocks

Sequence of Learning

Step 0

Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

Step 1

Changing Bodies

- *Lesson 1 PSHE Resources and PPT*
- **Know physical changes young people will experience during puberty**
- To know and explain how to look after their bodies during puberty

Step 2

Changing Emotions

- *Lesson 2 PSHE Resources and PPT*
- **Know emotional changes young people might experience during puberty**
- To know and explain why young people experience physical and emotional changes during puberty

Step 3

Just the Way You Are

- *Lesson 3 PSHE Resources and PPT*
- **Know that there is no such thing as a perfect body**
- To know some of the ways in which the media fuels the notion of a perfect body

Sequence of Learning

Step 4

Relationships

- *Lesson 4 PSHE Resources and PPT*
- **List things that all loving relationships have in common**
- To know and be able to describe the different types of loving relationships that exist

Step 5

Let's Talk About Sex Baby

- *Lesson 5 PSHE Resources and PPT*
- **Know what a sexual relationship is**
- To know and use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation

Step 6

Human Reproduction

- *Lesson 6 PSHE Resources and PPT*
- **Know how babies are conceived and how they are born**
- To know and consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse

Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.