

Birchwood PSHE Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<p style="text-align: center;">EYFS- Autumn</p>	<p>Autumn 1 <u>Personal Social and Emotional Development</u> -Know the words and actions to 'Give me Five'. -Know the reason for 'Give me Five' -Know what carpet rules are. -Know why we need to wash our hands. -Know when to wash hands. -Know which order we wash our hands. -Know what a germ is. -Know that a rule is something we must conform to, to keep safe. -Know the people who help us in school. -Know that they are important to our school. -Know which class they belong to -Know that Consideration and Respect is our one school rule. -Know how to become more outgoing to peers in order to develop friendships. -Know that red, yellow, blue, green, pink, black and multicoloured are colours in The Colour Monster. -Know that feelings and emotions are the same. -Know that in the colour Monster colours relate to feelings. (blue =sad, green = calm, red = anger, pink = love, yellow =happiness, black = scared) -Know the names of the feelings above and how they might be displayed. -Know when they are feeling sad, angry or upset. -Know when they feel happy, calm or love. -Know how their body might react when they feel these emotions.</p> <p><u>Communication and Language</u> -Know that a point of view is an idea. -Know that a point of view doesn't have to be right or wrong. -Know that to disagree is to think differently to another person. -Know that to agree is to think the same as another person. -Know that a conversation can happen between two or more people. -Know they can speak to an adult in school about their feelings. -Know that speaking to their friends about their feelings can help.</p> <p><u>Physical Development</u> -Know that when the make a circle song is sung, we hold hands as a class and create a circle shape. -Know that dressing is when you put clothes/shoes on.</p>	<p>Autumn 1 <u>Personal Social and Emotional Development</u> -Discuss 'Give me Five' and why we sing that before each carpet session. -Learn actions and words to 'Give me Five' (Good looking, good listening, lips closed, brain boxes on, hands still) -Explore the need to wash our hands by watching the hand washing clip and talking about germs. -Identify when we need to wash our hands (when we come into school, after the toilet, before eating, when handling food etc) -Practice going through the correct hand washing routine, water, soap, rinse and dry. -Understand that we have rules at school to keep each other safe. -Practice rules we have in school together, walking inside, listening to the teachers, not shouting inside unless there is danger. -Introduce one school rule 'Consideration and Respect' -Meet significantly important people around school and learn about their roles in school (Head teacher, deputy, caretaker, cook, office staff) -Develop their sense of responsibility and membership of our school community. -Become more outgoing with unfamiliar people within school, including peers, teachers and familiar adults around school. -Play with one or more other children. with encouragement in the provision and social times. -Attend their own toileting needs without the need of an adult. - Identify colours in the Colour Monster Story. -discuss how different colours represent different feelings in The Colour Monster. - Identify when they might feel sad, angry or upset. -Identify when they might feel happy, calm and in love. -Understand that emotions come and go, that some emotions have physical reactions.</p> <p><u>Communication and Language</u> -Be able to express a point of view. -Disagree with an adult or friend, using words as well as actions. -Agree with an adult or friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Be able to talk to be adult about how they feel. -Be able to use their voice to talk to peers about how they are feeling.</p> <p><u>Physical Development</u> -Learn the 'Make a Circle song' -Begin to become independent with dressing and undressing for PE. Starting with shoes and jumpers. -Begin to tidy up when they hear the triangle.</p>	<ul style="list-style-type: none"> • Hungry • Tired • Washing • Clean • germ • Healthy • Exercise • Eating • Food • Diet • Sleep • Safe • rule • Risk • Help • Important • Class • friend • Head Teacher • Deputy • Caretaker • Cook • Office • Toilet • Idea • Agree • Disagree • Colours • Feelings • Emotions • Undress • Redress • Independent • Family • Friends • Differences • Similarities • Unique • People who help us. 	<p>YouTube washing hands song. 'Give me five', 'Make a circle' and 'Tidy up' songs Soap, water, taps, paper towels Give me five visual resources on boards Colour Monster Mirrors Visits from – Police, Fire fighters and Vet. School rules displayed Photographs of significant people in school</p>

<p>-Know that undressing is when you take clothes/shoes off. -Know that independent means being able to accomplish some things with little or no help. -Know that tidying up is all of our responsibility. -Know that the triangle sounds when it's time for us all to help each other tidy away our mess. -Know that we line up for important times at school.</p> <p><u>Understanding the World</u> -Know how to recognise and manage personal needs (e.g. getting dressed, going to the toilet independently) -Know who their friends are. -Know that they are individual and everyone is different. -Know that being different is a reason to celebrate. -Know how to identify people who help us in school. -Know how to identify people who help us in our community.</p> <p>Autumn 2 <u>Personal, Emotional and Social Development</u> -Know that they are valuable. -Know what makes them special/unique. -Know everyone has emotions. -Know that faces can help us understand emotions in others. -Know a positive relationship is one that doesn't make you feel bad inside. -Know who is in their network. -Know a physical reaction is how your body will behave to an emotion. -Know an Early Warning Sign is what they get when something doesn't feel safe.</p> <p><u>Communication and Language</u> -Know a problem is something that can be resolved with discussion. -Know that thinking about what you want to say before speaking can help to make sense. -Know that talking can help in social situations.</p> <p><u>Physical Development</u> -Know that a fire drill is when we practice what we do in the event of a fire at school.</p> <p><u>Understanding the World</u> -Learn about what makes a family. -Know that every family is different. -Know that we have important people in our lives. -Know that a responsibility is something that we all have towards each other. -Know that diverse means many different beliefs. -Know that traditions are specific to families and communities.</p>	<p>-Understand that we all tidy up our mess together. -Begin to sensibly line up for PE, Assembly, break and lunch times.</p> <p><u>Understanding the World</u> -Identify their friends. -Identify their teacher and significant adults in school. -Recognise differences between themselves and others around them (physically) -Celebrate the differences in our individuality. -Recognise significant people within the community such as – Police, Ambulance, Firefighters, Nurses, Doctors and Vets. -Discuss what the significant people within their community do to help us.</p> <p>Autumn 2 <u>Personal, Emotional and Social Development</u> -Begin to recognise themselves as a value member of the school community. -Identify what is special about them. -Identify others people's feelings, through stories, play and talk. -Continue to build positive relationships at school.</p> <p><u>Protective Behaviours</u> -Begin Protective Behaviours. -Identify their network of trusted adults. -Understand that no feelings are bad. -Identify how different people will have different physical reactions to emotions. -Discuss as a class different feelings. -Show respect to others when discussing their feelings. -Begin learning and identifying early warning signs. -Identify their own early warning signs.</p> <p><u>Communication and Language</u> -Work out problems with friends using words. -Organise thoughts into sense when talking about problems. -Begin to explain how things may have gone wrong in social situations.</p> <p><u>Physical Development</u> -Practice a fire drill and use our lining up skills.</p> <p><u>Understanding the World</u> -Describe what a family is -Identify who might be in a family -Explain how families can care, and show love, for each other. -Identify the people important to us we would include in our network. -Recognise that we all have responsibilities in school, home and our communities. -Explore the diversity in having different beliefs and how exciting it is to be an individual. -Celebrating differences within the community, and traditions peoples may have at home.</p>	<p>-face -unique -special -feelings -positive -relationship -physical -reaction -Early Warning Sign -network</p> <p>-problem -talk -discuss -sense -tidy -mess -together -line up -fire drill -responsibility</p>	<p>Mirrors Games Protective behaviours manual and resources Books about families</p> <p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Families KS1-2 lesson packs.zip – Family lesson 1, What makes a family?</p>
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<p>EYFS -spring</p>	<p>Spring 1 <u>Personal, Social, Emotional Development.</u> -Know why sharing is important. -Know what a routine is. -Know how to talk about their routines. -Know that they can work with different people. -Know that a team is a group working together. -Know how to manage own personal hygiene needs. -Know Chinese New Year is celebrated around the world. -Know elements of the story of Chinese New Year.</p> <p><u>Communication and Language</u> -Know that listening to their friends is important to be a good friend. -Know that a question can help to gain understanding.</p> <p><u>Physical Development</u> -Know that a zip needs to be joined at the bottom and pulled in an upwards direction to do up.</p> <p><u>Understanding the World</u> -Know that Chinese New Year is a special celebration in China and the Chinese culture. -Know what a difference is.</p> <p>Spring 2 <u>Personal, Social, Emotional Development.</u> -Know that roads can be dangerous and safety when crossing the road is important. -Know the steps to cross the road safely. (Stand on the kerb, look both ways, listen, hold hands walk sensibly. Cross at a crossing if there is one) -Know that healthy food is needed to live a long and healthy life. -Know how to identify healthy food. -Know perseverance is when we do not give up and keep trying even when something seems hard. -Know that chicks need us to provide for their health to help them grow and live. -Know that brushing teeth is part of their personal hygiene routine. -Know what happens if they do not brush their teeth. -Know what a Dentist does as a job.</p> <p>-Know responsibility is a job we take on that is important.</p>	<p>Spring 1 <u>Personal, Social, Emotional Development.</u> -Share resources/toys with peers without needing prompting from adults. -Discuss the need to share and why it is important. -Understand the need for routine. (Wake up, brush teeth, wash, dress, eat, go to school etc) -Discuss as a class how our routines are similar or different. -Confidently work with a range of peers towards a common goal (within team games sessions, class games, continuous provision) -Manage personal hygiene needs more independently – washing hands, toileting. -Discuss diversity and the traditions different communities have, focusing on Chinese New Year.</p> <p><u>Communication and Language</u> -Listen to their friends and reply appropriately. -Ask questions to clarify understanding.</p> <p><u>Physical Development</u> -Be able to zip up own coat independently.</p> <p><u>Understanding the World</u> -Explore the Chinese culture through stories, videos and Chinese dancing workshop. -Participate in Chinese dancing. -Identify differences in cultural celebrations that we have learned about already this academic year.</p> <p>Spring 2 <u>Personal, Social, Emotional Development.</u> -Discuss road safety. -Identify how to be safe crossing the roads. -Practice role playing crossing the road in the playground. -Follow a safe route within the community to cross roads safely. -Discuss the need to eat healthy food. -Identify healthy and unhealthy foods in a range of ways within the classroom and at school. -Categorising foods within the environment and discussing qualities. -Preserve when facing challenges when dressing and undressing for PE, attempting to try buttons and zips. -Understand the need to brush their teeth and why. -Meet a dentist and ask questions about teeth. -Take responsibility to look after the class chicks, helping with feeding, changing saw dust and providing clean water.</p>	<ul style="list-style-type: none"> • Relationship • Friend • Play • Friendly • Behaviour • Feelings • Hygiene • Routine • Share • Goal • Team • Listen • Question • Understanding • Tradition • Zip • Dancing • Culture • Road • Safety • Crossing • Kerb • Healthy • Food • Share • Challenge • Preserve • Dress undress • Question • Understanding • responsibility <p>-Hygiene -teeth -brush -routine -Dentist</p>	<p>toothbrushes, toothpaste, games, puzzles, soap, water, Chinese dancers, stories on Chinese New Year, coats, road, crossing .chicks, incubator</p> <p>dentist, play teeth, tooth brushes.</p>
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<p>EYFS-summer</p>	<p>Summer 1 <u>Personal, Social, Emotional Development.</u> -Know that community is a group of people and communities can differ. -Know differences and similarities can be found all over the world. -Know that sensitivity is when we are respectful of others needs and view.</p> <p><u>Communication and Language</u> -Know conversation is back and forth talking between two or more people. -Know listening is important in growing relationships.</p> <p>Summer 2 <u>Personal, Social, Emotional Development.</u> -Know what growth is. -Know we all have personal history. -Know that we have grown from babies and continue to grow. -Know the physical differences between babies, children, teenagers, adults and old people.</p>	<p>Summer 1 <u>Personal, Social, Emotional Development.</u> -Explore family and community within Africa through the story of Anna Hibiscus’ song. -Discuss cultural and social differences that are presented within the story. -Relate to similarities and differences within their own lives and discuss as a class and in pairs. -Show sensitivity to the needs of others.</p> <p><u>Communication and Language</u> -Use conversation within a class/group setting to clarify ideas and challenge previous understanding. -Listen with attention to class mates’ views.</p> <p>Summer 2 <u>Personal, Social, Emotional Development.</u> -explore how we have grown through our reception year by revisiting learning and discussing academic change and growth change. -Identify our own history by exploring how we were once a baby and now we are not. -Discuss how we will continue to grow and change into teenagers, adults and old people. -Identify people we know who are categorised into the different age ranges. -Explore the physical differences between babies, adults and old people. -Explore transition in to year 1, meet our new teachers and discuss worries, hopes and dreams for the next year.</p>	<ul style="list-style-type: none"> • Praise • Confident • Help • Same • Different • Need • Want • Interested • Group • Community • Sensitive • Transition • History • Baby • Toddler • Child • Adult • Teenager • Old person • Growth • Change • Teacher 	<p>Fruits, knives, cutting boards, books, toys.</p> <p>Go Givers – ‘Caring for Pets’ Knowing that living things have different needs and what we can do to help animals</p>

<p>Y1 autumn</p>	<p>Autumn 1 <u>Health and wellbeing: rules</u> -Know what rules are. -Know why we have rules and the importance of adhering to rules. -Know what our one school rule is and what this means (consideration and respect).</p> <p><u>Health and wellbeing: what makes me special</u> -Know that all people are special and unique. -Know that people can be similar and different to each other (thoughts, feelings, appearance, family).</p> <p><u>Protective Behaviours</u> -Know a range of words to describe their feelings (happy, sad, angry, tired). -Know how feelings can sometimes affect behaviour and how to manage this. -Know the parts of our body that are private. -Know that different things give people their Early Warning Signs and they might need to ask permission e.g. tickling. -Know when it is OK to keep a secret. -Know who they could tell if they are worried or feel unsafe.</p> <p>Autumn 2 <u>Relationships: friendships and kind behaviour</u> -Know about the roles different people play in our lives (including the differences between the role of acquaintances, friends and family). -Know the features of a good friendship and what makes someone a good friend (including having shared interests, their friends saying nice things about them and being kind to them). -Know that disagreements can be resolved with problem solving and negotiating. -Know how to ask for help if a friendship is making them feel unhappy.</p> <p><u>Relationships: different types of family</u> -Know that there are different types of family (such as only children and siblings, same sex parents, single parents, multi-cultural families). -Know the characteristics of a healthy family life (including knowing that families are important for showing love, security and stability). -Know how to reach out and who to talk to if something within their family is worrying them.</p>	<p>Autumn 1 <u>Health and wellbeing: rules</u> -Follow rules and explain the importance of rules in school. -Explore why different rules will be needed for different situations e.g. why do we need to make sure we walk around the school but we can run around outside?</p> <p><u>Health and wellbeing: what makes me special</u> -Explain the ways in which we are all unique and that is what makes us who we are. -Identify the characteristics, strengths and skills that they have that make them different to everyone else</p> <p><u>Protective Behaviours</u> -Use emotion-based vocabulary to describe their feelings to others. -Recognise different feelings in different people and creatures using facial expressions and body language. -Recognise their own Early Warning Signs (EWS) and describe why someone might get these feelings. -Explain that not everyone gets their EWS for the same reasons. -Identify ways that someone could get help if they got their EWS. -Explain what is meant by 'privacy' – their right to keep things private and the importance of respecting other people's privacy. -Recognise and name private parts of the body for boys and girls. -Talk about secrets and surprises, recognising which secrets are safe and unsafe. -Identify people who can help them, including their network of people</p> <p>Autumn 2 <u>Relationships: friendships and kind behaviour</u> -Recognise the difference between kind and unkind behaviour and how this can affect others. -Show 'consideration and respect' (including the importance of being polite and courteous). -Talk about and share their opinions on things that matter to them. -Recognise the features of a good friendship e.g. that they make us feel happy and secure. -Recognise when someone feels lonely and what they can do to help them. -Name simple strategies to resolve arguments between friends positively. -Identifying the people that love and care for them and what they do to make them feel cared for.</p> <p><u>Relationships: different types of family</u> -Identify different types of family, including those that are different to their own. -Discuss common family features. -Identify the characteristics of a healthy family life (e.g. commitment to each other, protection and care, spending time together). -Recognise that all families are different – including separated parents and same-sex parents.</p>	<p>Unique, special, strengths, change, grow, differences, similarities</p> <p>Emotions, feelings, happy, sad, angry, tired, vagina, penis, anus, network, protect, private secrets, early warning signs, safe, unsafe</p> <p>Relationship, polite, consideration, respect, similarities, differences, lonely, support, help, love, care.</p> <p>Commitment, family, care trusted adult</p>	<p>School rules displayed Use ideas / resources from saved PSHE association resource : S:\STAFF ONLY\Curriculum\PSHE\Resources\Ground rules, rule! KS1 lesson pack.zip – Ground rules, rule! lesson</p> <p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Personal identity KS1-2 lesson pack.zip\KS1 – Personal Identity KS1 lesson</p> <p>Protective Behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Use ideas / resources from Medway resources: S:\STAFFONLY\Curriculum\PSHE\Resources\Medway - Years 1, 3 and 6 (YEAR 1 resources only,)</p> <p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Families KS1-2 lesson packs.zip\KS1 – Family lesson 2, Different families</p>
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<p>Y1 spring</p>	<p>Spring 1 <u>Living in the wider world: looking after the environment and community</u> -Know what they can do to help to protect the local environment and wildlife. -Know what 'community means' and the roles and responsibilities of people within their community.</p> <p>Spring 2 <u>Health and wellbeing: staying safe at home and in the community</u> -Know the importance of keeping safe and ways in which we can manage our own safety (including electrical appliances, fire safety). -Know people who can help us to stay safe</p>	<p>Spring 1 <u>Living in the wider world: looking after the environment and community</u> -Name ways of protecting local habitats and supporting the wildlife in our local area. -Identify simple steps that we can take to keep our local environment clean and safe for wildlife. -Explain what is meant by 'community'.</p> <p>Spring 2 <u>Health and wellbeing: staying safe at home and in the community</u> -Recognise the risks in everyday situations and describe the actions that they could take to minimise harm. -Identify ways to keep safe at home. -Demonstrate ways to keep safe in both familiar and unfamiliar environments -Identify people whose job is to keep us safe, including the emergency services, teachers, health professionals (doctors and nurses).</p>	<p>Environment, habitat, responsibility, support, community, groups, people, contribute</p> <p>Safety, dangers, risks, road, emergency services, health professionals</p>	<p>DotCom Education Lesson 17 – Environment and Animals</p> <p>Go Givers – 'Protecting local habitats' What habitats are and the effects of habitat loss Go Givers – 'Litter: the picnic' Understanding the need to pick up litter and care for our environment Go Givers – 'Caring for our communities' Exploring the importance of caring for our communities and the active role that they can take on to care for others Go Givers – 'Exploring our community' Understanding what is meant by the word 'community' and the people who live in their local community</p> <p>Visitor from Warwickshire Road Safety – road safety code and safe places to cross Visitor from Warwickshire fire service – ways to keep safe from fire (e.g. not playing with matches, uniform of fire officers and how it protects them) <i>Speak to AC about when you're planning to teach this for it to be organised</i></p> <p>DotCom Education: Lesson 13 – The Internet & Social Media Lesson 18 – Risks in My Home Lesson 21 – Safety on the Roads and Streets</p> <p>Go Givers – 'Who can help?' Recognising the people who help to keep us safe within our community Go Givers – 'Keeping safe at home' Recognising the potential risks in the home and how these can be avoided</p> <p>PSHE Association – Drug and Alcohol resources – KS1 keeping safe – medicines and household items (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Drugs and Alcohol – PSHE Association Resources)</p>
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<p>Y1 summer</p>	<p>Summer 1 <u>Living in the wider world: same and different to other people</u> -Know how we can show respect for other cultures.</p> <p>Living in the wider world: money -Know what money is. -Know why money is needed (food, clothing, housing, heating, water). -Know the difference between needs and wants. -Know that everyone has a choice of how to spend their money. -Know that sometimes we can't buy what we want because of the cost.</p> <p>Summer 2 <u>Health and wellbeing: keeping healthy</u> -Know what is meant by a 'healthy lifestyle'. -Know how to make positive changes to maintain a healthy lifestyle. -Know what is meant by 'diet' and maintaining a healthy diet. -Know the ways that we can keep our mind healthy. -Know why we exercise and the impact that exercise has on bodies and minds. -Know the importance of sleep for our physical and mental wellbeing. -Know how to maintain dental health. -Know how to stay safe in the sun and the importance of this.</p> <p><u>Health and wellbeing (RSE): growing up</u> -Know that everyone grows and changes as they get older. -Know that what we are good at and our goals will change as we grow up.</p>	<p>Summer 1 <u>Living in the wider world: same and different to other people</u> -Explain the differences between our own culture and the culture in another place (Brazil) e.g food, religion, daily life, festivals.</p> <p>Living in the wider world: money -Name places where money might come from (jobs, pocket money, gifts). -Explain how people can make different choices about what they do with their money, including what they spend it on and how they might save it. -Explain the difference between needs and wants.</p> <p>Summer 2 <u>Health and wellbeing: keeping healthy</u> -Show an understanding of what we mean by 'diet' and what we should eat to keep us healthy (varied diet, 5-a-day, the foods that we shouldn't eat too much of e.g. fats and sugars and basic reasons for this). -Create a plan to keep their mind healthy (sleep, breathing exercises, talking about worries) and how this is equally as important as keeping our bodies healthy (referring to the terms 'mental health' and 'physical health'). -Explain the impact of exercise on our physical health, demonstrating an understanding of how physical health and mental health can be interlinked and how exercising regularly makes us feel happier. -Create a plan that they could follow if they are struggling to get to sleep (introducing the ideas of meditation and mindfulness) -Explain how to brush teeth effectively and how often to visit the dentist. -Explain the ways that they can protect their skin from sun damage (sun screen, shade).</p> <p><u>Health and wellbeing (RSE): growing and changing</u> -Describe the process of growing from young to old. -Identify how people's needs and skills change as they get older.</p>	<p>Different, celebrate, culture, appreciate, respect</p> <p>Money, coins, note, saving, spending, needs, wants</p> <p>Diet, mental health, physical health, rest, sleep</p> <p>Age, growing, change, older, younger</p>	<p>Go Givers – 'I am unique' Celebrating diversity and respecting differences</p> <p>Natwest Money Sense resources (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS1) Lesson 2: Where does money come from.</p> <p>Books by Cinders McLeod Earn It! Spend It!</p> <p>Go Givers – 'Money wants and needs' Recognising the difference between wants and needs DotCom Education: Lesson 12 – Money and Possessions</p> <p>Exercise – resources from Joe Wicks (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Importance of Exercise, KS1 – Joe Wicks PowerPoint)</p> <p>Go Givers – 'Let's get active' Recognising the health and mental benefits of physical exercise</p> <p>DotCom Education Lesson 14 – My Health (Mental Wellbeing)</p>
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<p>Y2 - autumn</p>	<p>Autumn 1 <u>Health and wellbeing: mental wellbeing</u> -Know how we can maintain emotional and mental wellbeing by doing things that make us feel good. -Know how to manage emotions in a positive way. -Know who to go to if they need help managing their emotions.</p> <p><u>Protective Behaviours</u> -Know how to recognise and name their feelings (including safe and unsafe feelings). -Know that everyone feels differently about different things. -Know that we have a responsibility to ensure people around us feel safe. -Know their own EWS and how their EWS might differ to other people's. -Know what to do if they get their EWS. -Know the parts of our body that are private. -Know what to do if someone touches their body in a way that makes them feel uncomfortable. -Know what to do if physical contact makes them feel unsafe or uncomfortable. -Know when and how to ask for permission. -Know who they could tell if they are worried (their network) and how to approach someone to tell them.</p> <p><u>Relationships: safe and unsafe behaviours</u> -Know the difference between safe and unsafe secrets.</p> <p><u>Health and wellbeing: keeping safe</u> -Know about ways to minimise the risks of fire.</p>	<p>Autumn 1 <u>Health and wellbeing: mental wellbeing</u> -Recognise that there are things that make people feel good (e.g. playing outside, doing things that they enjoy, spending time with friends and family, getting a good amount of sleep). -Explain how someone could use strategies cope and manage when things get more difficult (including if they are feeling lonely or isolated). -Recognise when someone may need help to manage their emotions and the importance of asking for help (including showing an awareness of how to ask and who to go to).</p> <p><u>Protective Behaviours</u> -Use emotion-based vocabulary to describe their feelings to others (happy, sad, surprised, frightened, angry, worried, aggressive, frustrated, confident, shy). -Describe how they feel in a safe situation. -Recognise that they share a responsibility for keeping themselves and others safe. -Describe how they feel in an unsafe situation (Early Warning Signs) and how they should respond safely if they have their EWS. -Recognise that things that give EWS are different for everyone through third person scenarios. -Name the main parts of the body (including external genitalia of boys and girls) and what to do if someone touches a private part of the body. -Use role play to practise asking someone to stop if they are touching them in a way they dislike or makes them feel unsafe (for example, playing with their hair) e.g. saying no, using "stop it please", speaking regularly to their trusted adult. -Show an awareness of what to do if they feel unsafe or worried for themselves or others – who they should speak to, how to ask for help and the vocabulary to use when asking for help, the importance of trying over and over again until they are heard.</p> <p><u>Relationships: safe and unsafe behaviours</u> -Describe difference between safe and unsafe secrets – the importance of not keeping secrets (only happy surprises that others will find out eventually).</p> <p><u>Health and wellbeing: keeping safe</u> -List ways to prevent fires within the home and how to stay safe around electrical appliances. -Identify the dangers of fireworks and create a plan to stay safe during bonfire night.</p>	<p>Mental health, mental wellbeing, strategies</p> <p>Emotions, feelings, happy, sad, surprised, frightened, angry, worried, aggressive, frustrated, confident, shy, safe, unsafe, rights, responsibility, privacy, penis, testicles, anus, vagina, breasts, mouths, network, permission, pressure. comfortable, uncomfortable, secrets, surprises fire, consequence, accident, emergency</p>	<p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Mental health & emotional wellbeing, KS1-2.zip\KS1 -KS1 lessons 1-4.</p> <p>Protective behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>
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<p>Y2 spring</p>	<p>Spring 1 <u>Health and wellbeing: personal hygiene and dental health</u> -Know what is meant by a ‘healthy lifestyle’ and the ways in which we can maintain good physical health (food, physical activity, sleep). -Know the importance of taking breaks from screens. -Know the importance of maintaining good dental health (including the risks of eating too much sugar, how to look after their teeth and the importance of visiting the dentist). -Know about the people who help us to keep physically healthy.</p> <p><u>Health and wellbeing: how do germs spread</u> -Know the basic ways which diseases can be spread. -Know the simple hygiene routines which can avoid diseases from spreading. -Know about the importance of medicines (including vaccinations and immunisations) to help people to stay healthy. -Know that liquids that can be dangerous, including medicines and household items which can be dangerous when not used correctly. -Know the symbols on liquids that show that they might be dangerous. -Know that things that people put onto their bodies and skin may affect how they feel.</p>	<p>Spring 1 <u>Health and wellbeing: personal hygiene and dental health</u> -Explain ways that they can ensure they have a healthy lifestyle and good physical health, with reference to diet, exercise, sleep and screen time. -Explain the importance of maintaining good dental health and describe what they do to maintain their own dental health (how often we should visit the dentist, how to brush teeth correctly, food and drink that support dental health).</p> <p><u>Health and wellbeing: how do germs spread</u> -Describe the ways in which diseases can be spread (making links to their own lives) and the ways in which the spread of diseases can be controlled. -Demonstrate a responsibility for their own health and that of others e.g. through regular handwashing. -Explain how medicines can be used to help us to keep healthy and how doctors, nurses and pharmacists can support us with this (including introduction to allergies and what might happen if we were having an allergic reaction). -Recognise the warning symbols on household items that identify that something may be dangerous.</p>	<p>Health, healthy lifestyle, balanced diet, exercise, screen time, dental health</p> <p>Diseases, hygiene, handwashing, spread, antibiotics, medicine, immunisation, allergy, allergic reaction, liquids</p>	<p>Visit from a dentist/school nurse – explanation of the ways to maintain dental health and how to brush teeth properly</p> <p>Dental health resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Dental Health)</p> <p>DotCom Education Lesson 17 – My Health (Dental Health)</p> <p>Superbugs – resources on antibiotic resistance (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Superbugs – Antibiotic Resistance, KS1)</p>

	<p>Spring 2 <u>Living in the wider world: looking after the environment</u> -Know what pollution is. -Know how pollution affects our coastlines and wildlife. -Know that it is a shared responsibility to reduce pollution . -Know what they can do personally to help tackle the problem of pollution.</p>	<p>Spring 2 <u>Living in the wider world: looking after the environment</u> -Explain what is meant by ‘pollution’. -Explain the impact of pollution on the world, on the country and on local areas. -Describe the actions we can take to minimise pollution (personally, as a family, as a school, as a community).</p>	<p>Pollution, environment, shared responsibility, litter, wildlife</p>	<p>Go Givers – ‘Pollution – expedition to Planet Blueball’ Exploring the issues of pollution and sustainability Go Givers – ‘Plastic pollution’ The impact of plastic pollution on our environment</p> <p>Plastic pollution - https://plprimarystars.com/resources/tackling-plastic-pollution</p>
<p>Y2 summer</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Know what money is and the different forms money comes in (cash, credit and debit cards). - Know that money can come from a variety of sources. -Know that people might choose to save or spend their money and the reasons for this. -Know how people look after their money.</p> <p><u>Living in the wider world: aspirations for the future</u> -Know that everyone has different strengths. -Know that jobs help people to earn money to pay for things that they need. -Know the different jobs that people they know do and people who work in the community do. -Know about some of the strengths and interests someone might need to do different jobs.</p> <p>Summer 2 <u>Health and wellbeing (RSE): growing and changing</u> -Know about how needs change as we get older. -Know how responsibilities change as we get older. -Know how we experience change and loss (including death) and the feelings associated with this. -Know how to prepare for change, including moving to a new class or year group. -Know the importance of setting goals, ensuring that these are achievable and worthwhile goals.</p> <p><u>Health and wellbeing: keeping safe</u> -Know how to keep safe when in the sun (the 5 rules of sun safety). -Know how to keep safe around water -Know how to respond safely to adults that they don’t know.</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Explain the importance of keeping money safe and where people might choose to keep their money safe. -Demonstrate an awareness of why people save their money and why this is important.</p> <p><u>Living in the wider world: aspirations for the future</u> -Identify their own strengths and the strengths of others. -Describe a range of different jobs that they know of. -List the strengths and interests people might need to do different jobs (e.g. a vet would need to be interested in animals, they would need to be calm, they would need to know a lot about different types of animals). -Identify a job that they think they would be good at and explain why (based on strengths and interests).</p> <p>Summer 2 <u>Health and wellbeing (RSE): growing and changing</u> -Explain the new opportunities and responsibilities that increasing independence can bring, including the new responsibilities that they will have as they move into Key Stage 2. -Demonstrate the ability to think positively about their transition into KS2 e.g. recognise how things may change but thinking of the positive aspects of moving on; manage worries and concerns that moving key stages could bring. -Show an awareness of how to deal with change and loss and how they can support others to feel better too (linking to scenarios such as moving house, losing their favourite toy, if a pet was to pass away, when friends move to a new school). -Recognise and celebrate their strengths and set goals in relation to their experiences.</p> <p><u>Health and wellbeing: keeping safe</u> -Demonstrate an awareness of how to stay safe around water, including coastal signs and people who have a job to keep us safe near water (in preparation for Year 3 swimming lessons and Year 2 trip to the beach). -List ways in which someone can stay safe in the sun (including the importance of hats and regularly applying sun cream to avoid sun damage and to protect skin).</p>	<p>Money, cash, notes, coins, cards, banks, accounts, spend, save</p> <p>Work, jobs, strengths, interests, skills, money,</p> <p>Transition, opportunity, responsibility, change, loss, goals, strengths</p>	<p>Natwest Money Sense resources (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS1) Lesson 3: Why is it important to save money.</p> <p>DotCom Education Lesson 13 – Money & Possessions</p> <p>Books by Cinders McLeod Save It! Give It!</p> <p>DotCom Education Lessons 0 & 1 – About Me and Why I’m Special Lesson 2 – Feeling Proud of Myself Lesson 3 – My Dreams Lesson 11 – Differences and Similarities Lesson 24 – About Me & Why I’m Special</p> <p>DotCom Education Lesson 25 – Changing Schools SEAL resources – setting goals, changes, new beginnings (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing)</p> <p>Go Givers – ‘My goals’ Setting themselves simple goals and considering the steps that they need to take to achieve their goals</p> <p>Sun Safety - https://www.youtube.com/watch?v=T7ghJsZug6Q</p> <p>Visit from Canal and River Trust – water safety</p>

<p>Y3 autumn</p>	<p>Autumn 1 <u>Health and wellbeing: rules and transition to KS2</u> -Know why we have rules and the importance of these to manage safety. -Know why we follow rules at school (our one school rule). -Know why we follow rules at home (e.g. age restrictions and why these are important). -Know how rules change as we get older (linking to KS2 and having more responsibility) – including ways to keep safe around roads without an adult. -Know the basic first aid procedures and where to get help when they are in KS2. -Know about the rules to adhere to when they are near water (in preparation for swimming lessons).</p> <p><u>Protective Behaviours</u> -Know a range of different emotions (including hysterical) and when someone might feel this way. -Know that there is no such thing as a bad feeling and that feelings may differ in intensity. -Know how to calm themselves when they don't feel so good (safe place exercise). -Know about rights and responsibilities and that rights are rules to help everyone to feel safe. -Know what unsafe feelings are (early warning signs). -Know what they can do if they get their EWS. -Know the correct parts for external genitalia in males and females. -Know that their body belongs to them and that they should not be touched unless they need help or they want it. -Know that everyone needs a network of people that they can go to in different places/situations to share their feelings.</p> <p>Autumn 2 <u>Relationships: friendships</u> -Know the importance of friendships for our wellbeing and for giving us a sense of belonging. -Know the strategies for building positive friendships -Know what constitutes a healthy and positive friendship. -Know that the same principles apply online as well as face-to-face. -Know what it means to feel alone or excluded and know what to do and who to speak to if they feel excluded or isolated . -Know that friendships have ups and downs and how to resolve conflicts in a positive manner. -Know what to do if a friendship is making them feel unhappy or uncomfortable – know who they could speak to for help and advice.</p>	<p>Autumn 1 <u>Health and wellbeing: rules and transition to KS2</u> -Name our one school rule and explain how this can be shown in day-to-day life to ensure other people are safe and to minimise risk of injury e.g. tucking their chair under so people don't trip over; being careful on the playground and not being too rough so that nobody gets hurt. -List the changes from KS1 to KS2, focusing on health and safety, basic emergency aid procedures and where/how to get help (both when they are at school and at home). -List the rules for staying safe around water in preparation for swimming lessons. -Recognise and name the safest places to cross the road (including the different types of crossing and the risks of crossing between parked cars). -Use role play to demonstrate their awareness of crossing the road safely (using the playground markings to demonstrate their understanding of safe places to cross).</p> <p><u>Protective Behaviours</u> - Identify their own safe place and use this as a calming strategy. -Identify their own EWS and understand that their EWS are different to others. -Name ways that they could make themselves feel better if they get their EWS (e.g. stop doing that activity, tell someone about it, go to my safe place in my mind, move away from the danger). Demonstrate this through third-person scenarios. -Recognise that everyone likes different things in terms of physical contact (touching hair, tickling games, holding hands, kisses) and how to ask consent for these situations. -Identify adults that they trust and that they could go to for support. -Show an awareness that they should keep telling if they don't feel that a problem has been dealt with appropriately.</p> <p>Autumn 2 <u>Relationships: friendships</u> -Explain the strategies that can be used to build a positive friendship (e.g. listening to each other, recognising things in common with others, treating each other with respect). -List the ways of building positive friendships (e.g. mutual respect, trust, truthfulness, loyalty, kindness,). -Explain the importance of inclusion in friendship and that if someone makes someone else feel excluded or isolated, that this is not a healthy friendship. -Recognise if others feel excluded and list strategies for how they could include them. -Use role play to demonstrate how to resolve conflicts positively and safely (e.g. using stop it please, speaking to a trusted adult). -Show an awareness of how to judge when a friendship is making someone feel unhappy or uncomfortable and how to seek help or advice if they need it.</p>	<p>Consideration, respect, safety, risk, age restrictions, rules, emergency, first aid, traffic lights, zebra crossing, pelican crossing, puffin crossing, toucan crossing</p> <p>Hysterical, penis, anus, vagina, breasts, mouths</p> <p>Wellbeing, belonging, mutual respect, truthfulness, trust, loyalty, kindness, excluded, lonely, inclusion</p>	<p>School rule displayed Visit from Warwickshire Road Safety – safe places to cross the road</p> <p>Water safety – Canal and River trust website https://canalrivertrust.org.uk/explorers/water-safety Visits to swimming baths – children to demonstrate how to conduct themselves safely around water</p> <p>Protective behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Friendship & bullying KS1-2 lesson pack.zip\KS2\Y3-4 -KS2, Y3-4, lesson 1: Valuing friendships, lesson 2: Friendship challenges</p> <p>Use ideas / resources from Medway resources: S:\STAFFONLY\Curriculum\PSHE\Resources\Medway - Years 1, 3 and 6</p>
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<p>Y3 spring</p>	<p>Spring 1 <u>Relationships: bullying and hurtful behaviours</u> -Know what 'bullying' is and the difference between a one-off incident and repetitive, hurtful incidences. -Know the impact and consequences of bullying (both online and offline) in the short and long term on mental wellbeing. -Know how to respond safely to hurtful behaviour, either if experienced or witnessed. -Know how to report incidences of bullying (inside and outside of school) and get support for this.</p> <p>Spring 2 <u>Living in the wider world: looking after the environment and the community</u> -Know what 'community' means and the different groups that make up their community. -Know what living in a community means and the importance of being involved in a community. -Know how they can contribute towards their local community and the impact that contributing can have on wellbeing and happiness. -Know that there are many benefits of living within diverse communities.</p>	<p>Spring 1 <u>Relationships: bullying and hurtful behaviours</u> -Use role play and imaginary scenarios to demonstrate how they could respond to hurtful behaviour that they witness, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) as well as how to report bullying and get support e.g. reporting to a trusted adult, to a website, to the school. -Model respectful behaviour, showing an awareness of what they say impacts the feelings of other people (treat others politely and with respect including when online, in school and within the wider society). -List strategies to improve or support courteous, respectful relationships e.g. what they could do if they someone on their own, what they could do if they see someone being unkind.</p> <p>Spring 2 <u>Living in the wider world: looking after the environment and the community</u> -Name the different groups that make up their community. -Value and respect the contributions that different groups/people make to their community e.g. charities such as food banks, litter-picking, health professionals, people that help us to stay safe. -Explain what diversity means and list the benefits of living in a diverse community showing an appreciation towards diversity within communities (e.g. what it would be like if everyone was the same?). -Demonstrate an understanding of the ways that being part of a community and supporting our local community can benefit mental wellbeing and happiness.</p>	<p>Bullying, hurtful behaviours, repetitive, teasing, trolling, name-calling, excluding, harassment</p> <p>Community, contribute, value, diversity</p>	<p>Use ideas / resources from saved PSHE association resource – Friendship and bullying KS2, Y3-4, lesson 3: What is bullying?</p> <p>PSHE Association Resource (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Year 3 – Community)</p> <p>Go Givers – 'Strong societies' Recognising the benefits of living within a strong society Go Givers – 'Young Fundraisers and Campaigners' Recognising the positive contributions made by young people and how they have made a difference</p>
<p>Y3 summer</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Know about the importance of economic wellbeing and the impact that money plays in our lives. -Know the different ways of paying for things and the choices people have with this. -Know the basic ways of how to use and manage a bank account.</p> <p>Summer 2 <u>Health and wellbeing: healthy lifestyles</u> -Know what is meant by a balanced, healthy lifestyle and how to maintain a healthy lifestyle to ensure good physical wellbeing (including diet, exercise, sleep and mental health). -Know the choices that they can make to ensure they have a balanced, healthy lifestyle. -Know where they can get advice from others to support with making informed choices on physical health. -Know the importance of staying healthy and the impact this has on our bodies and minds. -Know the need for a varied and balanced diet and the consequences if someone does not have a good diet. -Know what good physical health means and how to recognise the early signs of physical illness.</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -List the different ways that people can pay for things (e.g. cash, card, cheque, gift cards, online banking, smart phone payments e.g. Apple Pay). -Explain why some people might choose to pay for things in different ways (thinking about the ways that they keep their money safe and when it might be better to pay using cash rather than card etc.). -Show an understanding of the basic features of a bank account and explain why people choose to keep their money in a bank account (including the differences between current/basic accounts and savings accounts). -Explain the basics of using and managing a bank account (e.g. knowing why banking is useful, understanding what banks do with your money and a basic understanding of earning interest on money in accounts).</p> <p>Summer 2 <u>Health and wellbeing: healthy lifestyles</u> - Recognising the consequences of their choices when planning a balanced, healthy lifestyle. -Explain the importance of a balanced diet with reference to the 'Eat Well Plate' and the different food groups. -Plan healthy meals that include a balance of all food groups. -Explain the impacts of different foods on our bodies e.g. protein to rebuild muscles, sugar and carbohydrates for energy. -Discuss the impacts of eating too much or too little food on our bodies (both physically and mentally) – including the benefits of eating nutritionally rich foods and risks associated with not eating a healthy diet, including tooth decay and obesity. -Recognise and name other factors that contribute to general health and wellbeing e.g. exercise, sleep and looking after mental health but also recognising how too much of these can have a negative consequence upon health too (e.g. having too much sleep can make us feel more lethargic).</p>	<p>Economy, credit/debit cards, cash, cheque, gift cards, online banking, smart phone, current account, basic account, savings account</p> <p>Physical health and wellbeing, mental health and wellbeing, balanced and healthy lifestyle, informed choices, positive/neutral/negative consequences, food groups (protein, carbohydrate, oils/spreads, fats, sugar), nutrition, risks</p>	<p>Natwest Money Sense resources - How can I pay for things? - How can I use a bank account? (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS2)</p> <p>DotCom Education Lesson 10 – Money & Possessions</p> <p>DotCom Education Lesson 12 – My Health (Exercise) Lesson 13 – My Health (Sleep)</p> <p>Go Givers – 'Stressed Out' Recognising situations that cause stress and the importance of talking and sharing Go Givers – 'Obesity' Looking at how lifestyles have changed since the 1960s and the impact this has had on obesity</p> <p>Change 4 Life resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Change 4 Life, Lower KS2)</p>

	<p>-Know that physical health coincides with mental health. <u>Health and wellbeing (RSE): growing and changing</u> -Know about personal identity and what contributes to who they are. -Know how recognising their own strengths, skills and achievements.</p>	<p><u>Health and wellbeing (RSE): growing and changing</u> -Name some of the things that contribute to who they are and their personal identity (e.g. gender, family, faith, hobbies, likes/dislikes). -Recognise their individuality and their personal qualities. -Identify their own strengths, skills, achievements and interests.</p>	<p>Personal identity, individuality, qualities</p>	<p>DotCom Education Lesson 2 – About Me and Why I’m Special Lesson 3 – My Dreams</p>
<p>Y4 autumn</p>	<p>Autumn 1 <u>Relationships: respect</u> -Know what is meant by ‘respect’ and ‘self-respect’ and how this can be demonstrated. -Know that their own personal behaviour can affect other people (both online and offline). -Know the importance of self-respect and how this can affect their thoughts and feelings about themselves -Know that everyone, including themselves, should be treated politely and with respect. -Know the strategies to improve courteous, respectful relationships. -Know about the importance of respecting the differences and similarities between people and recognising what things we have in common with other people e.g. physically, in personality or in background.</p> <p><u>Protective Behaviours</u> -Know that there are ‘Rights of the Child’. -Know that with every right, there is also a responsibility. -Know that sometimes, we might feel scared in a fun way (e.g. riding a bike, using roller skates, going to the fair) and everyone feels differently about these things. -Know the qualities of someone that would make them a trusted adult. -Know that an adult might not always be able to keep a secret to be able to keep someone safe (emotional abuse, physical abuse, sexual abuse).</p> <p>Autumn 2 <u>Relationships: Family</u> -Know the features of positive family life, including caring relationships and recognising the different ways that we can show care for each other. -Know that all families look different and that there are different family structures. -Know that families of all types can give family members love, security and stability. -Know that there are many shared characteristics of healthy family life (commitment, care, spending time together and being there for each other in times of difficulty). -Know how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice. <u>Keeping Safe</u> -Know the strategies for keeping safe around fireworks</p>	<p>Autumn 1 <u>Relationships: respect</u> -Explain the ways in which respectful relationships and self-respect can contribute to their own happiness. -Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own. -Discuss and debate topical issues, respecting other people’s points of view and constructively challenge those they disagree with.</p> <p><u>Protective Behaviours</u> -List some of the rights that children have around the world (e.g. a name, food, housing, medical care, education for free, not to be harmed). -Understand that different people might feel different ways in the same situation (e.g. if it is snowing). -Create a safe place that they can go to in their imagination and recognise the way that their safe place makes them feel (cosy, comfortable, relaxed). -Create their own network of people that they trust and practise asking someone to be on their network.</p> <p>Autumn 2 <u>Relationships: Family</u> - Explain their own family structure, including the characteristics of their own family. -Demonstrate respect for and show an understanding of different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can provide love, security and stability. -Identify the people that they could talk to if they feel unhappy or unsafe within their family.</p>	<p>Respect, self-respect, polite, courteous, traditions, beliefs, lifestyle, point of view, debate</p> <p>Rights and responsibilities, cosy, comfortable, relaxed, emotional abuse, physical abuse, sexual abuse</p> <p>Family structures, security, stability, healthy family life, commitment</p>	<p>Use ideas / song from https://www.bbc.co.uk/teach/supermovers/articles/zr32wnb</p> <p>Use ideas / resources from anti-bullying week 2024 – Theme ‘Choose Respect’ saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\Year 4, Aut 1, Relationships – Respect</p> <p>Protective behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Families KS1-2 lesson packs.zip\KS2</p>

<p>Y4 spring</p>	<p>Spring 1 <u>Health & wellbeing: keeping safe</u> -Know the importance of keeping safe and how to predict, assess and manage risks in different situations -Know the strategies for keeping safe in the local environment and unfamiliar places (including rail safety). -Know how to use digital devices safely when out and about. -Know about age restrictions (especially in relation to social media, television programmes, films, games and online gaming). -Know why complying with restrictions is important (how they promote personal safety and wellbeing). <u>Health & wellbeing: first aid</u> -Know what is meant by 'first aid'. -Know the basic techniques for to deal with common injuries. Know how to respond appropriately in an emergency situation. -Know when to involve the emergency services, how to contact them and what to say.</p> <p>Spring 2 <u>Health & wellbeing: keeping healthy</u> - Know about the choices that support a healthy lifestyle, and recognise what might influence their choices (e.g. television, social media, advertisements). -Know the risks associated with an inactive lifestyle, including how this can impact both physical and mental health. -Know what is meant by 'habits'. -Know that simple hygiene measures (handwashing) can prevent the spread of illness. -Know how sleep contributes to a healthy lifestyle and the consequences of too much or too little sleep (including the effects of lack of sleep on the body, feelings, behaviour and ability to learn). -Know how to maintain good dental health (including correct brushing and flossing). -Know the importance of regular visits to the dentist. -Know the impact of lifestyle choices on dental care (e.g. sugar consumption, acidic drinks such as fruit juice, smoothies and fruit teas and the effects of smoking on dental hygiene). -Know the ways to keep ourselves safe in the sun (the 5 S's of sun safety) – recap from Year 2. -Know the benefits of sun exposure. -Know the risks of overexposure and how to keep safe from sun damage, sun/heat stroke and reduce the risk of skin cancer. -Know how and when to seek support (including which adults to speak to in and outside of school) if they are worried about their health.</p>	<p>Spring 1 <u>Health & wellbeing: keeping safe</u> -Explain how their levels of independence will change as they get older and the increased responsibility that this will bring in terms of them managing their own safety (e.g. being allowed to walk to and from school independently; being allowed to go out to the park). -Demonstrate strategies for keeping safe through sensible road use (using playground markings to demonstrate this). -List the reasons for following and complying with regulations and restrictions (including age restrictions) and explain how these are needed to promote personal safety and wellbeing (linking directly to social media, television programmes, films, games and online gaming).</p> <p><u>Health & wellbeing: first aid</u> -Use role play to demonstrate how to respond if someone is injured or hurt in different situations (e.g. bruises, scalds, burns, bleeds (small cuts or nose bleeds) and finding an adult immediately to support with head injuries). -Demonstrate an understanding between being hurt and the need to get the emergency services involved.</p> <p>Spring 2 <u>Health & wellbeing: keeping healthy</u> -Create a list of ways to exercise outside of school e.g. walking or cycling to school, the daily mile, where they could look to find good 'workout' routines and other ways that they can exercise, even without being in a club. -Recognise opportunities to be physically active on a daily basis e.g. on the playground and highlight the risks that are associated with an inactive lifestyle, including spending too much time online. -List the positive and negative effects of having a habit (positive – it can help to manage anxieties, that there are also healthy habits; negative – health problems or obsessions with habits). -Recognise ways to overcome bad habits e.g. putting a plaster over a scab, using badly tasting nail varnish. -Create a routine that can support themselves to get good quality sleep, highlighting at least one change that they think they need to make to improve their quality of sleep. -Explain the effects that a lack of sleep can have on the body, including how it makes you feel, behave and your ability to concentrate and learn. -Guide younger children to make the right choices to look after their dental health (including information about dentists, brushing, flossing, sugar consumption, acidic drinks). -Plan for how they will stay safe in the sun over the summer term and summer holidays.</p>	<p>Independence, personal safety, responsibility, risks, dangers, hazards, inappropriate content, age restrictions, regulations</p> <p>Emergency, accident, injuries, emergency services, first Aid</p> <p>Bacteria, virus, habit, sleep, exercise, physical health, physical wellbeing, mental health, mental wellbeing, active/inactive lifestyle, dental health, sun damage, sun/heat stroke, skin cancer</p>	<p>Visit from Warwickshire Road Safety – sensible road use</p> <p>PSHE Association – Drug and Alcohol resources – LKS2 keeping safe – medicines and household items/alcohol and smoking (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Drugs and Alcohol – PSHE Association Resources)</p> <p>DotCom Education Lesson 12 – Law & Crime Lessons 16 and 27 – The Internet & Social Media Lesson 17 – Making Safe Decisions</p> <p>First Aid – St John's Ambulance resources (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, First Aid- St Johns Ambulance))</p> <p>DotCom Education Lesson 11 – The Emergency Services Year 5 Lesson 30 – The Emergency Services (First Aid)</p> <p>Exercise - online resources from Joe Wicks (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Importance of Exercise, KS2 – Joe Wicks PowerPoint)</p> <p>Go Givers – 'Celebrating the NHS' Recognising the many services that the NHS offer and how they help to keep us safe Go Givers – 'Healthcare: Improving Life Chances' Understanding how life expectancy is increased with better medical care</p> <p>Dental health resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Dental Health)</p> <p>Visit from a dentist/school nurse – explanation of the ways to maintain dental health and how to brush teeth properly</p> <p>DotCom Education Lesson 19 – My Health Lesson 20 My Health (Sun Safety)</p> <p>Mental health and wellbeing resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Mental Health and Wellbeing – Year 3 and 4)</p>
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<p>Y4 summer</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Know that some people choose to use their money to help others/the environment (e.g. by buying Fair Trade, single-use plastics or donating money to charity). -Know that people choose to spend their money based on their personal priorities and their needs/wants. -Know that there is a link between money and jobs and that some jobs get paid more money.</p> <p><u>Living in the wider world: community</u> -Know what is meant by 'shared responsibility' and what this may consist of within the community. -Know the importance of showing compassion towards others and the shared responsibilities we all have for caring for other people and living things. -Know how to show care and concern for others. -Know the importance rules and law to ensure safety of themselves and others. -Know that there are consequences of not adhering to rules and the law. -Know the responsibilities we have for looking after ourselves and for supporting the safety of others within our community.</p> <p>Summer 2 <u>Living in the wider world: looking after the environment</u> -Know how everyday choices can affect the environment (e.g. by recycling rather than throwing in the bin; cutting down waste). -Know that they have a choice in what they eat and that there are food choices which are better for the environment (e.g. fair trade, sustainable fishing, meat consumption),</p> <p><u>Health and wellbeing (RSE): growing and changing</u> -Know their personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. -Know how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Explain how money can be used to support good causes. -Order their own priorities and clearly explain why they would order them in this way (with reference being made to needs and wants). -List a range of different jobs and demonstrate an understanding that people get paid different amounts for different jobs</p> <p><u>Living in the wider world: community</u> -Discuss the impact of good deeds on the community and an on mental wellbeing. -Research the ways that real-life heroes have impacted the community and/or changed history -Set a personal goal that will have a positive impact on their own/others' lives -Show care, compassion and concern for others and understand the responsibilities we have to protect others.</p> <p>Summer 2 <u>Living in the wider world: looking after the environment</u> -Carry out shared responsibilities for protecting the environment in school and at home. -Explain how everyday choices can affect the environment (e.g. reduce, reuse, recycle). -Show an awareness of the impact of their food choices (making particular reference to fair trade, sustainable fishing and meat consumption). -Create a plan to become more 'environmentally friendly', making references to their own choices and changes that they will make to their own lives.</p> <p><u>Health and wellbeing (RSE): growing and changing</u> -List their own strengths, skills, achievements and interests and recognise how these may be similar or different to their friends. -Recognise negative, unhelpful ways of thinking and reframe these comments into more positive and productive ways of thinking.</p>	<p>Economy, priorities, wants, needs, charities</p> <p>Shared responsibilities, community, compassion, good deeds, rules, law</p> <p>Impact, sustainability, Fair Trade, recycling, reducing, reusing</p> <p>Strengths, skills, achievements, interests, self-worth, setbacks, perceived failures</p>	<p>Natwest Money Sense resources: - Enterprise: Raising Money for Charities - What are the links between jobs and money? (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS2)</p> <p>Go Givers – 'What is a charity?' What charities are and how they raise money</p> <p>DotCom Education: Lessons 24 & 25 – Money & Possessions</p> <p>Go Givers – 'Children's Right' What they are and how they can be met</p> <p>Go Givers – 'Conflicting rights' Understanding that not all of our rights can always be met at the same time and considering which of our rights may be more important than others</p> <p>DotCom Education: Lesson 10 – My Community & The Wider World Lesson 13 – Rights & Responsibilities Lesson 26 – My Dreams Lesson 28 – Making Safe Decisions (Prejudice)</p> <p>Go Givers – 'Fairtrade: have a banana' Why we should by Fairtrade, the impact it has upon our economy</p> <p>DotCom Education: Lesson 4 – Environment & Animals (keeping safe and looking after animals)</p>
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<p>Y5 autumn</p>	<p>Autumn 1 <u>Health and wellbeing: safety</u> -Know the that there are laws linked to health and safety and why these are needed. -Know how they can appropriately assess risk in different real-life situations (e.g. in the home, in roads, in other areas of the community). -Know what we mean by ‘risk’, ‘danger’ and ‘hazard’ and be able to differentiate between these terms using real-life scenarios. -Know the dangers of railways and how to stay safe around these, linking this to how increased independence as they get older may mean they need to be more independent around railways. -Know how to keep themselves safe from fires at home – about the importance of smoke alarms and minimising hazards within their own homes. -Know that there are different symbols on household products (including medicines). Know about the importance of using these correctly to keep themselves safe.</p> <p><u>Protective Behaviours</u> - Know that all children around the world have rights. -Know that each right has a responsibility attached to it to keep others around safe. -Know that there are a range of different feelings, which might differ in intensity (weak, moderate or strong). -Know the differences between ‘fun to feel scared’ and ‘unsafe feelings’ include elements of choice, control and time limit. -Know that as well as their network, there are other places that they could go to for support (e.g. social services, the police, Childline, Samaritans). -Know the strategies that they could use to reach out to someone on their network. -Know that they might go to different people on their network for different reasons.</p>	<p>Autumn 1 <u>Health and wellbeing: safety</u> -Identify hazards in pictures that may cause harm, injury or risk (in the home and in other scenarios that they can relate to) and what they can do to reduce risks and keep safe. -Recognise, predict and assess risks in different situations and use this to manage the impact the risk has. -Recognise the dangers of railways and give advice on how to stay safe around railway line. -Recognise hazards within a home environment and discuss the importance of smoke alarms in keeping us safe. -Recognise symbols on a variety of household products and identify how they can use these symbols to ensure their own safety. -Identify how to use medicines correctly and the dangers of not taking these safely.</p> <p><u>Protective Behaviours</u> - Recognise the difference between rights and wants (e.g. the right to shelter / the right to make as much noise as I like at home). -Show appropriate reactions to intense feelings (e.g. knowing that even if they are angry, hitting someone would not be an appropriate action). -Create a safe place that they can go to in their imagination and recognise the way that their safe place makes them feel. -Recognise their own EWS and whether the third-person situations are ‘fun to feel scared’ or ‘unsafe feelings’ (control, choice, time limit). -Identify people that they can trust to be part of their network, recognising that they might not always be able to keep this a secret (recap on emotional abuse, physical abuse and sexual abuse). -Identify useful ways to use their networks (one step removed, network review and persistence). -Use third-person scenarios to identify when someone should be persistent and when this would not be necessary.</p>	<p>Law, health and safety, risk, danger, hazard</p> <p>Weak feelings, moderate feelings, strong feelings, control, choice, time limit, one step removed, network review, persistence</p>	<p>Rail safety – resources from Network Rail https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources</p> <p>Railway safety – Network Rail online resources and video https://learnliveuk.com/network-rail-primary-school-safety-talk/</p> <p>Visitor from Warwickshire fire service</p> <p>Protective behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>
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	<p>Autumn 2 <u>Relationships: friendships</u> -Know the qualities of a good friendship (including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests, shared experiences and support with problems and difficulties). -Know how to recognise and manage peer influence and a desire for peer approval in friendships, as well as recognising peer pressure from others. -Know how to respond if pressure from others makes them feel uncomfortable or unsafe. -Know that friendships can change over time and about the importance of making new friends and the benefits of having different types of friends. -Know that all friendships have ups and downs and the strategies to resolve disputes and reconcile differences in a positive and safe manner. -Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. -Know how to recognise harmful content and contact (including trolling, bullying and harassment) and how to report their concerns. -Know what a true and false friend is, including what is meant by 'grooming' and 'exploitation'.</p>	<p>Autumn 2 <u>Relationships: friendships</u> -Recognise strong friendships and list the qualities that make these friendships positive and supportive of wellbeing. -Use third person scenarios to recognise peer pressure and give advice on how this can be managed. -Recognise who to trust and who not to trust (both online and offline), giving clear and adequate reasons as to why this person should or should not be trusted. -List the people, places and services that are available if they feel uncomfortable based on a friendship. Use third person scenarios and role play to show how they could manage disputes between friends (e.g. using appropriate communication techniques and respectful discussion to solve a dispute, involving an adult if this cannot be solved independently or if someone feels unsafe). -Consider the actions of a true friend and consider the actions of a false friend -Suggest the appropriate actions to take (in a third person story) when someone is being groomed and identify support to help them.</p>	<p>Peer approval, peer pressure, desire, grooming, exploitation</p>	<p>Use ideas from NSPCC resources linked to online safety and relationships saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\Year 5, Aut 2, Relationships - Friendships\NSPCC Share Aware - Year 5</p> <p>Use ideas from Cyber Detectives resources from London Met Police – 2 lessons saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\Year 5, Aut 2, Relationships - Friendships\Relationships Cyberbullying - London Police</p>
<p>Y5 spring</p>	<p>Spring 1 <u>Health and wellbeing: mental wellbeing</u> -Know what is meant by 'mental health'. -Know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health. -Know the strategies and behaviours to support mental health (including knowing that people are social beings and that spending time with others, taking the opportunities to consider the needs of others and practising service to others are beneficial for health and wellbeing (e.g. structured activities within groups such as scouts/girls guide movements). -Know that feelings change over time and vary in intensity, but also that small daily events can affect feelings. -Know the importance of expressing feelings and seeking help when this is needed. -Know that sometimes feelings can be conflicting and how to respond to intense or conflicting feelings appropriately and proportionately. -Know how to recognise warning signs about mental health, in themselves or in other people, and where they can get support for their mental health (including services in and out of school). Know that mental health problems can be resolved if the right support is made available, especially if accessed early enough. -Know a variety of strategies that can be used to cope with change and managing loss and bereavement</p>	<p>Spring 1 <u>Health and wellbeing: mental wellbeing</u> -List the strategies that they have for managing their own mental health - including how good quality sleep, physical exercise, time outdoors, being involved in community groups, doing things for others, clubs/activities/hobbies and how spending time with family and friends can support mental health and wellbeing. -Identify points in people's lives when their feelings may intensify. -Talk about their own and others' emotions, using a varied vocabulary when talking about feelings -Use third person situations to support others with managing and responding to feelings appropriately and proportionately in different situations (both intense feelings, such as death of a loved one and more minor incidents, such as not winning a football game or wanting to look like someone else in the media or on social media). -Recognise warning signs about mental health using third person scenarios and list ways to seek support for themselves and others. -Explain how to cope and deal with major changes in people's lives using third person scenarios, whilst recognising it can be extremely difficult to do sometimes (including managing grief, bereavement, separation/divorce).</p>	<p>Mental health, wellbeing, emotions, anxious, uncomfortable, stressed, tense, ecstatic, overjoyed, overwhelmed, conflicting emotions, intensity, loss, separation, divorce, bereavement, grief, strategies</p>	<p>NHS: 5 steps to Mental Wellbeing https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/</p> <p>Lessons about feelings and emotions PSHE Association – Teaching Mental Health lesson 6 (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, PSHE Association – Teaching Mental Health)</p> <p>Mental health and wellbeing resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Mental Health and Wellbeing – Year 5)</p> <p>DotCom Education: Lesson 19 – My Health Lesson 20 – My Health (Isolation & Loneliness)</p> <p>SEAL resources –changes (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing)</p>

	<p>Spring 2 <u>Health and wellbeing: physical health</u> -Know that bacteria and viruses can affect health and how everyday hygiene routines (e.g. handwashing; catch it, bin it, kill it; the use of hand sanitiser) can limit the spread of infection. -Know a range of diseases and viruses and that medicines, vaccinations and immunisations can help to prevent these disease/viruses. -Know about some common allergies (hayfever, nut allergy, gluten intolerances) and how these can affect people and be managed. -Know the importance of using medicines – when these are needed and how to use these responsibly (e.g. reading instructions carefully and ensuring adult supervision). -Know the importance of using antibiotics only at the point of needing them -Know when to visit the pharmacy, doctor, A and E, ambulance.</p>	<p>Spring 2 <u>Health and wellbeing: physical health</u> -Demonstrate good hygiene routines at various points of the day (e.g. washing hands before eating, after using the toilet, after coughing or sneezing). -Explain how a disease is different to a virus. -Share advice with younger children about the ways that viruses spreading can be minimised. -Use third-person scenarios, giving others advice based on their symptoms whether they should visit the pharmacy, doctor, A and E or get an ambulance. -Share advice with others about how medicines should only be used when they are needed, following the instructions carefully on medicines, where medicines should be kept, proper and improper uses of medicines.</p>	<p>Bacteria, virus, disease, infection, symptoms, medicines, vaccinations, immunisations, antibiotics, allergies, pharmacy, doctor, accident & emergency, ambulance</p>	<p>Superbugs – resources on antibiotic resistance (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Superbugs – Antibiotic Resistance, KS2)</p> <p>PSHE Association – Drug and Alcohol resources – KS2 keeping safe – drugs and alcohol (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Drugs and Alcohol – PSHE Association Resources) <i>Lesson 1 only, lesson 2 and 3 used in Year 6</i></p>
<p>Y5 summer</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Know the different ways of keeping track of money, including through budgeting. -Know that people have different attitudes towards spending and saving money and the factors that might influence their decisions. -Know what makes something ‘good value for money’. -Know the risks associated with money (e.g. money being won, lost or stolen). -Know the ways in which we can keep our money safe.</p> <p>Living in the wider world: stereotypes and prejudice -Know the importance of community, the diverse groups who make up our community and the benefits of living in a diverse community. -Know what it means to live as part of a community and to contribute to community. -Know what is meant by ‘stereotypes’ and how stereotypes can negatively influence behaviours and attitudes towards others. -Know strategies for appropriately challenging stereotypes. -Know what is meant by ‘prejudice’.</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing</u> -Create a simple budget for themselves and their family/household. -Explain why people need to budget and the risks associated with not budgeting. -Explain the different ways that people can keep their money safe (e.g. the use of bank accounts; spending money online safely; avoiding scams in different forms).</p> <p>Living in the wider world: stereotypes and prejudice -Recognise different stereotypes (e.g. gender stereotypes, age stereotypes, race/culture stereotypes, stereotypes within jobs). -Explain what is meant by ‘prejudice’ and use a mixture of third-person scenarios and real-life examples (e.g. within football) of when someone might experience prejudice. -List appropriate ways of challenging stereotypes and prejudice.</p>	<p>Budgeting, economic wellbeing, scams.</p> <p>Community, stereotypes, prejudice, diversity</p>	<p>Natwest Money Sense resources - How do I plan a simple budget? - How can I keep my money safe? (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS2)</p> <p>DotCom Education: Lesson 16 – Money & Possessions</p> <p>Go Givers – ‘Challenging stereotypes’ Exploring what is meant by stereotypical opinions and challenging gender stereotypes</p> <p>Ditch the Label resources to address stereotypes and to combat bullying - https://dtled.org/downloads/category/gender-stereotypes/</p> <p>Go Givers – ‘Dilemmas’ Recognising the ethical dilemmas that may arise during day-to-day life and how to approach dilemmas and cope with these</p> <p>DotCom Education: Lesson 4 – Faith & Religion Lessons 14 & 15 – Law & Crime Lesson 24 – My Community & The Wider World Lesson 31 – Making Safe Choices (Discrimination)</p>

	<p>Summer 2 <u>Health and wellbeing (RSE): growing and changing</u> -Know the physical and emotional changes that happen when approaching and during puberty (including menstruation, the growth of hair, spots and sweat glands becoming more active). -Know about the changes in hygiene routines during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. -Know about where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>Summer 2 <u>Health and wellbeing (RSE): growing and changing</u> -Show an awareness of appropriate hygiene routines for their age and how these should change during the time of puberty.</p>	<p>Menstruation, pubic hair, facial hair, sweat glands, hygiene.</p>	<p>DotCom Education: Lessons 28 and 29 – Puberty & Changes</p>
<p>Y6 autumn</p>	<p>Autumn 1 <u>Health and wellbeing: self-identity and self-worth</u> -Know that, as individuals, we are all good at different things and we all have different areas to improve upon. -Know how to recognise their own areas of strength, both within and outside of school and recognise how these contribute to the idea of self-worth (including how their strengths have changed over time). -Know how to recognise their areas for development and to approach these with a growth mindset. -Know what we mean by ‘personal identity’ and how this contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies). -Know that gender identity does not always correspond with their biological sex and people’s sexuality can make up their personal identity.</p> <p><u>Protective Behaviours</u> -Know that all children around the world have rights – these cannot be taken away from them but they might not always be able to exercise their rights (e.g. the right for food but not in the middle of the night). -Know that they can speak to anyone about anything, even if it feels awful or small. -Know the strategies that they could use to reach out to someone on their network.</p>	<p>Autumn 1 <u>Health and wellbeing: self-identity and self-worth</u> -Recognise positive things about themselves and their achievements -Identify their strengths and areas for improvement, setting appropriate aspirations and goals linked to these. -Explain how they can manage setbacks/perceived failures, including the idea of reframing ‘unhelpful thinking’.</p> <p><u>Protective Behaviours</u> -Recognise when someone is feeling a certain way and how they might portray this. -Create a safe place that they can go to in their imagination and recognise the way that their safe place makes them feel. -Recognise the different between ‘fun to feel scared’ and ‘unsafe feelings’ and that everyone will feel differently surrounding these (recap of choice, control, time limit). -Recognise their own early warning signs and the EWS of someone else. -Choose trusted adults that could make up their network and know that their adult might not always be able to keep this as a secret (recap of emotional abuse, physical abuse and sexual abuse). -Use third-person scenarios to identify when someone should be persistent and when this would not be necessary. -Use third-person scenarios to use ‘one-step removed’ technique to ask for help from someone on their network.</p>	<p>Personal identity, self-worth, achievements, strengths, aspirations, goals, targets, setbacks, sexuality (gay, lesbian, bisexual), biological sex, gender, gender identity</p>	<p>Use ideas / resources from saved PSHE association resource: S:\STAFF ONLY\Curriculum\PSHE\Resources\Personal identity KS1-2 lesson pack.zip\KS2 – Personal Identity KS2 lesson</p> <p>Protective behaviours resources</p> <p>PANTS resources and video (NSPCC) - https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>

	<p>Autumn 2 <u>Relationships: different types of relationships</u> -Know that there are many different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) and that all relationships may look different but should be underpinned by mutual respect. -Know that marriage/civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. -Know that people in a committed relationship (including those that are married) can live together or apart. -Know that forcing anyone to marry against their will is a crime and the help and support that is available to people who are worried about this for themselves or others.</p> <p><u>Relationships: safe and unsafe relationships</u> -Know what is meant by boundaries and privacy (including what is appropriate in friendships and wider relationships). -Know the importance of seeking and giving consent (e.g. hugging, touching, holding hands, tickling, kissing).</p>	<p>Autumn 2 <u>Relationships: different types of relationships</u> -Name a variety of different relationships and explain how positive relationships can contribute to our mental wellbeing. -Demonstrate an understanding of marriage and civil partnerships and why people may or may not choose to get married.</p> <p><u>Relationships: safe and unsafe relationships</u> -Recognise different types of physical contact, including an understanding of what is acceptable and what isn't acceptable without asking for consent (e.g. if someone is unconscious, putting them into the recovery position or performing CPR without consent would be necessary). -Identify appropriate strategies to respond to unwanted physical contact (e.g. asking them to stop clearly, speaking to trusted adults). -How to seek and give permission (consent) in different situations.</p>	<p>Marriage, civil partnership, committed relationship</p> <p>Physical contact, consent, permission, boundaries, privacy</p>	<p>Use ideas / resources from the PSHE association – Committed relationships and family life KS2 Marriage and partnership, saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\Year 6, Aut 2, Relationships - different types of relationships\PSHE association - committed relationships and family life KS2</p> <p>Use ideas from NSPCC resources for healthy online relationships saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\Year 6, Aut 2, Relationships - different types of relationships\NSPCC Year 6</p> <p>Use ideas / resources from the PSHE association – teaching about consent, saved in: S:\STAFF ONLY\Curriculum\PSHE\Resources\KS1-2 consent lesson pack.zip\KS2</p>
<p>Y6 spring</p>	<p>Spring 1 <u>Health and wellbeing: drugs and alcohol</u> -Know what is meant by 'substance use', including the use of drugs, alcohol and tobacco. -Know how commonly available substances and drugs (including alcohol, tobacco, caffeine, e-cigarettes, medicines and 'energy' drinks) can damage their immediate and future health. -Know that drug-use can become a habit which can become difficult to break.</p>	<p>Spring 1 <u>Health and wellbeing: drugs and alcohol</u> -List some drugs that are legal and illegal for their age group (including alcohol, smoking, medicines and caffeine). -Explain how someone's health can be affected by drugs and how people can become addicted to drugs and the long and short term effects of this. -Identify the different ways in which drugs and alcohol can be portrayed in the media and how this makes them feel and how it may make someone who is vulnerable feel. -Give examples of how to deal with peer pressure to keep themselves and others safe. -Explain how they can get support for themselves or others.</p>	<p>Substances, drugs, alcohol, tobacco, vaping, e-cigarettes, caffeine, media, peer pressure</p>	<p>Visit from Compass – Warwickshire Young Persons Substance Misuse Service</p> <p>Go Givers - Drugs, Alcohol and the Law Exploring the effects of drugs and alcohol and the laws surrounding drug and alcohol use</p> <p>PSHE Association – Drug and Alcohol resources – KS2 drugs and alcohol (saved in shared area, STAFF ONLY, PSHE, Resources – Health and</p>

	<p>-Know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>-Know why people might choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>-Know that pressure to take drugs can come from a variety of sources, including people they know and the media.</p> <p>-Know that there are mixed messages given in the media about drugs and smoking (including vaping).</p> <p>-Know a range of organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and who they can talk to if they have concerns relating to drug use.</p> <p>Spring 2 <u>Relationships: managing hurtful behaviour and bullying</u> -Know what is meant by 'discrimination' and the laws surrounding discrimination. -Know how to appropriately challenge discrimination.</p>	<p>Spring 2 <u>Relationships: managing hurtful behaviour and bullying</u> -In their own words, define what is meant by 'discrimination'. -Give examples of discrimination in different contexts (including gender, racism, religion, disability, size).</p>	<p>Discrimination, homophobia, racism</p>	<p>Wellbeing, Drugs and Alcohol – PSHE Association Resources)</p> <p>DotCom Education: Lessons 10, 12 and 13 – Drugs, Alcohol & Smoking Lessons 24 & 25 – Law & Crime (County Lines)</p> <p>Go Givers - 'Homophobia: respecting all our differences' Gaining an understanding of what homophobia is and why it is an issue</p> <p>Go Givers – 'Righting wrongs: discrimination against gay people' What we can do to support gay people if they are subject to discrimination</p> <p>Go Givers - 'Discrimination' Understanding what 'discrimination' means and how to overcome it</p> <p>Go Givers – 'Cultural diversity in the UK' Understanding how our society/country is made up of a range of cultures, the benefits of this and how history has influenced the diversity in the UK</p> <p>DotCom Education: Lesson 14 – Law & Crime Lesson 26 – Making Safe Decisions (Discrimination) Lessons 33 & 34 – Law & Crime (Hate Crime)</p>
<p>Y6 summer</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing and aspirations for the future</u> -Know how money can impact people's feelings and emotions. -Know the risks involved in gambling; different ways that money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. -Know that there is a broad range of different jobs/careers that people can have and that people often have more than one career/job throughout their life.</p>	<p>Summer 1 <u>Living in the wider world: economic wellbeing and aspirations for the future</u> -Use third-person scenarios to explain how money-related issues can affect someone's feelings and emotions. -Show a growing understanding of how different jobs get paid differently and how money is just one factor which may influence a person's job or career choice. Identify some of their own skills that will help them in future careers e.g. teamwork, communication and negotiation. Identify the kind of job that they might like to do when they are older and understand the route that they may need to take to get into that career.</p>	<p>Economic wellbeing, gambling, aspirations, salary, stereotypes, negotiation, career routes</p>	<p>Natwest Money Sense resources - What affects my choices about my money? - How does money affect my feelings? (shared area, STAFF ONLY, PSHE, Resources – Living in the Wider World, Money Sense, KS2)</p> <p>DotCom Education Lesson 20 – Money and Possessions</p> <p>Several visitors with different careers to come in to speak to children about their jobs, stereotypes within their workplace and skills needed</p>

<p>-Know that sometimes certain jobs have stereotypes attached to them and that a person’s career aspirations should not be limited by them.</p> <p>-Know what might influence people’s decisions about job/career (e.g. personal interests and values, the salary of certain jobs, family connections to certain trades or businesses, strengths and qualities and ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>-Know that some jobs are paid more than other jobs and that money might be a factor that influences a person’s job or career choice.</p> <p>-Know that people might choose to do voluntary work, which is unpaid.</p> <p>-Know that there are a variety of routes into careers (e.g. college, apprenticeship, university).</p> <p>Summer 2 <u>Health and wellbeing: transition</u></p> <p>-Know how to cope with change, including the transition into high school.</p> <p>-Know what is meant by isolation, loneliness and bullying and the appropriate ways of dealing with these problems.</p> <p>-Know that increasing independence brings new responsibilities to keep themselves and others safe.</p>	<p>Summer 2 <u>Health and wellbeing: transition</u></p> <p>-Develop problem solving strategies for dealing with emotions, challenges and change.</p> <p>-Discuss what is meant by ‘isolation’, ‘loneliness’ (including the differences between these) and ‘bullying’.</p> <p>-Explain the appropriate ways of dealing with the above situations.</p> <p>-Recognise how their increasing independence brings increased responsibility to keep themselves and others safe, linking this to the new responsibilities since being in Year 6 – both within school and outside of school.</p>	<p>Transition, independence, isolation, loneliness</p>	<p>Go Givers – ‘Inspirational people’ Looking at what it means to be inspirational and how these people can inspire us</p> <p>Go Givers – ‘Equal opportunities’ Looking at the idea of not everyone always receiving equal opportunities and the nature of prejudice behaviours</p> <p>Go Givers – ‘Going for goals: Mo Farah’ The importance of resilience and hard work to achieve goals, linking to career</p> <p>DotCom Education: Lesson 1 – About Me & Why I’m Special</p> <p>Every Mind Matters lesson plans about puberty, sleep, social media, transition and worry (saved in shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing – Every Mind Matters)</p> <p>Mental health and wellbeing resources (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, Mental Health and Wellbeing – Year 6)</p> <p>Developing positive coping strategies PSHE Association – Teaching Mental Health lessons 7, 8 and 9 (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, PSHE Association – Teaching Mental Health)</p> <p>NSPCC resources for transition (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing, NSPCC, Year 6) SEAL resources –new beginnings, going for goals (shared area, STAFF ONLY, PSHE, Resources – Health and Wellbeing)</p> <p>DotCom Education: Lesson 31 – Changing Schools</p>
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<p><u>Health and wellbeing (RSE): growing and changing</u> -Know how their body will, and their emotions may, change as they approach and move through puberty. This should include menstruation, key facts about the menstrual cycle and menstrual wellbeing for girls – including what is an average period, the range of menstrual products and implications for emotional and physical health. Boys should be taught about erections and wet dreams. Male and female pupils should be prepared for the changes that they and their peers will experience. -Know about human reproduction – identifying external genitalia and internal reproductive organs in males and females. -Know the process of reproduction and birth as part of the human life cycle. -Know that doctors can help to make babies using a process called IVF.</p>	<p><u>Health and wellbeing (RSE): growing and changing</u> -Explain the ways in which bodies and emotions may change as they approach and move through puberty and how the other gender will experience puberty differently. -Identify basic age-appropriate hygiene routines and how these should change during the time of puberty.</p>	<p>Puberty, reproduction, menstruation, erection, wet dreams</p>	<p>Medway resources (saved in shared area, STAFF ONLY, PSHE, Resources – Relationships, Medway) Visit from Loudmouth and Loudmouth follow-up resources Operation Ouch https://www.bbc.co.uk/teach/class-clips-video/articles/zrnnf82</p>
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