**PHSE Curriculum Overview 2022**

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| **PSHE In The EYFS** |
| Children are supported and guided to learn about their Personal, Social and Emotional Development throughout the Early Years Foundation Stage. This prime area is crucial for children to lead happy and healthy lives, managing themselves and building positive relationships with others. Within the EYFS children learn about Self-Regulation, Managing Self and Building Relationships.  In KS1 children will continue to develop their personal, social and emotional development by focussing on 3 key themes; Relationships, Health and Wellbeing and Living in the Wider World. Below you can see how the EYFS will support children’s readiness for the KS1 curriculum, showing how the objectives link in with the themes in KS1. |

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| **Reception Overview** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Big Questions** | What makes me Unique?  What is a traditional tale? | What is my favourite animal and why?  How can I get there? | What can I grow?  Who can help me? |
| **PERSONAL BEST** | **Healthy Me**  · Self-discipline  · **Self-motivation**  · **Responsibility**  · **Resilience**  · Integrity | **Thinking Me**  · **Concentration**  · **Problem-solving**  · **Curiosity**  · Decision-making  · Evaluation  · Reflection  · Imagination  · Resourcefulness | **Social Me**  • **Trust**  • C**ommunication**  • **Respect**  • Fairness  • **Co-operation**  • Encouragement  • Empathy  • Gratitude |
| **PSHE Themes**  **KS1** | **Relationships**  **Health and Wellbeing**  **Living in the Wider World** | | |
| **EYFS** | **Self – Regulation, Managing Self and Building Relationships** | | |
| **Early Learning Objectives**  **(colours linked to Themes in KS1)** | * We will be settling into our new class, spending time exploring and familiarising ourselves with our new environment. * To develop an awareness of My Personal Best and Zones of regulation. * We will be creating rules as a class and learning the routines of the school day as we develop a sense of responsibility. * To begin to try new activities, selecting our own resources and sharing with our peers. * To participate in turn taking games and learn to work cooperatively with others. * Listen to the Colour Monster to help discuss and understand our feelings. * To begin to build constructive relationships, listening to each other, showing kindness and making new friends. * To develop friendships, working on understanding different points of view and challenging our own and others’ thinking. * To be proactive in seeking adult support articulating our wants and needs when having a clear idea about what we want to do in our play. * To recognises that we belong to different communities and social groups and we will communicate freely about own home and community. | * To build respectful and constructive relationships with our peers, cooperating and sharing with each other. * We will learn about resilience and perseverance in the face of challenge. * To have opportunities to tell each other about our work and play. * To begin to reflect and self-evaluate our own work with support. * To develop problem-solving skills by talking through how we and others resolved a problem or difficulty. * We will learn that mistakes are an important part of learning and going back is trial and error not failure. * We will continue to learn about the importance of personal hygiene and factors which support overall health and well-being. * To discuss healthy eating during fruit time * To discuss the importance of physical exercise during PE Lessons and outside play * To gain a better understanding of rules and responsibilities within the whole school * To attempt to repair a relationship or situation where we have caused upset and understand how our actions impact other people with some support. * To learn about perseverance in the face of challenge. * To show a sense of pride in our work. | * To find out about different types of work people do and different places of work. What is it like to be a nurse, police officer etc.? * To begin to ask questions about things that affect our community, e.g. litter * To use resources independently and select activities. * To think about internet safety * To think about the changes in how we have grown, the things we can now do. * To discuss the importance of healthy food choices as well as the importance of keeping our teeth nice and clean by brushing and avoiding too much sugar. * To learn more about resilience and perseverance in the face of challenge, * To build up our confidence to keep trying. * To give focused attention, engaging in more group activities, sharing our ideas with others and taking turns in conversations. * To begin to recognise that some things are private and the importance of respecting privacy. * To understand that parts of their body covered by underwear are private. * To understand about stranger danger. * To begin to understand how to respond to physical contact that makes them feel uncomfortable. * To begin to learn the importance of NOT keeping adults secrets that make them feel sad. * To know what they can do if they feel unsafe. |

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| **PHSE Curriculum Overview 2022** | | | | | | | |
| **Year 1** |  | **Autumn** | | **Spring** | | **Summer** | |
| **Themes** |  | Healthy Me & Relationships | | Thinking Me & Health and Wellbeing | | Social Me and Living in the Wider World | |
|  | Overview of Expected outcomes | My Personal Best - Healthy Me:  • Self-discipline  • Self-motivation  • Responsibility  Values:   * Courage * Friendship * Love * Sharing   H28. about rules and age restrictions that keep us safe  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  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.  R2. to identify the people who love and care for them and what they do to help them feel cared for | My Personal Best - Healthy Me:  • Resilience  • Integrity  Values:   * Courage * Friendship * Being safe * The importance of respectful, stable, loving relationships   H24 How to manage when finding things difficult.  R2. to identify the people who love and care for them and what they do to help them feel cared for  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  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 | My Personal Best - Thinking Me:  • Concentration  • Problem-solving  • Decision-making  Values:   * Perseverance   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  H24. how to manage when finding things difficult  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  H1. about what keeping healthy means; different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday | My Personal Best - Thinking Me:  • Evaluation  • Reflection  • Curiosity  • Imagination  • Resourcefulness  Values:   * Curiosity * Hope/reflection * Imagination   L3. about things they can do to help look after their environment  L10. what money is; forms that money comes in; that money comes from different sources  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  L13. that money needs to be looked after; different ways of doing this | My Personal Best - Social Me:  • Trust  • Communication  • Respect  • Fairness  Values:   * Trust/Honesty * Appreciation   R2. to identify the people who love and care for them and what they do to help them feel cared for  R6. about how people make friends and what makes a good friendship  R8. simple strategies to resolve arguments between friends positively | My Personal Best - Social Me:  • Co-operation  • Encouragement  • Empathy  • Gratitude  Values:   * Co-operation * Peace   R7. about how to recognise when they or someone else feels lonely and what to do  R8. simple strategies to resolve arguments between friends positively  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 hey experience hurtful behaviour or bullying |
| Visits/trips/ workshops |  |  |  |  |  |  |
| Vocab | Rules, consequences, emotions, feelings, friendship, sharing, courage, self-motivation, responsibility. | Resilience, courage, self-discipline, integrity | Concentration, perseverance, problem-solving, decision-making, feelings | Evaluation, evaluate, reflect, reflection, curious, curiosity, imagination, imaginative, resourceful, resourcefulness | Trust, trustworthy, honest, honesty, communication, respect, fair, fairness, appreciation, equality, rights | Co-operation, co-operative, encourage, encouragement, empathy, gratitude, peace, generosity, diversity, acceptance |

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| **Weekly learning objectives specific to St. Michael’s (progression of skills) key questions**  **My Personal Best /PSHE Association /Values** |  | Self-discipline  Sharing  H28. about rules and age restrictions that keep us safe  I understand why we have class rules and what they are.  Why do we need class rules? What is a good class rule? What should happen if someone breaks the class rules? | Resilience  Courage  H24 How to manage when finding things difficult.  I know how to be resilient.  What is resilience? How can we keep going when things are difficult? | 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  I understand how others may be feeling and know how to accept others’ feelings and opinions.  How do I know how others are feeling? Why is it OK to feel differently to my friends sometimes? | Evaluation  I understand how to evaluate things.  What is evaluation? What can we evaluate? How can we evaluate? | Trust  R6. about how people make friends and what makes a good friendship  I know what trust is.  What is trust? How can you be trustworthy? | Co-operation  Co-operation  R8. simple strategies to resolve arguments between friends positively  I understand how to be co-operative  What is co-operation? What does it mean to be co-operative? How can I work co-operatively? |
|  | Kindness, friendship, love  I understand others’ emotions by looking at their faces.  Is this person happy or sad? Worried or angry? How is this person feeling? How do you know? What do you look like when you feel...? | Friendship, being safe  R2. to identify the people who care for them  R5. Tell someone  I know how to recognise when someone is being bullied and what to do about it.  What is bullying? What can I do if I, or someone else, is being bullied? Who do I tell? | Concentration  H24. how to manage when finding things difficult  I know how to help myself concentrate.  What does it mean to concentrate? How can I concentrate? What helps me to concentrate? | Reflection  Hope/Reflection  I am able to reflect on my decisions and actions.  What does it mean to be reflective? How can reflecting help me in the future? How does this give me hope? | Trust/Honesty  R6. about how people make friends and what makes a good friendship  I can be honest.  What is honesty? Why is it important to be honest? | Encouragement  I know how to encourage people.  What is encouragement? How can I encourage others? |
|  | Courage  H18 - different things they can do to manage big feelings.  I understand my feelings.  When might you feel happy/sad/excited? | Integrity  I know what integrity is.  Why must we always do the right thing? | Perseverance  I understand why and when I need to keep trying.  When should I not give up? | Reflection  Reflection  I am able to reflect on how things affect other people.  L10. what money is; forms that money comes in; that money comes from different sources  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  How are other people’s lives different to my own? Do we all have different amounts of money? Why is this? How does this affect people’s lives? | Communication  I know how to communicate effectively.  R8. simple strategies to resolve arguments between friends positively  What is communication? How do we communicate? Why is it important to communicate effectively? | Encouragement  I know how to show generosity to others.  What is generosity? How can I be generous? Does being generous help to encourage people? |
|  | Self-motivation  Courage  I know how to motivate myself.  What is self-motivation? What helps you to feel motivated? | H9 - recognising the importance of knowing when to take a break from time online or TV  I understand what self-discipline means.  What is self-discipline? | Problem-solving and decision-making  I know strategies to help solve problems and how to make decisions.  How can you solve problems? What strategies can you use? How can you make decisions? What helps you? | Curiosity  Curiosity  I can be curious about how other people live.  L3. about things they can do to help look after their environment  L11. that people make different choices about how to save and spend money  What is curiosity? Why is it important to understand how other people live? | Respect  I understand what respect is and that everyone should be respected.  What is respect? Should we respect everyone? How can we show respect? | Empathy  I know how to show empathy. I understand that it is important to accept everyone.  R7. about how to recognise when they or someone else feels lonely and what to do  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 hey experience hurtful behaviour or bullying  What is empathy? How can I show empathy? What is acceptance? What is diversity? Should everyone be accepted? |
|  | Responsibility  R5 – to tell an adult.  I understand how to be responsible.  What is responsibility? How are you responsible at home? At school? | H7 – dental care, healthy food and drink  I know how to be self-disciplined.  How can we be self-disciplined? | H1. about what keeping healthy means; different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  I know how to keep healthy.  What foods should you eat to stay healthy? What to avoid? How else can you keep healthy? | Curiosity  Curiosity  I can be curious about the world and how other people live.  Why is it important to be curious about the world? How can you find out about different things? | Fairness  I understand what fairness means and how to be fair.  What is fairness? Why is it important? How can we act fairly? | Gratitude  I know what gratitude is.  What is gratitude? How can I show gratitude? |
|  | Responsibility  I understand how to be responsible.  How are you responsible in different places? The shops? In the classroom? The playground? On the bus? | Being safe  H29. to recognise risk in simple everyday situations  H32. ways to keep safe in familiar and unfamiliar environments (e.g. how to cross the road safely)  I know how to cross the road safely.  What do we need to do when we cross the road? What is important to remember? | H34. basic rules to keep safe online  I know how to keep safe online.  What does it mean to stay safe online? How can you make sure you stay safe? | Imagination  Imagination  I can be imaginative.  L3. about things they can do to help look after their environment  What is imagination? Can you think of times when you have been imaginative? How can you use your imagination to help look after the environment? | Equality  I know what equality is. I understand my rights, responsibilities and the law.  What is equality? How can we make sure everyone is treated equally? What are your rights? Responsibilities? Does everyone have the same rights and responsibilities? | Gratitude  I recognise when others have shown me gratitude.  How do others show gratitude towards me? |
|  | R2 – people who care for us.  I know who cares for me and understand what they do.  Who cares for you at home? At school? At clubs? | The importance of respectful, stable, loving relationships  I know what a respectful, stable and loving relationship is and why it is important.  What does respectful relationship mean? Who do you have respectful relationships with? Who do you have stable and loving relationships with? |  | Resourcefulness  I can be resourceful.  L3. about things they can do to help look after their environment  L10. what money is; forms that money comes in; that money comes from different sources  L13. that money needs to be looked after; different ways of doing this  What is being resourceful? Can you think of ways that you are resourceful at home/school? How can you be resourceful with your money? With the environment? | Appreciation  Appreciation  I understand what appreciation means.  R2. to identify the people who love and care for them and what they do to help them feel cared for  What does appreciation mean? How can we show appreciation? | Peace  I know how to be peaceful.  R8. simple strategies to resolve arguments between friends positively  What is peace? How can we be peaceful? Why is it beneficial to be peaceful? |

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| **Year 2** |  | **Autumn** | | **Spring** | | **Summer** | |
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| **Themes** |  | Healthy Me & Relationships | | Thinking Me & Health and Wellbeing | | Social Me and Living in the Wider World | |
|  | Overview of Expected outcomes | Families and friendships Making friends; feeling lonely and getting help  R6. about how people make friends and what makes a good friendship  R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively  R9. how to ask for help if a friendship is making them feel unhappy  R24. how to listen to other people and play and work cooperatively | Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  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  R14. that sometimes people may behave differently online, including by pretending to be someone they are not | Physical health and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help  H4. about why sleep is important and different ways to rest and relax  H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  H16. about ways of sharing feelings; a range of words to describe feelings  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) | Growing and changing Growing older; naming body parts; moving class or year  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  Keeping safe Safety in different environments; risk and safety at home; emergencies  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 | Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community  L2. how people and other living things have different needs; about the responsibilities of caring for them  L4. about the different groups they belong to  L6. to recognise the ways, they are the same as, and different to, other people  Media literacy and Digital resilience  The internet in everyday life; online content and information  L8. about the role of the internet in everyday life  L9. that not all information seen online is true | Money and Work What money is; needs and wants; looking after money  L10. what money is; forms that money comes in; that money comes from different sources  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  L13. that money needs to be looked after; different ways of doing this  L15. that jobs help people to earn money to pay for things  H27. about preparing to move to a new class/year group |
|  |  | R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) 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 | 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 | 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  H33. about the people whose job it is to help keep us safe  H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) |  |  |
| Visits/trips/ workshops |  |  | Fire Brigade (Cross Curricular History Great Fire of London) | Road Safety - Scooterbility |  |  |
| Vocab | care, excluded, friend, friendship, difficult, problems, resolve, self-discipline, self-motivation, responsibility, resilience, integrity, strategies, arguments, lonely, unhappy, hurtful | bullying, bullied, surprises, secrets, uncomfortable, unsafe, worried, pressure, similarities, differences, cooperatively, unique | healthy diet, oral health, physical activity, active, sleep, vaccination, immunisation routine, hygiene, food, rest, routines, medicine, healthy, pharmacy, doctor, dentist, safety, asthma, allergies, instructions, concentration, problem-solving, curiosity,  decision-making,  evaluation, reflection,  imagination, resourcefulness, habits, feelings, change, loss, bereavement | family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, testicle, growing, changing, risks, emergency, safe, responsible. rules, unsafe, hazards, road safety, fire safety, danger, | respect responsible rules rights, trust,  communication,  respect, fairness  co-operation,  encouragement,  empathy, gratitude, groups, community, equal, similar, different | earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs, goals |
| **Weekly learning objectives specific to St. Michael’s (progression of skills) key questions**  **My Personal Best /PSHE Association /Values** |  | Healthy Me  • Self-discipline  • Self-motivation  • Responsibility  • Resilience  • Integrity  What do these skills mean?  Why is it important to develop these skills?  How will they help us learn?  Can you give an example of when you have used one of these skills? | What bullying is and different types of bullying  How someone may feel if they are being bullied  What are the differences between joking, hurtful teasing and bullying?  How might each of these make people feel?  How can we support someone who might have been hurt by teasing or bullying?  Should we help someone if they say they don’t want our help?  Why do some people do things that they know are wrong?  Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)? | Thinking Me  • Concentration  • Problem-solving  • Curiosity  • Decision-making  • Evaluation  • Reflection  • Imagination  • Resourcefulness  What do these skills mean?  Why is it important to develop these skills?  Can you give an example of when you have used one of these skills? | About the human life cycle and how people grow from young to old  How our needs and bodies change as we grow up  To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicle  About change as people grow up, including new opportunities and responsibilities  What does each letter in PANTS (NSPCC) stand for?  Can you label the key body parts?  What parts are covered by pants?  What is the difference between appropriate/ ‘good’ touch, and inappropriate/ ‘bad’ touch?  What should you do if you are asked to keep secrets by somebody and you don’t understand why? | Social Me  • Trust  • Communication  • Respect  • Fairness  • Co-operation  • Encouragement  • Empathy  • Gratitude  What do these skills mean?  Why is it important to develop these skills?  Can you give an example of when you have used one of these skills? | What money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments  How do we get money? How do other people get money?  Why might people save money? •  How can having or not having money make us feel? |
|  | How to be a good friend, e.g. kindness, listening, honesty Different ways that people meet and make friends  What does friend mean to you?  What qualities does a good friend have?  How can you be a good friend?  How can you meet and make new friends?  What things do our special friends help us with?  What do we help them with?  What do we say and do to let our special friends know that they are special to us? | The difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help  Do we have to keep promises and secrets if someone says so? When should we tell someone else?  Who can we tell if we feel uncertain, uncomfortable or worried?  What could we say and do to attract the attention of an adult when we want to tell them something?  What can we say to help us explain?  How can someone say ‘no’ if they are asked to keep a secret, they feel unsure about? | About routines and habits for maintaining good physical and mental health  Why sleep and rest are important for growing and keeping healthy  What is a routine?  Why are routines important?  What is physical health?  Do you have any routines that help with physical health?  What is mental health?  Do you have any routines that help maintain good mental health? | How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines  Look at the pictures, is the scenario safe / unsafe / safe if care is taken / not sure?  Can you write and illustrate a different safety rule for each place pictured?  Can you decide on three safety rules for playing outside? | Being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups Different rights and responsibilities that they have in school and the wider community  What groups do we belong to (friendship groups, place of worship etc.)?  How does it feel to be a part of this group? What is your role in the group?  What roles do others have?  How can we make sure that everyone feels included in a group?  What can we do to help our classroom and school be a happy place?  Do our actions always have a positive effect? Why is it important we all take responsibility for our school?  Why do we need rules in the classroom and in school?  Why is it important that we make up their own rules?  What could happen if the rules are not followed? | How money can be kept and looked after  What can we do to keep our money safe?  Where can we keep our money safe? |
|  | Strategies for positive play with friends, e.g. joining in, including others, etc.  Do you need to be calm to play with friends?  Do you need to listen to your friends to build good friendships?  Do you need to have shared interests?  Do you need to be flexible and willing to join in with your friends games as well as letting them join in with your games? | How to resist pressure to do something that feels uncomfortable or unsafe  How to ask for help if they feel unsafe or worried and what vocabulary to use  What is pressure?  What is peer pressure?  Who uses peer pressure?  How would this make you feel?  Who could you ask for help if this happens to you? | That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies  What things might go into the mouth?  What might go into the nose or ears?  What things might go onto the skin?  How does it change how the person looks and/or feels? Is it good or not so good for bodies?  Can you sort the picture cards into groups according to whether the picture shown is helpful or harmful, or whether some can be both helpful and harmful to bodies? | How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’  To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger  How can we stay safe at school, online, out and about?  Who helps us to stay safe (and/or healthy) in different places?  How can we ask for help from different people and in different places?  What should someone do in an emergency?  What sort of jobs do people do in the local community? | How a community can help people from different groups to feel included  What do we do at home to help or support our grown-ups or others who live with us?  How can we help others in the classroom?  What do we do at school that shows that we can be responsible?  What are our classroom rights?  How does it feel if responsibilities are not carried out? | Getting, keeping and spending money  Who decides what we can spend our money on?  What helps us choose how to spend money? |
|  | What causes arguments between friends?  Can one person’s behaviour affect another person or lots of other people?  How can an argument make us feel?  When is something fair or unfair?  Who can we go to if behaviour is wrong or arguments are upsetting us?  What can you do when there are difficulties in a friendship? | The things they have in common with their friends, classmates, and other people  How am I similar to others?  in what ways are the children in our class the same?  What does it mean if we say something is ‘unique’?  What is special about everyone? | The importance of, and routines for, brushing teeth and visiting the dentist  Food and drink that affect dental health  Who can help to keep your teeth healthy?  What could you’re your teeth?  Which food and drink is higher in sugar and which is lower?  How should we brush our teeth> | How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products  <https://firstaidchampions.redcross.org.uk/primary/safety/>  Can you spot the dangers? Open the photo and explore the kitchen?  The best way you can spot a danger is by ‘looking’ and…?  Why must you think about your safety when you help a person who is hurt?  If you help at an accident, you should first check if the area is what?  Which of these is a danger in a house?  If you see a pile of toys left on the stairs, what should you do? | To recognise that they are all equal, and ways in which they are the same and different to others in their community  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-—-ks1-2>  ‘Giraffes can’t dance’ Think of all the ways in which the giraffe is  different to the other animals? How did the reaction of the other animals make him feel? Does it matter that  the giraffe dances in a different way? What was it that made him happy in the end? | That people are paid money for the job they do  HSBC plans  What jobs do you think the people in the images do? Do you know any other kinds of jobs or work?  Why do people have jobs? Why do they go to work?  Why do we need money? What can we buy with money? |
|  | How to positively resolve arguments between friends  Do you ever fight with your friends?  What helps you resolve arguments?  Does it help if you feel calm?  Does arguing ever have benefits?  Do you ever need help to resolve arguments?  Who can you ask for help? | How friends can have both similarities and differences  Who are we?  What makes us who we are?  How are we all the same?  In what ways are we different?  What makes us all equal?  Who could the giraffe tell, either in school or at home, if someone was making them feel unhappy because of their differences? | How to describe and share a range of feelings.  Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others  How are you feeling today? Can you create a list of feelings? Can you show Maz a happy face? What does an angry face look like?  How do we look when we are excited? Can you show Maz a happy body? What does an angry body look like? How does our body look when we are excited? Which feelings you think the characters are experiencing? Which of the characters might need help with their feelings (Amir, Ty, Mo Daisy or Maddy)? | Things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel  How to respond if there is an accident and someone is hurt  What is a medicine?  Have you ever taken medicine?  Why did you take it?  What you have learnt about being safe around medicines?  What is an accident?  What should you do if someone is hurt? | The ways in which people can access the internet e.g. phones, tablets, computers ThinkUKnow lesson 1  What do you think someone your age may like to watch online?  What might they watch these on? [Tablet, phone, laptop, computer, connected TV.  This is Jessie. She has seen something online which has made her feel worried. What could she do?  What did you think about the cartoon? Which were your favourite parts?  How did Jessie feel when she watched ‘The Funny Tummy’ video?  How did she feel when she watched ‘The Happy Croccy’ video? How did her feelings change?  How did she get help to feel better? | How to recognise the difference between needs and wants  What is a need?  What is a want? |
|  | How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else  How can we describe different feeling?  How many words do we know to say we are feelings happy / sad / nervous?  If we grouped those words together, which words go together? How do people show how they are feeling? What do they say? What do they do? What do they look/sound like?  How can we help others with their feelings? | How to play and work cooperatively in different groups and situations  How can people tell that we are listening to them?  What helps a group to work cooperatively? Do people always see things the same way? What are some ways we can stop arguments starting with our friends?  Who gives us support and encouragement at home or at school? How does it feel? When have we given others encouragement or support? | How to manage big feelings including those associated with change, loss and bereavement  When and how to ask for help, and how to help others, with their feelings  How do you know when a friend feels happy?  Who might a friend tell if they are feeling happy?  If a friend felt sad or unhappy who could they ask for help?  Goodbye Mousie story-  What are your first thoughts?  What did you like?  What didn’t you like?  Why did the mouse die?  What did the child’s dad think?  What did the child find out about the mouse?  Can you finish the sentence with your talk partner?  The mouse was alive but now …  How did the child feel about the death of the mouse?  Was it OK to feel like that? | Whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say  <https://firstaidchampions.redcross.org.uk/primary/>  Watch this film and see if you can spot all the ways the British Red Cross helps people.  What is happening?  Who is being helped?  How might they be feeling?  <https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/>  what is an emergency?  Who helps us in an emergency?  How did the 999 call make you feel? | To recognise the purpose and value of the internet in everyday life. ThinkUKnow lesson 2  What can we use the internet for?  What do you think of when you see this picture?  What might happen if you share a photo?  How can Meena decide if it’s a good idea to send the picture?  Is there anything she should think about first?  Is there anything she should do?  What should you do if you feel worried, scared or sad?  How do you identify an adult you can trust? | How people make choices about spending money, including thinking about needs and wants  What things  might this family need to buy or  pay for? What things might some  members of the family want to  buy, even though they are not  really necessary?  What does mum mean when  she says she can’t afford to  buy things?  Why can’t she just get  everything Tara wants?  Where does the money come  from to pay for these things?  Can Mum get as much money  as she wants? |
|  | How to recognise hurtful behaviour, including online  Can feelings hurt as much as being physically hurt? Or, are there similar feelings?  What do our bodies do when we feel hurt or uncomfortable?  How do we feel inside when we feel hurt or uncomfortable? | How to share their ideas and listen to others, take part in discussions, and give reasons for their views  What do we think about \_\_\_\_\_\_\_?  What do other people think about \_\_\_\_\_\_\_? Why should we listen to other people?  Can we talk about what we think?  Have we changed our minds about anything? |  |  | To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos and that information online might not always be true ThinkUKnow lesson 3  What can you find on the internet?  Which are factual and which are for entertainment?  What online games do you know about?  How could someone your age play online games?  Which behaviours should Jessie, Mo and Tia expect from each other. For example, how do they treat each other?  Who can you ask for help if you feel worried? | Preparing to move to a new class and setting goals for next year  What did you enjoy about transition day?  What are you looking forward to learning in year 3?  What will help you learn in year 3?  Do you have a goal you want to achieve in year 3? |

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| **Year 3** |  | **Autumn** | | **Spring** | | **Summer** | |
| **Themes** |  | Healthy Me & Relationships  Families and Friendships, Safe Relationships, Respecting ourselves and others | | Thinking Me & Health and Wellbeing  Cross Curricular – Science – Healthy Eating and the Human Body | | Social Me and Living in the Wider World  Cross Curricular – Computing Online Safety | |
| **Weekly learning objectives specific to St. Michael’s (progression of skills) key questions**  **My Personal Best /PSHE Association /Values** | Overview of Expected outcomes | **FAMILIES AND FRIENDSHIPS**   * To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) * That a feature of positive family life is caring relationships; about the different ways in which people care for one another * To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability * To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice   **SAFE RELATIONSHIPS**   * To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour * To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support   **RESPECTING OURSELVES AND OTHERS**   * To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online * To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships | | **PHYSICAL HEALTH AND MENTAL WELLBEING**   * How to make informed decisions about health * About the elements of a balanced, healthy lifestyle * About choices that support a healthy lifestyle, and recognise what might influence these * How to recognise that habits can have both positive and negative effects on a healthy lifestyle * About what good physical health means; how to recognise early signs of physical illness * To recognise that feelings can change over time and range in intensity * About everyday things that affect feelings and the importance of expressing feelings * A varied vocabulary to use when talking about feelings; about how to express feelings in different ways   **GROWING AND CHANGING**   * To identify personal strengths, skills, achievements and interests and how These contribute to a sense of self-worth * about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking   **KEEPING SAFE**   * How to predict, assess and manage risk in different situations * About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe * 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 | | **BELONGING TO A COMMUNITY**   * To recognise reasons for rules and laws; consequences of not adhering to rules and laws * To recognise there are human rights, that are there to protect everyone * About the relationship between rights and responsibilities   **MEDIA LITERACY AND DIGITAL RESILIENCE**   * Recognise ways in which the internet and social media can be used both positively and negatively   **MONEY AND WORK**   * To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes * That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life * About stereotypes in the workplace and that a person’s career aspirations should not be limited by them * About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation | |
| Visits/trips/ workshops & any additional resources | Discovery Education  Coram – The Adoptables School Kit  NSPCC Share Aware  Boccia and Kurling Festival  Premier League – Primary Stars – Do the right thing | | Road Safety | | Premier League – Primary Stars – Self Esteem | |
| Vocab | Family, blended family, adoption, single parents, same sex parents, siblings, bullying, anti-bullying, cyber-bullying, respect, cultures, | |  | | Sector, job, career, stereotypes, skills, money, credit cards, cash, bank transfer, saving, investments, stereotypes, STEM, gender gap, equality, personal strength, self-esteem, achievements | |
|  | To set goals for the year ahead  To understand the need for rules  Why do we need rules? What could the rules in the classroom be? What does respect mean? What would you like to achieve/improve on this year? | Resilience – Courage  To choose to be courageous even when they are afraid or worried  What is courage? Is there anything that worries or scares you? Do you know anyone who is courageous? What is the difference between courageous and reckless? | To learn what a growth mindset is | To identify healthy and unhealthy choices (in relation to food, exercise and sleep) | To understand the reasons for rules and laws in wider society  What is the difference between a rule and a law? Why do we need laws? Why do we have rules? What would happen if we didn’t have them? Who can enforce a law? | To look at different jobs that people may have  What does the word sector mean? What skills do people need to do these jobs? |
|  | To recognise and respect that there are different types of families  What different families can you think of? Why are they different? What does a blended family mean? What is adoption? | To think of ways to combat bullying  Poppy Appeal/ Anti Bullying Week  What is bullying? Is bullying just face to face? Can we think of ways that could resolve these situations? How can we bring attention to bullying? Who can you talk to? | To recognise common challenges to self-worth | To explore what can help to make healthy choices and what might be a negative influence | To understand what Human rights are  What are human rights? Why do we need them? What would happen if we did not have the law? What happens if we break the law? | To learn why we have money  What are the different ways we can pay for things? Why is saving important? |
|  | To understand that being part of a family provides stability, support and love (love)  What is a tradition? Do you have a family tradition? How do your families support you? What does the word family mean to you? How can you show love to your families? | To discuss how we can show respect for others School Vision  Are these characters baddies or goodies? What did you notice about the baddies? What is a stereotype? Why would it be hurtful to people who look different? How can we show respect to everyone? | To explore strategies to manage and reframe setbacks | To identify the positive and negative effects of habits | To identify examples of human rights  What are human rights? Who has them? When do they begin? Why do we need human rights? What is the difference between a right and a responsibility? | To challenge stereotypes (Perseverance)  What does stereotype mean? What jobs do you think male/females predominantly do? Why?  Using photographs of famous scientists – chn give explanation of their role and why |
|  | To understand what is appropriate to share with friends, family and wider social groups  What are the different ways we cn share information? Is all information suitable to share? Why not? What would you not share with wider social groups? Why is it important to keep some things private? | To look how other cultures show respect | To identify typical hazards at home and in school | To identify strategies to express feelings | To explore the rights and responsibilities children have | To identify how strengths and interests form part of a persons identify  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars>  What is self-esteem? How can it effect how we perform? What can we do to keep our self-esteem healthy? How may a person’s personality effect their identity? |
|  | To learn the basic strategies to keep safe online  How can we keep safe online? What do you think is inappropriate to share? Who would you tell if something was shared that you didn’t want to be? What should be included in a password? Should we share personal information which can be used by people we do not know? | To understand how to manage my behaviour and how it affects others (love) | To look at the importance of following safety rules | To recognise how feelings can change overtime and become more or less powerful | To look at how the internet can be used positively | To identify their own personal strengths and interests and what they’re proud of (in school, out of school)  What are you most proud of? Why? What does this mean to you? |
|  | To look at what makes a good friend (friendship)  What qualities do you look for in a good friend? How do you try to be a good friend? What can we do to extend our friendship to others? | To explore how to model respectful behaviour in different situations | To learn how to keep yourself safe in the local environment or unfamiliar place | To reflect on what I have achieved in Spring term | To know how to report something seen or experiences online that concerns them | To recognise your own skills and achievements and how they can be linked to a future career  What are you good at? How do you know? What career would you like to do? Can your skills be used in this job? |
|  | To reflect on what I have achieved  Reflect on the goals set at the beginning of the half term. Do they feel they are moving towards their goals. | To reflect on what I have achieved through Autumn Term |  |  | To evaluate whether a game is suitable to play or a website is appropriate for their age group | To reflect on what I have achieved in year 3 |

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| **Year 4** |  | **Autumn** | **Spring** | **Summer** |
| **Themes** |  | Healthy Me & Relationships | Thinking Me & Health and Wellbeing | Social Me and Living in the Wider World |
| **My Personal Best /PSHE Association /Values** | Overview of Expected outcomes | **Self-discipline Honesty**  Understanding the need for rules  Techniques for managing emotions  Thinking about the consequences before acting  Changing behaviour to get a better result  **Self-motivation Caring** Positive friendships, including online  Being the best I can be  Setting personal goals  Take the initiative  **Resilience Courage**  To persevere when things are difficult  Learning from mistakes  Bounce back from set-backs  **Integrity** Respecting differences and similarities; discussing difference sensitively  To have high standards  To behave consistently  Make choices based on values rather than personal gain  **Responsibility Love** Responding to hurtful behaviour; managing confidentiality; recognising risks  Benefits of planning ahead  Personal organisation  Volunteering to help others  Responding to hurtful behaviour; managing confidentiality; recognising risks | **Concentration**  **Problem-solving Peace**  **Curiosity** Maintaining a balanced lifestyle; oral hygiene and dental care  **Decision-making Perseverance** Emergency planning and First Aid - Cross curricular link Extreme Earth Geography  **Evaluation**  **Reflection Friendship**  **Imagination**  **Resourcefulness Hope**  Medicines and household products; drugs common to everyday life  **SMSC learning through emergency unit:**  Spiritual: an ability to show courage and persistence.  Moral: a respect for others’ needs, interests and feelings, as well as their own.  Social: show respect for people, property and environment.  Cultural: understand different ways of responding and coping with an emergency. | **Trust Cooperation**  **Communication** Media literacy and Digital resilience How data is shared and used  **Respect** What makes a community; shared responsibilities Connect with Geography/English themes of tribes and settlements  **Fairness** How data is shared and used. Rights and responsibilities  **Co-operation Trust** Making decisions about money; using and keeping money safe  **Encouragement**  **Empathy** Cross curricular link with animals in captivity (English) Rainforest deforestation (Geography)  **Gratitude Appreciation** |
| Visits/trips/ workshops | Rugby Festival | Road Safety | Phasels Wood OAA trip |
| Vocabulary |  | feelings, empathy, friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, listening, viewpoints, opinions, respect, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, dares, challenges, stereotypes, privacy, sharing, personal boundaries | balanced lifestyles, choices, health, wellbeing, diet, food, influences, media, images, reality/fantasy, true/false, achievements, aspirations, goals, strengths target-setting, conflicting emotions, feelings, managing feelings, change, transitions, loss, separation, divorce, bereavement, risk, danger, hazard, responsibility, safety, bacteria, viruses, hygiene routines, pressure, managing pressure, influences, peer, emergency aid, help, drugs, alcohol, tobacco, medicines, online, personal information, passwords, images, advice, support, asking for help | discussion, debate, topical issues, problems, events, laws, making and changing rules, human rights, children’s rights, anti-social behaviour, aggression, bullying, discrimination, duties, home, school, environment, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, difference, diversity, identity, values, customs, money, spending, saving, budgeting, loan, tax, debt, sustainability, economics, choices, enterprise, entrepreneurs, social media, information |

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| **Weekly learning objectives specific to St. Michael’s**  **progression of skills key questions** |  | To understand how the tools associated with the Zones of Regulation link with the MPB objective of self-discipline  What strategies can I use to change my mood? | **Courage**  To develop courage potions to increase confidence and recognise bravery  Which ingredients would boost confidence? | To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally  What does it mean to live a ‘balanced’ lifestyle?  What/who helps people make healthy choices?  <http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/healthy/quiz.shtml>  <https://www.foodafactoflife.org.uk/> | To understand risk and how to make safe and informed decisions.  Could learning about emergencies help people be better prepared?  Do you think it is important for children to learn about emergencies?  Learn about the types of weather-related emergencies they might face in the UK.  What weather emergency do you think the photo shows?  Where in the world do you think this emergency happened?  (Red Cross Project Pillowcase resource) | Respect / Empathy  Living in the Wider World: how people and other living things have different needs; about the responsibilities of caring for them  What is compassion? What do animals need to stay happy and healthy?  Do all animals have the same needs?  [Compassionate Class - RSPCA](https://www.rspca.org.uk/-/compassionateclass) | Respect / Inclusion and belonging  To learn about belonging to a group or community and the importance of feeling that we belong  How do they think Beegu felt each time she was excluded from a group? What could the other groups have done instead so that Beegu felt welcome and included? |
|  | To consider sources of motivation and how people are motivated by different rewards.  What learning approaches motivate me? | **Courage**  To understand how children were involved during WW1 and to consider their importance today.  How can children play a part in supporting their country during wartime?  (Remembrance WW tasks resource) | To know what good physical health means and how to recognise early signs of physical illness.  How can we eat for health?  What do we need to know about the food that we choose? | Team building and inspiring others  Why is teamwork important?  What makes a good team?  [Premier League Primary Stars | Film: Team building (plprimarystars.com)](https://plprimarystars.com/resources/teamwork/team-building-film) | Respect / Empathy  Living in the Wider World: how to show care and concern for others  How do animals feel when doing the jobs they do for us?  Can an animal think for itself?  What makes a hero?  Can an animal be a hero? Should animals do dangerous things for humans?  [Compassionate Class - RSPCA](https://www.rspca.org.uk/-/compassionateclass) | To understand the meaning and benefits of living in a community  To recognise that they belong to different communities as well as the school community  How do we join a community?  How might we identify ourselves or others as part of a community? |
|  | To recognise positive healthy friendships such as mutual respect, trust and sharing interests. **Honesty**  How can I tell if I have developed a healthy friendship?  *(Plant Love Grow resources)* | To differentiate between playful teasing, hurtful behaviour and bullying, including online.  Why do people choose to tease others?  To know how to respond if they witness or experience hurtful behaviour or bullying, including online  How can one person make a difference? | To recognise that common illnesses can be quickly and easily treated.  To know that simple hygiene routines can prevent the spread of bacteria and viruses.  What are germs, bacteria and viruses?  How do they affect health?  When is it especially important to keep good hygiene standards? | Teamwork / Building Relationships **Friendship**  To work collaboratively towards shared goals  Think about the word:  **Team**   * What does it mean to you?   [Premier League Primary Stars | Teamwork (plprimarystars.com)](https://plprimarystars.com/resources/teamwork) | Respect / Empathy  Living in the Wider World: 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)  Should progress for humans cause suffering to animals?  What can we all do to help wild animals?  Why should we have compassion for wild animals and our planet?  [Compassionate Class - RSPCA](https://www.rspca.org.uk/-/compassionateclass) | To think about the different groups that make up and contribute to a community  What different roles do people play within a community?  How do we find our place within a community?  Can everyone make a difference? |
|  | To develop strategies to build positive friendships  How can I be a better friend?  To learn how to seek support with relationships if they feel lonely or excluded  How can I communicate what I need?  *(Plant Love Grow resources)* | To recognise when it is right to keep or break a confidence or share a secret  Can we always keep a secret?  To see the difference between ‘playful dares’ and dares which put someone under pressure.  Is it a good idea to set other people challenges?  To learn how to manage pressures  Is it ok to say no? | To explain what an emergency is  What makes a situation serious or unsafe?  To understand the way an emergency situation can develop in a range of different settings  What might turn a non-emergency into an emergency?  (Red Cross Emergency resource) | Teamwork / Building Relationships **Friendship**  To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves  Can you ensure that everyone in your groups is included in the decision making?  What worked well?  Did you compromise?  Would you do anything differently next time? | To understand how people make different spending decisions based on their budget, values and needs  What is a budget?  Who or what will determine how money is spent?  [PSHE | Key Stage 2 | Personal Finance (everyschool.co.uk)](https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html) | To be aware that everything shared online has a digital footprint  (Link with Y4 Computing)  <https://www.outofyourhands.com/online-safety/>  To understand that organisations can use personal information to encourage people to buy things  Why do we need to be aware of our digital footprint?  Does the importance of this change over time? |
|  | To communicate respectfully with friends when using digital devices.  **Caring**  What ‘rules’ should I follow when communicating? (Face-to-face and online).  *(Teaching Legends resource)* | To recognise differences between people such as gender, race, faith. **Love**  What is a global family?  To discuss the importance of respecting the differences and similarities between people  Why is it good to be different?  *(Diversity 2020 resource)* | To know why and how people around the world prepare for emergencies  Why and how do we prepare for emergencies?  To consider how they, and their family, can be better prepared for an emergency in the home or at school  What kind of emergencies do you know about and how would you respond to them?  (Red Cross Emergency resource) | Concentration / Problem-solving  To work as a group to complete challenges.  Which method of communication is most effective?  Did anyone need to be the leader?  How did the value of **Trust** play a part in the completion of certain tasks? | To investigate how to keep track of money and why it is important to know how much is being spent.  What do banks do?  What is a savings account?  How can we use technology to help us?  [Education | Bank of England](https://www.bankofengland.co.uk/education) | To recognise what online adverts look like  To compare content shared for factual purposes and for advertising  Do online adverts help us to make decisions?  Is it wise to rely on technology? |
|  | To understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know.  What is an online friendship and how is it different?  To know what to do or whom to tell if they are worried about any contact online  How do I respond to concerns about online communication?  *(Teaching Legends resource)* | To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations  How well do we know each other?  To develop a vocabulary to sensitively discuss difference and include everyone  How can I express my thoughts without offending others?  *(Diversity 2020 resource)* | To develop ways of keeping physically and emotionally safe.  How can an environmental issue impact upon a person’s mental health?  To be confident as to how to respond in an emergency.  Why do floods happen?  Where does flooding happen?  What impacts can floods have on the environment?  What impacts can floods have on people’s lives?  Are some landscapes more at risk than others?  (Red Cross Project Pillowcase resource) |  | To learn about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.  Why do people choose different methods to pay their bills?  [Money Heroes | Teacher hub](https://moneyheroes.org.uk/teacher-hub) | To consider why people might choose to buy or not buy something online e.g., from seeing an advert  To understand that search results are ordered based on the popularity of the website  How do we reliably find out which products are the best?  What are the possible consequences of ordering online instead of shopping in person? |
|  | To reframe thinking and change attitudes from, ‘I can’t’ to, ‘I can’.  How will a change in attitude help me?  To explore ways of bouncing back from perceived failure and setbacks.  Which steps can I follow to regain my confidence?  To recognise the power of positive thinking.  What can I achieve?  *(FA Resilience resource)* | **MPB Healthy Me review task**  **Self-discipline**  **Self-motivation**  **Resilience**  **Integrity**  **Responsibility**  How have you managed to develop these skills this term?  Which are harder to identify and why?  Which have been the hardest to achieve?  Which have proved to be the most beneficial? |  |  | To understand that how people spend money can have positive or negative effects on others e.g., charities, single use plastics  Why do people save money or choose to give some of it away?  How can people waste money?  Are there things people can do to be more economical? | Empathy / Transition  To understand why some people have to leave their homes, including in adverse circumstances, and to consider how this feels.  Why might someone move home?  How might those moving home feel?  How might we welcome someone new to our community?  [Search (pshe-association.org.uk)](https://pshe-association.org.uk/search) Moving and Moving Home |

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| **Year 5** |  | **Autumn** | | **Spring** | | **Summer** | |
| **Themes** |  | Healthy Me & Relationships  (Families and Friendships, Safe Relationships, Respecting Ourselves and Others) | | Thinking Me & Health and Wellbeing  (Physical Health and Mental Wellbeing, Growing and Changing, Keeping Safe) | | Social Me and Living in the Wider World  (Belonging to a Community, Media Literacy and Digital Resilience, Money and Work) | |
|  | Overview of Expected outcomes | **Managing friendships**  **and peer influence:**  To explain what is meant by inclusion, and discrimination; To demonstrate an understanding of what inclusion and discrimination look like;  To identify ways to challenge discrimination.  To understand what peer influence is and how it can make you feel; To understand what is meant by peer approval and the impact it can have; To think about what strategies could be used to manage peer influence and the need for peer approval. To think about strategies that can be used to resolve disputes in friendships. | **Responding respectfully to a wide range of people; recognising prejudice and discrimination.**  To recognise that everyone should be treated equally;  To understand why it is important to listen and respond respectfully to a wide range of people,  including those whose traditions, beliefs and lifestyle are different to their own; To understand what discrimination means and different types of discrimination e.g. racism, sexism,  homophobia; To understand the impact of discrimination on individuals, groups and wider society; To consider ways to safely challenge discrimination.  **Physical contact and feeling safe.**  To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; To know how to ask for, give and not give permission for physical contact; To understand how it feels in a person’s mind and body when they are uncomfortable; To know that it is never someone’s fault if they have experienced unacceptable contact; To know how to respond to unwanted or unacceptable physical contact; To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about; To know who to tell if they are concerned about unwanted physical contact. | **Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.**  To know how sleep contributes to a healthy lifestyle; To know healthy sleep strategies & how to maintain them. To know the benefits of being outdoors & in the sun for physical & mental health; To know how to manage risk in relation to sun exposure, including skin damage & heat stroke. To know how medicines can contribute to health & how allergies can be managed; To know that some diseases can be prevented by vaccinations & immunisations. To know that bacteria & viruses can affect health; To know how to prevent spread of bacteria & viruses with everyday hygiene routines; To recognise the shared responsibility of keeping a clean environment.  Personal identity; recognising individuality and different qualities; mental wellbeing.  To understand what is meant by personal identity & what contributes to it, including race, sex, gender, family, faith, culture, hobbies & likes/dislikes; To understand that for some people their gender identity does not correspond with their biological Sex. To know how to recognise, respect & express individuality & personal qualities; To find ways to boost mood & improve emotional wellbeing; To understand the link between participating in interests, hobbies & community groups, & mental wellbeing. | **Keeping safe in**  **different situations,**  **including responding in emergencies, first aid.**  To identify when situations are becoming risky, unsafe or an emergency; To identify occasions where they can help take responsibility for their own safety; To differentiate between positive risk taking (trying challenging sport) & dangerous behaviour; To know how to deal with common injuries using basic first aid techniques; To know how to respond in an emergency, including when & how to contact different emergency services. | **Protecting the environment; compassion towards others.**  To understand how resources are allocated and the effect this has on individuals,  communities and the environment. To recognise the importance of protecting the environment and how everyday actions can either support or damage it. To understand how to show compassion for the environment, animals and other living things. To consider the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment.  **How information online is targeted; different media types, their role and impact.**  To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. To look at basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. To understand that some media and online content promote stereotypes. To understand how to assess which search results are more reliable than others. To recognise unsafe or suspicious content online. How devices store & share information. | **Identifying job interests and aspirations; what influences career choices; workplace stereotypes.**  To identify jobs that they might like to do in the future. To consider the role ambition can play in achieving a future career. To consider how or why someone might choose a certain career. To think about what might influence people’s decisions about a job or career, including pay,  working conditions, personal interests, strengths and qualities, family, values.  To consider the importance of diversity and inclusion to promote people’s career opportunities.  To consider stereotyping in the workplace, its impact and how to challenge it. To consider that there are a variety of routes into work e.g. college, apprenticeships, university and training.  Education & Employers Organisation – Simon Des Forges |

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|  | Visits/trips/ workshops and any additional resources | Premier League film, plans and resources.  Twinkl Power Points and resources. | Premier League film, plans and resources.  <https://plprimarystars.com/resources/this-is-everyones-game-black-voices>  NSPCC Resources  <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching> | Premier League film, plans and resources.  https://www.pshe association.org.uk/curriculum-andresources/resources/sleep-factor-lesson-plans-powerpoints | Premier League film, plans and resources. | Premier League film, plans and resources.  <https://www.givingtohelpothers.org/>  <https://www.theguardian.com/newswise-unit-of-work>  <https://central.espresso.co.uk> |  |
| Vocab | Inclusion, prejudice, Discrimination, peer influence, peer approval, strategies, exit strategies, assertive communication, positively resolve disputes, reconcile differences. | Prejudice, discrimination, equality, respect, racism, sexism, homophobia, safely challenging discrimination, impact.  Physical touch/contact, acceptable/wanted, unacceptable/ unwanted, permission, uncomfortable, fault, secrets, persuade, worried/concerned. | Sleep, healthy lifestyle, sun exposure, risk, physical and mental health, heat stroke, allergies, vaccinations, immunisations, bacteria, viruses, hygiene routines, personal identity, race, sex, gender, family, faith, culture, hobbies and likes/dislikes, biological sex, personal qualities, emotional and mental wellbeing. | Risky situations, emergency, responsibility, safety, positive risk taking, dangerous behaviour, common injuries, first aid techniques, emergency services. | Protecting the environment, everyday actions, support, damage, compassion.  Media, media content, fact, opinion, biased, stereotypes, safe, unsafe, suspicious. | Jobs, ambition, career, personal interests, strengths, qualities, values, diversity, inclusion, career opportunities, stereotyping, work routes: apprenticeships, university, training. |

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| **Weekly learning objectives specific to St. Michael’s (progression of skills) key questions**  **My Personal Best /PSHE Association /Values** |  | What is the difference between inclusion & discrimination?  What makes a healthy friendship and how do they make people feel included?  What strategies can we use to help someone feel included?  Friendship  Premier League Inclusion PP & activities – discuss & feedback as a class. | What is discrimination? What is equality? What are the different types of discrimination? How can we safely challenge discrimination? How can/should people be treated equally? What is the impact of discrimination?  <https://plprimarystars.com/resources/this-is-everyones-game-black-voices#m-resource-2587-link>  Premier League Film and activities: Origi  Friendship, respect | How does sleep contribute to a healthy lifestyle?  What are healthy sleep strategies and how can they be maintained?  PSHE Association sleep powerpoint and resources  Thinking Me: Making Choices | How can I boost my mood and improve emotional wellbeing? What is the link between participating in interests, hobbies and community groups, and mental wellbeing?  PSHE Association Mental Health and  wellbeing lessons (KS2 Y5-6)  Premier League Primary Stars – Selfesteem/  Resilience  (Lesson carried over from Spring 1 topic)  (Lesson 1)  Thinking Me: Making Choices | How are resources allocated, and what effect does this have on individuals, communities and the environment?  What is the importance of protecting the environment, and how can everyday actions either support or damage it?  How can we show compassion for the environment, animals and other living things?  <https://plprimarystars.com/resources/tackling-plastic-pollution#m-resource-1687-link>  (Work through link activities)  Social Me: Gratitude  Friendship: Respect | How can i identify jobs that they might like to do in the future?  Thinking Me: Making Choices  Social Me: Communication |
|  | What is the difference between inclusion & discrimination?  What makes a healthy friendship and how do they make people feel included?  What strategies can we use to help someone feel included?  Friendship, respect.  Premier League Inclusion PP & activities – discuss & feedback as a class. | What is discrimination? What is equality? What are the different types of discrimination? How can we safely challenge discrimination? How can/should people be treated equally? What is the impact of discrimination?  <https://plprimarystars.com/resources/this-is-everyones-game-black-voices#m-resource-2587-link>  Premier League Film and activities: Origi  Friendship, self-discipline, respect. | What are the benefits of being outdoors and in the sun for physical and mental health?  How can we manage risk in relation to sun exposure, including skin damage and heat Stroke?  <https://kidshealth.org/en/kids/summer-safety.html>  Thinking Me: Making Choices | How can I boost my mood and improve emotional wellbeing? What is the link between participating in interests, hobbies and community groups, and mental wellbeing?  PSHE Association Mental Health and  wellbeing lessons (KS2 Y5-6)  Premier League Primary Stars – Selfesteem/  Resilience  (Lesson carried over from Spring 1 topic)  (Lesson 2)  Thinking Me: Making Choices | How are resources allocated, and what effect does this have on individuals, communities and the environment?  What is the importance of protecting the environment, and how can everyday actions either support or damage it?  How can we show compassion for the environment, animals and other living things?  <https://plprimarystars.com/resources/tackling-plastic-pollution#m-resource-1687-link>  (Work through link activities)  Social Me: Gratitude  Friendship: Respect | What role does ambition can play in achieving a future career?  Thinking Me: Making Choices  Social Me: Communication |
|  | What is peer influence & how can it can make people feel or behave?  What is the impact of the need for peer approval in different situations?  What strategies can we use to manage peer influence & the need for peer approval e.g. exit  strategies, assertive communication?  Friendship, Self- discipline, respect.  Twinkl: PP, Peer pressure, boys’ scenario one, Peer pressure, girls’ scenario (role play) | What is discrimination? What is equality? What are the different types of discrimination? How can we safely challenge discrimination? How can/should people be treated equally? What is the impact of discrimination?  <https://plprimarystars.com/resources/this-is-everyones-game-black-voices#m-resource-2588-link>  Premier League Film and activities: Demi  Friendship, self-discipline, respect. | How can medicines contribute to health and how can allergies be managed?  How can some diseases be prevented by giving vaccinations and immunisations?  PSHE Association Drug & Alcohol Education resources – KS2 Y5 lesson 1.  Thinking Me: Making Choices | How can I identify when situations are becoming risky, unsafe or an emergency?  How can I identify occasions where I could help take responsibility for my own safety?  British Red Cross Life. Live it KS2 lesson  Help save lives, Emergency Action  Thinking Me: Making Choices | How are resources allocated, and what effect does this have on individuals, communities and the environment?  What is the importance of protecting the environment, and how can everyday actions either support or damage it?  How can we show compassion for the environment, animals and other living things?  <https://plprimarystars.com/resources/tackling-plastic-pollution#m-resource-1687-link>  (Work through link activities)  Social Me: Gratitude  Friendship: Respect | How or why might someone choose a certain career?  Thinking Me: Making Choices  Social Me: Communication |
|  | What is peer influence & how can it can make people feel or behave?  What is the impact of the need for peer approval in different situations?  What strategies can we use to manage peer influence & the need for peer approval e.g. exit  strategies, assertive communication?  Friendship, Self- discipline, respect.  Twinkl: How do you say, ‘No’? | What is discrimination? What is equality? What are the different types of discrimination? How can we safely challenge discrimination? How can/should people be treated equally? What is the impact of discrimination?  <https://plprimarystars.com/resources/this-is-everyones-game-black-voices#m-resource-2588-link>  Premier League Film and activities: Demi  Friendship, self-discipline, respect. | How can bacteria and viruses affect health? How can the spread of bacteria and viruses be prevented with everyday hygiene Routines?  PSHE Association puberty lesson 2 (Y5) Hygiene routines (Y4 cover puberty)  Thinking Me: Making Choices | How can I tell the difference between positive risk taking (trying challenging sport) & dangerous behaviour?  PSHE Association and GambleAware  -Lesson 1 Exploring risk  Thinking Me: Making Choices | How can we show compassion for the environment, animals and other living things?  <https://www.givingtohelpothers.org/>  PSHE Society PowerPoint  Social Me: Gratitude  Friendship: Respect | What might influence people’s decisions about a job or career, including pay,  working conditions, personal interests, strengths and qualities and family values?  Thinking Me: Making Choices  Social Me: Communication |
|  | Is it common for friendships to experience challenges?  What strategies can we use to positively resolve disputes and reconcile differences in friendships?  Friendship, Self-discipline, respect.  Twinkl: Friendship problems scenario and question cards | When is physical touch acceptable/ unacceptable? How does it feel to feel uncomfortable? Is it ever your fault if you have received unwanted physical contact? How should I respond to unacceptable/unwanted physical contact? Should I ever keep a secret about unwanted physical contact? Who should I tell about unwanted physical contact?  NSPCC resources | What is our shared responsibility for keeping a clean environment?  <https://plprimarystars.com/resources/tackling-plastic-pollution?utm_source=PSHEAssoc>  Friendship: Respect  Thinking Me: Making Choices | How can I deal with common injuries using basic first aid techniques?  How should I respond in an emergency, including when & how to contact different emergency services?  (External basic first aid training from external provider – one hour session week 4 or 5)  Thinking Me: Making Choices | How can I identify different types of media and their different purposes? <https://www.theguardian.com/newswise-unit-of-work> (See lesson 1 - Starter: News or not PP. Learning Activity 1: School protests report – Discuss different types of media first, then discuss purpose of article)  Social Me: Communication | What are the importance of diversity and inclusion to promote people’s career opportunities?  Thinking Me: Making Choices  Social Me: Communication |
|  | Is it common for friendships to experience challenges?  What strategies can we use to positively resolve disputes and reconcile differences in friendships?  Friendship, Self-discipline, respect.  Twinkl: Friendship problems scenario and question cards | When is physical touch acceptable/ unacceptable? How does it feel to feel uncomfortable? Is it ever your fault if you have received unwanted physical contact? How should I respond to unacceptable/unwanted physical contact? Should I ever keep a secret about unwanted physical contact? Who should I tell about unwanted physical contact?  NSPCC resources | What is personal identity, and what contributes to it, including race, sex, gender, family, faith, culture, hobbies and likes/ dislikes? How can I understand that for some people their gender identity does not correspond with their biological Sex. How can I recognise, respect and express individuality and personal qualities?  PSHE Association KS2 Workshop on gender. |  | How can I identify different types of media and their different purposes? How can I assess whether content online is based on fact, opinion, or is biased?  How can I identify when some media and online content promote stereotypes? How can I assess which search results are more reliable than others? How can I recognise unsafe or suspicious content online?  How can I understand how devices store and share information?  <https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1181322/grade2/index.html?source=subject-PSHE-KS2-PSHE-Resource%20types>  Social Me: Communication | What is stereotyping in the workplace, what impact does it have and how can it be challenged?  Thinking Me: Making Choices  Social Me: Communication |
|  |  |  |  |  |  | How can I identify different types of media and their different purposes? How can I assess whether content online is based on fact, opinion, or is biased?  How can I identify when some media and online content promote stereotypes? How can I assess which search results are more reliable than others? How can I recognise unsafe or suspicious content online?  How can I understand how devices store and share information?  <https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1181322/grade2/index.html?source=subject-PSHE-KS2-PSHE-Resource%20types>  Social Me: Communication | What are the variety of routes into work e.g. college, apprenticeships, university,  Training?  Thinking Me: Making Choices  Social Me: Communication |

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| **Year 6** |  | **Autumn** | | **Spring** | | **Summer** | |
| **Themes** |  | Healthy Me & Relationships | | Thinking Me & Health and Wellbeing | | Social Me and Living in the Wider World | |
| **Weekly learning objectives specific to St. Michael’s (progression of skills) key questions**  **My Personal Best /PSHE Association /Values** | Overview of Expected outcomes | ‘Thinking Through School’ – Understand what school is for, how we learn, changing learning behaviours, developing a positive self-concept.  Expressing opinions and respecting others point of view. | Attraction to others; romantic relationships; civil partnership & marriage. Recognising & managing pressure (consent in different situations). Expressing opinions & considering OPV. | ‘Thinking Through School’ - Understanding different ways of thinking and talking, changing negative words into positive ones to encourage learning. | Physical health and Mental wellbeing: what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. Growing and Changing; human reproduction, managing transitions. Keeping Safe: regulations & choices (drugs) | Watford FC Transition Programme 10- week Positive Minds Programme – Mental Health, Building Positive Relationships  Introduction to Mental Health  Building Positive Relationships  Body Mind and Resilience  The 5 Ways of Wellbeing and Lifestyle  Gaming  Social Media and Internet Safety  Body Image  Emotional Literacy  Talking about Mental Health  My Next Steps | |
| Visits/trips/ workshops & any additional resources | ‘Thinking Through School’ Pupil books | Medway Lesson Plans recap puberty and Year 6 Lesson 3 relationships | ‘Thinking Through School’ Pupil books | PSHE Association resources NSPCC making sense of relationships & Share Aware PSHE Assoc. Drug & alcohol resources Safeguarders – ‘Narconon’ webinar  Child Protection Company – online safety | Workbook, PPT and teacher notes from Watford Community Sports & Education Trust | |
| Vocab | motivation, self-concept, confidence to fail, kinaesthetic, visual, auditory | Puberty, Relationships, civil partnership, marriage, managing pressure, consent | thinking toolbox, analysing, planning, being creative, making decisions, open ended questions | Mental health, bullying, conflict, trust, transition, sexual intercourse, contraception, social media | Anxiety, bereavement, body image, depression, eating disorder, obsessive compulsive disorder, panic attack, post traumatic stress disorder, self-harm, social anxiety, stress, stigma | |
|  | What is school for? Is there a link between motivation and learning? Analyse statements about school. | Puberty Lesson from Year 5 | What helps you to think? Do you enjoy thinking? Open ended questions to discuss and answer in groups | What things can affect our mental wellbeing? Where can you go for help if you need support? PSHE Assoc. Lessons Health & wellbeing | What is Mental Health?  Trust Appreciation Honesty | Can you describe something kind that someone has done for you? How can you regulate your emotions? How can you find positive ways to deal with stress?  trust, honesty |
|  | Is there a link between enjoyment and learning? Consider times where motivation has played a part in success. Self-motivation, self-discipline and responsibility. | Families & Friendship -What does it mean to be attracted to someone? What is love? Positive & Healthy Relationships. Love & Friendship | Can you learn to think better?  Thinking Toolkit – tools to help us with thinking  Courage and resilience | Health & Mental Wellbeing What changes can occur in our lives that may cause conflicting feelings? What strategies can help us cope with these feelings? Hope | Is it more important to be listened to, or be a good listener? What do I look for in a friend? What do I value most in a relationship? How do Positive Relationships affect mental health? Fairness, respect gratitude, encouragement | What annoys you most when trying to have a conversation? Why is talking about mental health important? Who can you speak to?  communication |
|  | What is a self-concept? How does this affect our confidence in school? | Safe Relationships  What are the features of a healthy relationship? | Which words and phrases demonstrate different types of talk? | Why do we need to balance time spent online with other activities? | What is something you do that is good for your physical and mental health?  respect cooperation | If you could live somewhere else in the world, where would it be? Why is setting goals important? What are some of my concerns for the future and what can be done to reduce my stress? |
|  | How can this affect our outlook on life and the future? | How can you assess the risk of different online challenges/dares? | Role play to demonstrate this in different situations. | Growing & Changing How might things change as we get older? | How do you keep fit?  Encouragement | Remaining weeks to do some additional transition activities, allowing some reflection time and to complete anything missed from the Spring Term |
|  | Individual concept wheel, looking at personal confidences. Self-belief, resilience. | How can you report concerns about personal safety (online as well) What is consent? Respecting ourselves and others | Which type of talk should we use in different situations? Which is more useful to help us learn? | What is sexual intercourse? How does pregnancy occur? How can it be prevented? What are the responsibilities of being a parent? Medway lessons | What do you think are the effects of gaming? What is the most addictive game you have ever played? Why do you play video games? Empathy Honesty |
|  | How do we learn? Which is your best way to learn? Which is your least favourite way to learn? How might this affect your learning in school? Can you change this? | How can you be a positive role model? | What are negative feelings? How can you turn negative thoughts into positive ones? | Keeping Safe How can we protect personal information online? What can we do if we come across something that upsets us? | What do you think are the effects of social media? What social media platforms do you use the most? Does the number of online followers reflect on a person’s mental self-worth?  Honesty |
|  | Look at audit of different ways of learning, do you have a more dominant learning style? Can this be changed? Honesty and integrity. | How can we listen and respect others? Is it safe to take part in online discussions? | Flipped Sheet – turning negative words into positive ones so they are more encouraging. Self-belief, resilience | Drug & alcohol use Why do people choose/not choose to use drugs? Where can people get help? How does the media influence opinions and decisions?  Narconon Charity – talk by a professional | What makes you unique? What do you think are the common body image thoughts amongst boys and girls? |