

# PSHE

## PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>▪ Maintaining healthy lifestyle</li> <li>▪ How set simple yet challenging goals</li> <li>▪ Vocabulary to describe feelings</li> <li>▪ Process of growing from young to old</li> <li>▪ What to do if worried</li> <li>▪ Understand shared responsibility</li> </ul> <p>TM: class discussions, group work and presenting discussions, question and answer time</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Importance and how to maintain hygiene</li> <li>• Simple strategies for managing feelings</li> <li>• Simple disease prevention</li> <li>• Rules for keeping safe: online, road, cycle safety</li> <li>• Importance of respecting others' privacy</li> </ul> <p>TM: class discussions, pair work on what rules to establish, carousel on PPE.</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Positive and negative effects on physical, mental and emotional health</li> <li>• Balanced lifestyle</li> <li>• Learning about images in media</li> <li>• How to overcome conflicting emotions</li> <li>• Reducing risk of spreading bacteria</li> <li>• Understanding peer pressure and how to resist</li> </ul> <p>TM: class discussions,</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Positive and negative effects on physical, mental and emotional health</li> <li>• Balanced lifestyle</li> <li>• Learning about images in media</li> <li>• How to overcome conflicting emotions</li> <li>• Reducing risk of spreading bacteria</li> <li>• Understanding peer pressure and how to resist</li> </ul> <p>TM: class discussions,</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Responsible use of mobile phones</li> <li>• Strategies for keeping safe online, protecting personal information</li> <li>• Human reproduction/puberty</li> <li>• School rules about health and safety including basic emergency first aid.</li> <li>• Increasing independence whilst staying safe</li> </ul> <p>TM: class discussion, link with IT classes about online</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Responsible use of mobile phones</li> <li>• Strategies for keeping safe online, protecting personal information</li> <li>• Human reproduction/puberty</li> <li>• School rules about health and safety including basic emergency first aid.</li> <li>• Increasing independence whilst staying safe</li> </ul> <p>TM: class discussion, link with IT classes about online safety, quizzes and questionnaires on</p>

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	<p>AO: teacher assessment</p>	<p>AO: teacher assessment</p>	<p>sharing circles, carousel on bacteria/virus prevention</p> <p>AO: teacher assessment, group work on balanced lifestyle</p>	<p>sharing circles, carousel on bacteria/virus prevention</p> <p>AO: teacher assessment, group work on balanced lifestyle</p>	<p>safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)</p> <p>AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.</p>	<p>e-safety, practical class on basic first aid (CPR, emergency contacts)</p> <p>AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.</p>
<p><b>Autumn 2</b></p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>▪ Maintaining healthy lifestyle</li> <li>▪ How set simple yet challenging goals</li> <li>▪ Vocabulary to describe feelings</li> <li>▪ Process of growing from young to old</li> <li>▪ What to do if worried</li> <li>▪ Understand shared responsibility</li> </ul>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Importance and how to maintain hygiene</li> <li>• Simple strategies for managing feelings</li> <li>• Simple disease prevention</li> <li>• Rules for keeping safe: online, road, cycle safety</li> <li>• Importance of</li> </ul>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Positive and negative effects on physical, mental and emotional health</li> <li>• Balanced lifestyle</li> <li>• Learning about images in media</li> <li>• How to overcome conflicting emotions</li> <li>• Reducing risk of</li> </ul>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Positive and negative effects on physical, mental and emotional health</li> <li>• Balanced lifestyle</li> <li>• Learning about images in media</li> <li>• How to overcome conflicting emotions</li> <li>• Reducing risk of</li> </ul>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Responsible use of mobile phones</li> <li>• Strategies for keeping safe online, protecting personal information</li> <li>• Human reproduction/puberty</li> <li>• School rules about health and safety including basic emergency</li> </ul>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Responsible use of mobile phones</li> <li>• Strategies for keeping safe online, protecting personal information</li> <li>• Human reproduction/puberty</li> <li>• School rules about health and safety including basic emergency</li> </ul>

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<b>Spring 1</b>	y	<p>respecting others' privacy</p> <p>TM: class discussions, pair work on what rules to establish, carousel on PPE.</p> <p>AO: teacher assessment</p>	<p>spreading bacteria</p> <ul style="list-style-type: none"> <li>Understanding peer pressure and how to resist</li> </ul> <p>TM: class discussions, sharing circles, carousel on bacteria/virus prevention</p> <p>AO: teacher assessment, group work on balanced lifestyle</p>	<p>spreading bacteria</p> <ul style="list-style-type: none"> <li>Understanding peer pressure and how to resist</li> </ul> <p>TM: class discussions, sharing circles, carousel on bacteria/virus prevention</p> <p>AO: teacher assessment, group work on balanced lifestyle</p>	<p>first aid.</p> <ul style="list-style-type: none"> <li>Increasing independence whilst staying safe</li> </ul> <p>TM: class discussion, link with IT classes about online safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)</p> <p>AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.</p>	<p>first aid.</p> <ul style="list-style-type: none"> <li>Increasing independence whilst staying safe</li> </ul> <p>TM: class discussion, link with IT classes about online safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)</p> <p>AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.</p>
	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
	<ul style="list-style-type: none"> <li>How to communicate feelings and how behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Share opinions and how to have a constructive</li> </ul>	<ul style="list-style-type: none"> <li>What is a positive and healthy relationship? - how to</li> </ul>	<ul style="list-style-type: none"> <li>What is a positive and healthy relationship? - how to</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution and negotiation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution and negotiation strategies</li> </ul>

# PSHE

	<p>affects others</p> <ul style="list-style-type: none"> <li>• Difference between secrets and surprises – not to keep secrets if they feel anxious about it</li> <li>• Distinguish between fair and unfair, kind and unkind, right and wrong</li> </ul>	<p>discussion</p> <ul style="list-style-type: none"> <li>• How to listen and work together</li> <li>• Simple constructive feedback</li> <li>• Judging acceptable and unacceptable physical contact and who to talk to</li> <li>• Recognise differences between teasing and bullying</li> <li>• How to handle bullying</li> </ul>	<p>maintain positive relationships</p> <ul style="list-style-type: none"> <li>• Identify different types of relationships</li> <li>• When and when not to keep a secret or break a confidence</li> <li>• How to listen and respond respectfully, raise their own views and constructively dispute others.</li> </ul>	<p>maintain positive relationships</p> <ul style="list-style-type: none"> <li>• Identify different types of relationships</li> <li>• When and when not to keep a secret or break a confidence</li> <li>• How to listen and respond respectfully, raise their own views and constructively dispute others.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences and similarities in people including those protected under Equality Act</li> <li>• Distinction between bullying and discrimination and how to handle</li> <li>• Recognise and challenge stereotypes</li> <li>• Identify personal boundaries and respect others.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences and similarities in people including those protected under Equality Act</li> <li>• Distinction between bullying and discrimination and how to handle</li> <li>• Recognise and challenge stereotypes</li> <li>• Identify personal boundaries and respect others.</li> </ul>
	<p>TM: class discussions, group work and presenting discussions, question and answer time</p>	<p>TM: class discussions, pair work on what rules to establish, mix and match exercise to understand differences between types of bullying</p>	<p>TM: class discussions, question and answer time for any concerns children might have.</p>	<p>TM: class discussions, question and answer time for any concerns children might have.</p>	<p>TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome</p>	<p>TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome</p>
	<p>AO: teacher assessment</p>		<p>AO: teacher</p>	<p>AO: teacher</p>		

# PSHE

		AO: teacher assessment	assessment on class discussions and how pupils responded to one another.	assessment on class discussions and how pupils responded to one another.	AO: teacher assessment, self-assessment on topic discussed, peer assessment on boundaries topic	AO: teacher assessment, self-assessment on topic discussed, peer assessment on boundaries topic
<b>Spring 2</b>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• How to communicate feelings and how behaviour affects others</li> <li>• Difference between secrets and surprises – not to keep secrets if they feel anxious about it</li> <li>• Distinguish between fair and unfair, kind and unkind, right and wrong</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Share opinions and how to have a constructive discussion</li> <li>• How to listen and work together</li> <li>• Simple constructive feedback</li> <li>• Judging acceptable and unacceptable physical contact and who to talk to</li> <li>• Recognise differences between teasing and</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• What is a positive and healthy relationship? - how to maintain positive relationships</li> <li>• Identify different types of relationships</li> <li>• When and when not to keep a secret or break a confidence</li> <li>• How to listen and respond respectfully, raise their own views</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• What is a positive and healthy relationship? - how to maintain positive relationships</li> <li>• Identify different types of relationships</li> <li>• When and when not to keep a secret or break a confidence</li> <li>• How to listen and respond respectfully, raise their own views</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Conflict resolution and negotiation strategies</li> <li>• Differences and similarities in people including those protected under Equality Act</li> <li>• Distinction between bullying and discrimination and how to handle</li> <li>• Recognise and challenge stereotypes</li> <li>• Identify</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Conflict resolution and negotiation strategies</li> <li>• Differences and similarities in people including those protected under Equality Act</li> <li>• Distinction between bullying and discrimination and how to handle</li> <li>• Recognise and challenge stereotypes</li> <li>• Identify</li> </ul>

# PSHE

<b>Summer 1</b>	<p>TM: class discussions, group work and presenting discussions, question and answer time</p> <p>AO: teacher assessment</p>	<ul style="list-style-type: none"> <li>bullying</li> <li>How to handle bullying</li> </ul> <p>TM: class discussions, pair work on what rules to establish, mix and match exercise to understand differences between types of bullying</p> <p>AO: teacher assessment</p>	<p>and constructively dispute others.</p> <p>TM: class discussions, question and answer time for any concerns children might have.</p> <p>AO: teacher assessment on class discussions and how pupils responded to one another.</p>	<p>and constructively dispute others.</p> <p>TM: class discussions, question and answer time for any concerns children might have.</p> <p>AO: teacher assessment on class discussions and how pupils responded to one another.</p>	<p>personal boundaries and respect others.</p> <p>TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome</p> <p>AO: teacher assessment, self-assessment on topic discussed, peer assessment on boundaries topic</p>	<p>personal boundaries and respect others.</p> <p>TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome</p> <p>AO: teacher assessment, self-assessment on topic discussed, peer assessment on boundaries topic</p>
	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>How to contribute to school life</li> <li>How to construct group, class and school</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>What helps and harms local environment</li> <li>Introduction to concept of money</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>Discussions about topics and issues which concern them</li> <li>Difference</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>Discussions about topics and issues which concern them</li> <li>Difference</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>Understand range of national, regional, religious and ethnic identities in</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>Understand range of national, regional, religious and ethnic identities in</li> </ul>

# PSHE

	<p>rules and understand how these rules help</p> <ul style="list-style-type: none"> <li>• Understanding basic rights and responsibilities</li> <li>• Their belonging to different groups inside and outside school</li> </ul> <p>TM: class discussions, group work and presenting discussions, question and answer time</p> <p>AO: teacher assessment</p>	<p>and its purposes - concepts of spending and saving</p> <ul style="list-style-type: none"> <li>• How we are all unique</li> <li>• How to help those in need in our society</li> </ul> <p>TM: class discussions, pair work on what rules to establish, practical class demonstration with objects priced and children handle fake money.</p> <p>AO: teacher assessment, mind map on self and uniqueness</p>	<p>between rules and laws and why they are made. Understanding context of a situation</p> <ul style="list-style-type: none"> <li>• Basic human rights - United Nations Declaration</li> <li>• Cultural practices which are against british law and human rights</li> <li>• Recognise consequences of bullying/discrimination</li> <li>• Different types of responsibilities in different areas.</li> </ul> <p>TM: class discussions on concerns, multicultural week - students share</p>	<p>between rules and laws and why they are made. Understanding context of a situation</p> <ul style="list-style-type: none"> <li>• Basic human rights - United Nations Declaration</li> <li>• Cultural practices which are against british law and human rights</li> <li>• Recognise consequences of bullying/discrimination</li> <li>• Different types of responsibilities in different areas.</li> </ul> <p>TM: class discussions on concerns, multicultural week - students share</p>	<p>UK</p> <ul style="list-style-type: none"> <li>• Look at the customs and values of people living elsewhere</li> <li>• Basic understanding of financial concepts: tax, debt, loan</li> <li>• Critique how media presents information - understand role of social media</li> <li>• What misrepresentation is</li> </ul> <p>TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.</p>	<p>UK</p> <ul style="list-style-type: none"> <li>• Look at the customs and values of people living elsewhere</li> <li>• Basic understanding of financial concepts: tax, debt, loan</li> <li>• Critique how media presents information - understand role of social media</li> <li>• What misrepresentation is</li> </ul> <p>TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.</p>
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# PSHE

			<p>any customs or values in their family, sort activity on what are and are not human rights.</p> <p>AO: teacher assessment, student presentations on their chosen country for multicultural week</p>	<p>any customs or values in their family, sort activity on what are and are not human rights.</p> <p>AO: teacher assessment, student presentations on their chosen country for multicultural week</p>	<p>AO: teacher assessment, quiz on concepts and definitions studied</p>	<p>AO: teacher assessment, quiz on concepts and definitions studied</p>
<p><b>Summer 2</b></p>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• How to contribute to school life</li> <li>• How to construct group, class and school rules and understand how these rules help</li> <li>• Understanding basic rights and responsibilities</li> <li>• Their</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• What helps and harms local environment</li> <li>• Introduction to concept of money and its purposes - concepts of spending and saving</li> <li>• How we are all unique</li> <li>• How to help those in need in our</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Discussions about topics and issues which concern them</li> <li>• Difference between rules and laws and why they are made. Understanding context of a situation</li> <li>• Basic human</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Discussions about topics and issues which concern them</li> <li>• Difference between rules and laws and why they are made. Understanding context of a situation</li> <li>• Basic human</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Understand range of national, regional, religious and ethnic identities in UK</li> <li>• Look at the customs and values of people living elsewhere</li> <li>• Basic understanding of financial</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Understand range of national, regional, religious and ethnic identities in UK</li> <li>• Look at the customs and values of people living elsewhere</li> <li>• Basic understanding of financial</li> </ul>



# PSHE

	<p>belonging to different groups inside and outside school</p> <p>TM: class discussions, group work and presenting discussions, question and answer time</p> <p>AO: teacher assessment</p>	<p>society</p> <p>TM: class discussions, pair work on what rules to establish, practical class demonstration with objects priced and children handle fake money.</p> <p>AO: teacher assessment, mind map on self and uniqueness</p>	<p>rights – United Nations Declaration</p> <ul style="list-style-type: none"> <li>• Cultural practices which are against british law and human rights</li> <li>• Recognise consequences of bullying/discrimination</li> <li>• Different types of responsibilities in different areas.</li> </ul> <p>TM: class discussions on concerns, multicultural week – students share any customs or values in their family, sort activity on what are and are not human rights.</p> <p>AO: teacher</p>	<p>rights – United Nations Declaration</p> <ul style="list-style-type: none"> <li>• Cultural practices which are against british law and human rights</li> <li>• Recognise consequences of bullying/discrimination</li> <li>• Different types of responsibilities in different areas.</li> </ul> <p>TM: class discussions on concerns, multicultural week – students share any customs or values in their family, sort activity on what are and are not human rights.</p> <p>AO: teacher</p>	<p>concepts: tax, debt, loan</p> <ul style="list-style-type: none"> <li>• Critique how media presents information – understand role of social media</li> <li>• What misrepresentation is</li> </ul> <p>TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.</p> <p>AO: teacher assessment, quiz on concepts and definitions studied</p>	<p>concepts: tax, debt, loan</p> <ul style="list-style-type: none"> <li>• Critique how media presents information – understand role of social media</li> <li>• What misrepresentation is</li> </ul> <p>TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.</p> <p>AO: teacher assessment, quiz on concepts and definitions studied</p>

## **PSHE**

			assessment, student presentations on their chosen country for multicultural week	assessment, student presentations on their chosen country for multicultural week		
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