

- Differences and Similarities
- Looking After Your Mental Health

- Friendship, Relationships and Families
- Anti-bullying

- Keeping Yourself Safe
 - Feelings

**PSHE
Whole School
Overview**

- Living in the Wider World
 - Empathy

- Healthy Eating
- Looking After Your Physical Health

- Healthy Relationships
 - Responsibilities

Key Stage One

- Recognising and Celebrating Similarities and Differences

Lower Key Stage Two

- There's Only One Me!

Upper Key Stage Two

- Taking Care of my Mental Health

Key Stage One

- Working well together

Lower Key Stage Two

- Changes in Families and Relationships

Upper Key Stage Two

- Relationships

Key Stage One

- Keeping Safe at Home

Lower Key Stage Two

- Focus on Feelings

Upper Key Stage

- Taking responsibility for my own Safety

Key Stage One

- The World Around Me

Lower Key Stage Two

- In Someone Else's Shoes

Upper Key Stage Two

- Managing Conflict

**PSHE
Study Units
Year A**

Key Stage One

- My Body is Important

Lower Key Stage Two

- Keeping Healthy

Upper Key Stage Two

- Risks and Pressures

Key Stage One

- My Body is Important (cont)

Lower Key Stage Two

- Keeping Healthy (cont)

Upper Key Stage Two

- Rights, Responsibilities, Respect and the Law

Key Stage One

- Me and My Friends

Lower Key Stage Two

- Feeling Good

Upper Key Stage Two

- We Are All Different

Key Stage One

- Other People are special too

Lower Key Stage Two

- Say No to Bullying

Upper Key Stage Two

- Ups and Downs in Relationships

Key Stage One

- Keeping Safe at School

Lower Key Stage Two

- Keeping Yourself in School

Upper Key Stage

- What do I need to do to keep safe?

Key Stage One

- Who looks after me?

Lower Key Stage Two

- Looking Ahead

Upper Key Stage Two

- The World of Work

**PSHE
Study Units
Year B**

Key Stage One

- Me and My Body

Lower Key Stage Two

- My Body Belongs to me

Upper Key Stage Two

- Making Decisions

Key Stage One

- Me and My Body (con)

Lower Key Stage Two

- My Body Belongs To Me (cont)

Upper Key Stage Two

- It's My Body (Human Reproduction)

- Me - A Special Person

- My Special People

- Be Involved

EYFS

- People Who Help Us

- Being Safe and Healthy

- Growing and Changing

Autumn 1

Me - A Special Person

Children will have opportunities to:

- recognise their uniqueness
- feel good about themselves
- know personal likes, dislikes and preferences
- Recognise, name and own everyday feelings such as happy, sad, cross, worried, etc.
- know some of the things that can cause different feelings
- learn that bullying is not acceptable
- take turns
- understand classroom rules and routines, including personal hygiene

E-safety

- use the internet and apps to play and learn with a trusted adult/teacher
- learn that personal information should not be shared online
- recognise who are their trusted people

Autumn 2

My Special People

Children will have opportunities to:

- say why someone is special to them
- recognise ways in which their family/carer is special
- recognise what they are good at from what others tell them
- show a willingness to care about others
- Learn when to say "Thank you" and "Sorry"

E-safety

- use computer software and apps with adult guidance to communicate learning with trusted adults/teachers
- recognise what is right and wrong in online scenarios

Spring 1

Be Involved

Children will have opportunities to:

- learn to co-operate by taking turns and joining in
- join in and enjoy a range of activities
- make simple choices between activities
- know what they enjoy and what they are good at
- Care for plants or pets.

E-safety

- follow the e-safety rules with increasing independence
- make choices between technology activities with increasing

Spring 2	Summer 1	Summer 2
<p data-bbox="166 154 587 197" style="text-align: center;"><u>People Who Help Us</u></p> <p data-bbox="98 251 552 279"><u>Children will have opportunities to:</u></p> <ul data-bbox="98 289 633 536" style="list-style-type: none"> • know the people who look after them and their different roles and responsibilities • understand that there are differences and similarities between people • talk to adults and listen to their experiences. <p data-bbox="98 582 214 611"><u>E-safety</u></p> <ul data-bbox="98 621 639 753" style="list-style-type: none"> • use the internet with adult guidance to communicate with family and friends • talk to a trusted adult/teacher when a situation becomes unsafe 	<p data-bbox="707 154 1205 197" style="text-align: center;"><u>Being Safe and Healthy</u></p> <p data-bbox="674 251 1128 279"><u>Children will have opportunities to:</u></p> <ul data-bbox="674 289 1219 422" style="list-style-type: none"> • make simple choices between activities, foods, etc. • think about being well and being unwell • talk about medicines. <p data-bbox="674 472 794 501"><u>E-safety</u></p> <ul data-bbox="674 511 1219 829" style="list-style-type: none"> • begin to understand and talk about the differences between real life and online scenarios • talk to a trusted adult/teacher when a situation becomes unsafe • with support make choices when using the internet and apps to play and learn • follow rules of how to keep safe on the internet and whilst using apps 	<p data-bbox="1306 154 1754 197" style="text-align: center;"><u>Growing and Changing</u></p> <p data-bbox="1273 244 1727 272"><u>Children will have opportunities to:</u></p> <ul data-bbox="1273 344 1785 625" style="list-style-type: none"> • learn and practice skills for maintaining personal hygiene • be proud of their body and enjoy what it can do • learn the names of the main parts of the body • Understand the idea of growing from young to old. <p data-bbox="1273 672 1383 701"><u>E-safety</u></p> <ul data-bbox="1273 711 1789 1025" style="list-style-type: none"> • explore online activities and apps with an adult that mimic real life • show increasing awareness of who it is safe to communicate with online, including online chat forums within apps • recognise that photos must only be shared online when a trusted adult/teacher is there

Autumn Term 1

KS1 - Differences and Similarities

Celebrating and Recognising Differences

Children will have opportunities to:

- Be able to express positive statements about themselves and others.
- Know about good and not so good feelings and develop a vocabulary to describe their feelings to others.
- Develop simple strategies for managing feelings.
- Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background.
- Know that people have things in common but that everyone is unique.
- Know ways in which we are the same as all other people.
- Identify and respect the differences and similarities between people.
- Be proud of who they are and understand that difference does not mean better or worse.
- Recognise what is fair and unfair, kind and unkind, what is right and wrong.
- Begin to question media messages and stereotypes.

E-safety

- Understand what is meant by personal information.
- Recognise that pictures should only be shared with known trusted adults and through the guidance of trusted of a trusted adult.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 2, 4, 8	Social - 1,2,3	<u>Article 9-</u> (Separation from parents)
R - 1, 4, 8,	Moral - 1,2,3,4,6	<u>Article 10-</u> (Family reunification)
L - 4, 8, 9	Spiritual - 1,2	<u>Article 20-</u> (Children unable to live with their family)

Autumn Term 2

KS1 - Friendship, Relationships and Families/Anti-Bullying

Other people are special too

Children will have opportunities to:

- Know the different groups to which they belong to families, friends, school etc.
- Make positive statements about other people.
- Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying.
- Know about different types of bullying and what to do if they experience it or witness it.
- Discuss good and not so good feelings and develop a vocabulary to describe feelings to others.
- Show respect by listening to what other people say.
- Understand that other people have needs.
- Consider the value of being a friend and having friends.
- Show a willingness to care for others.
- Recognise the ways their behaviour affects others.

E-safety

- Know that not all information they find on the internet is true.
- Develop an understanding of safe and unsafe scenarios on the internet.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 4	Social - 1, 2, 3, 4	<u>Article 12</u> - (Respect for the views of the child)
R - 1, 2, 7, 8, 9, 10, 12, 13, 14	Moral -1, 2, 3, 4, 6	<u>Article 13</u> - (Freedom of expression)
L - 1, 2, 3, 4, 9	Spiritual - 1	<u>Article 23</u> - (children with a disability)

Autumn Term 2

KS1 - Friendship, Relationships and Families

Working Well Together

Children will have opportunities to:

- Know the school and classroom rules and how they help them.
- Discuss and agree rules for class.
- Know that they belong to different groups.
- Co-operate with others in work and play. Sharing and taking turns.
- Contribute to a discussion or conversation politely and thoughtfully.
- Put their views forward clearly and appropriately.
- Identify ways of helping in class and improving the environment by their own actions.
- Make simple choices between activities.
- Know ways in which they are unique.
- Know about special people who work in our community.
- Consider the people who are responsible for looking after and protecting them and how to contact them, including dialling 999 in an emergency.
- Know that people and other living things have rights and that everyone has responsibilities to protect these rights.
- Know about who looks after them and who to go to if they are worried.

E-safety

- Know what is meant by personal information and develop an understanding of why this is special.
- They develop an understanding of characteristics for a trustworthy.
- They know that the internet can be used to find information and can navigate age appropriate websites.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
R - 1,2,4,7,12	Social - 1,2,3,4	<u>Article 1</u> - (Definition of the child)
L - 1,2,3,4,8,9,10	Moral - 1,2,3	<u>Article 2</u> - (Non-discrimination)
H - 13	Spiritual - 4	<u>Article 3</u> - (Definition of the child)
		<u>Article 4</u> - (Best interests of the child)

Spring Term 1

KS1 - Keeping Yourself Safe

Keeping Safe

Children will have the opportunities to:

- Think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe and who to go to if they are worried.
- Judge what of physical contact is acceptable and comfortable, unacceptable and uncomfortable and how to respect how people feel.
- Know what is meant by privacy, their right to keep things private and the importance of respecting others' privacy.
- Discuss the difference between secrets and 'nice surprises' (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- Recognise what is fair and unfair, kind and unkind, right and wrong.
- Follow simple safety rules and instructions
- Appreciate the need to take care and the need for safe actions
- Know some of the rules for keeping safe, e.g. medicines, tablets, household substances, fire, water, rail, road and cycle safety.
- Care about keeping themselves and others safe.

E-safety

- Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 1, 2, 3, 4, 11, 12, 13, 14, 15, 16 R - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 L - 3, 10	Social - 3, 4 Moral - 1, 2, 3, 4 Spiritual - 4	<u>Article 19</u> - Keeping safe

Spring Term 2

KS1 - Living in the Wider World

The World Around Me

Children will have the opportunities to:

- Discuss their local area and talk about what harms it and what improves it.
- Talk about different groups that they belong to such as school, family, brownies etc.
- To know about the rights and responsibilities of people around them and themselves.
- To discuss where money comes from and discuss the concepts of spending and saving.
- To know about the role money plays in our lives and how to keep it safe.
- Learn about 'special people' who are responsible for looking after them.

E-safety

- Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
L - 3, 4, 5, 6, 7, 10	Social - 1, 2, 3, 4 Moral - 1, 6 Spiritual - 1, 2, 3, 4	<u>Article 19</u> - Keeping safe

Summer Term 2

KS1 - Healthy Relationships

Me and My Body

Children will have opportunities to:

- Listen to other people and play and work co-operatively.
- Learn to resolve arguments through negotiation.
- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and know how to respond (including who to tell and how to tell them).
- name the main body parts (including external genitalia) and body similarities and differences between girls and boys.
- Talk about the differences between secrets and nice surprises.
- Understand the importance of not keeping any secret that makes them feel uncomfortable.
- Understand what a friend is, and how to be a friend.
- Recognise and name feelings, including feelings associated with change.
- Begin to learn to manage feelings positively and effectively.
- Reflect and learn from their experiences.

E-Safety

- Recognise the differences between online and real scenarios.
- Make choices (with support) between which online communication techniques are safe.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 2, 4, 5, 10, 12	Social - 1,2,3	<u>Article 15</u> - (Freedom of association)
R - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Moral - 4	<u>Article 34</u> - The right to be free from sexual abuse
L - 4, 10	Spiritual - 1,2,3,4	

Autumn Term 1

Lower Key Stage 2 - Looking After Your Mental Health

Feeling Good

Children will have opportunities to;

- Express positive things about themselves and others.
 - Recognise and be sensitive to the needs and feelings of others
 - Their actions affect themselves and others.
 - Recognise what they like and dislike, talk about how to make real, informed choices about their emotional health.
 - Know what positively and negatively affects their physical, mental and emotional health, and make informed choices.
 - Deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain their feelings.
 - Recognise conflicting emotions and how to overcome them.
 - Discuss change (loss, separation, divorce and bereavement) and how it makes them feel
 - Know which people are responsible for helping them stay safe and healthy.
 - Learn from experiences to recognise and celebrate their strengths and set simple but challenging goals.
 - Understand ways to help themselves to relax and feel calm.
- E-safety
 - Understand strategies for keeping safe online.
 - Be aware of the need to develop a set of online protocols to stay safe online.
 - Explain and critique how the media present information.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20	Social - 1,2,3	<u>Article 31</u> - (Leisure, play and culture)
R - 1, 2, 7, 14	Moral - 1,2,3,4,5	
L - 1, 7, , 8, 9, 17, 18	Spiritual - 1,4	
	Cultural - 1,3,4,5	

Autumn Term 1 Lower Key Stage 2 - Similarities and Differences

There's Only One Me!

Children will have opportunities to;

- Talk about what positively and negatively affects their physical, emotional and mental health.
- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- Recognise and challenge stereotypes.
- Think about the importance of, and how to maintain personal hygiene.
- Think about the process of growing from young and old and how people's needs change.
- Think about how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Recognise and respond appropriately to a wide range of feelings in others.

E-safety

- **Recognise how images in the media (and online) do not always reflect reality and how people feel about themselves.**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>H - 1, 2, 3, 4, 5, 6, 8, 13</p> <p>R - 1, 16,</p>	<p>Social - 1,2,3</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,2, 3, 4</p> <p>Cultural - 1,3,4,5</p>	<p>Article 12 –Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.</p> <p>Article 31- Every child has the right to relax , play and take part in a wide range of cultural and artistic activities.</p>

Autumn Term 2
Lower Key Stage 2 - Friendship, Relationships and Families

Changes in Families and Relationships

Children will have opportunities to:

- Develop understanding of different types of relationships and families
- Understand what families are, and what members expect of each other
- Know the different changes that take place in human life
- Develop skills needed for relationships, such as listening, supporting, showing care.
- Know about marriage and civil partnerships, that these are committed relationships, entered into freely.
- Know that it is a crime to force anyone to marry against their will.
- Know that differences and similarities between people arise from a number of factors including family, cultural ethos, racial and religious diversity.
- Recognise and challenge stereotypes.
- Know about the differences between, and the terms associated with sex, gender identity and sexual orientation.
- Know that they have different rights, responsibilities and duties.
- Resolve differences by looking at alternatives, seeing and respecting other points of view.

E-safety

- Understand the function of a search engine and the importance of using correct search criteria.
- Use the internet as a resource to support their work and begin to understand plagiarism.
- Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>H - 8, 22</p> <p>R - 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21</p> <p>L - 7, 8, 9, 10, 11, 12, 18</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,6</p> <p>Spiritual - 1,4</p> <p>Cultural -1,2,3,4,5</p>	<p>Article 15 - You have the right to</p>

Autumn Term 2 Lower Key Stage 2 - Anti-bullying

Say No to Bullying

Children will have opportunities to:

- Know that there are many different patterns of friendship
- Know where to get help in school and through help lines when facing problems.
- Know how their actions affect themselves and others.
- Understand the concepts of 'keeping something confidential or secret.' When they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'
- Recognise bullying in all its forms.
- Resolve differences by looking at alternatives, seeing and respecting other points of view.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicial language, trolling, how to respond and ask for help when needed.
- Know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromises.
- Recognise and manage 'dares.'
- Recognise and challenge stereotypes.
- Know that they have rights, responsibilities and duties.

E-safety

- **Recognise cyber bullying and know who to go to when they need to seek help.**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
<p>R - 1, 2, 3, 7, 9, 10, 11,12, 14, 15, 16, 18</p> <p>L - 6, 7, 8, 9</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 1, 2, 3, 4, 5</p>	<p><u>Article 12</u>- (Respect for the views of the child)</p> <p><u>Article 28</u>- (Right to education)</p>

Spring Term 1
Lower Key Stage 2 - Keep Yourself Safe Outside in School

Keeping Safe Outside of School

Children will have opportunities to:

- Know about the Rights of a Child and the laws that protect them.
- Identify hazards from substances at home and at school
- Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco.
- Understand what is meant by a habit and why these are hard to change.
- Think about risks and hazards in the environment and where to go for help.
- Recognise how increasing independence brings increased responsibility to keep themselves and others safe.
- Understand that it is wrong for children to be bullied or abused by other children or adults, recognise bullying in all its forms.
- Differentiate between 'risk', 'hazard' and 'danger.'
- Understand good and not so good feelings and extend their vocabulary to explain their feelings.
- Recognise, predict and assess risks to different situations and decide how to manage them responsibly and use this as an opportunity to build resilience.
- Know how the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Recognise when they need help and develop strategies to ask for help.

E-safety

- **Recognise how images in the media (and online) do not always reflect reality.**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>H - 1, 2, 6, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25</p> <p>R - 14, 18 L - 2, 3, 4, 5, 6</p>	<p>Social - 1,2,3,4</p> <p>Moral -1,2,3,4,5,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 3</p>	<p><u>Article 31</u>- (Leisure, play and culture)</p>

Spring Term 1
Lower Key Stage 2 - Keep Yourself Safe at School

Keeping Safe in School

Children will have opportunities to:

- Know how to recognise bullying and abuse in all forms.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, trolling, prejudice-based language, and how to ask for help.
- Develop responsible use of mobile phones and develop safer user habits.
- Think about how to deal with bullying, how to seek help and who to seek it from.
- Know about school safety rules and how to follow them, know about basic first aid, where and how to get help.
- Judge what physical contact is acceptable and unacceptable and how to respond.
- Discuss 'dares', how to recognise and manage them.

E-safety

- Use child friendly search engines independently to find information through key words.
- Develop strategies for keeping safe online, including the importance of protecting personal information.

<u>PSHE Objectives</u>	<u>SMSC Link</u>	<u>Rights and Respect Links</u>
<p>H - 1, 9, 10, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25</p> <p>R - 1, 2, 7, 8, 9, 12, 13, 14, 17, 18</p> <p>L - 10,</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1, 2, 5</p>	<p><u>Article 28-</u> (Right to education)</p>

Spring Term 1
Lower Key Stage 2 - Feelings

Focus on Feelings

Children will have opportunities to:

- Recognise what positively and negatively affects their physical and mental health.
- Recognise feelings in different situations.
- Be able to express feelings in different ways.
- Recognise how feelings and emotions can have an impact on physical feelings.
- Recognise different types of relationships including between acquaintances, friends, relatives and families.
- Recognise and challenge stereotypes.
- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to understand the range and intensity of their feelings.

E-safety

- Make choices (with support) between which online communication techniques are safe.
- Recognise how images in the media (and online) do not always reflect reality and how people feel about themselves.
- Critically examine what is presented on social media and how the information can misrepresent or mislead.

PSHE Objectives

H - 1, 2, 4, 5, 6, 7

R - 1, 2, 4, 5, 6, 19, 20

L - 18

SMSC Links

Social - 1,2,3,4

Moral - 1,2,3,4,6

Spiritual - 1,4

Cultural - 1, 2, 3

Rights and Respect Links

Article 12- (Respect for the views of the child)

Spring Term 2

Lower Key Stage 2 - Living in the Wider World

Looking Ahead

Children will have opportunities to:

- Reflect on and celebrate their achievement, identify their strengths and areas for improvement.
- Set high aspirations and goals.
- Know about a range of jobs and work roles carried out by people they know.
- Research, discuss and debate topical events that are of concern to them and offer recommendations to appropriate people.
- Understand the role that money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- Develop an initial understanding of concepts such as interest, loan, debt and tax.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment across the world.
- Know what is meant by enterprise.
- Think about financial implications of future needs and wants.
- Know about their rights and the laws that protect them.
- Know the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination.

E-safety

- Critically examine what is presented to them in social media and why it is important to do so.
- Understand how information contained on social media can be misrepresented and misleading.
- Consider the importance of being careful about what they forward to others.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
H - 1, 2, 5, 6, 10, 11 22	Social - 1,3,4	
L - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	Moral - 1,2,3,4,5,6 Spiritual - 1,4 Cultural - 1, 3	<u>Article 13</u> - (Freedom of expression)

Spring Term 2

Lower Key Stage 2 - In Someone Else's Shoes

In Someone Else's Shoes

Children will have opportunities to:

- Be able to recognise their own and someone else's feeling's.
- Recognise the views of their peers, teachers and people of different faiths and cultures, listen and respond respectfully.
- Discuss and debate topical issues and problems.
- Know why and how rules and laws that protect them, and others are made and enforced.
- Know why different rules are needed in different situations and how to take part in making and changing rules.
- Know about the UN Rights and Respects.
- Understand that there are many social groups that make up our society in terms of religion, culture, age etc.
- Know that people live their lives in different ways.
- Respect other people's religious and cultural beliefs.
- Discuss dares and how to pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Recognise when they need help, discuss techniques for resisting pressure.
- Know how and why commonly available substances (i.e. tobacco, energy drinks) can damage their health.
- Talking care of their own bodies, asking for help if they have fears for themselves or peers.

E-safety

- **Begin to use a range of online communication tools such as forums, emails and polls to formulate, develop and exchange ideas.**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
H - 1, 2, 4, 6, 7, 13, 14, 16, 17	Social - 1,2,3,4	<u>Article 2</u> - (Non-discrimination)
R - 1, 4, 10, 11, 12, 13, 14, 16, 17, 18, 21	Moral - 1,2,4,6	<u>Article 3</u> - (Best interests of the child)
L - 1, 2, 3, 4, 5, 18	Spiritual - 1,2,3,4	<u>Article 42</u> - (Knowledge of Rights)
	Cultural - 1, 2, 3, 4, 5, 6	

Summer Term 1

Lower Key Stage 2 - Looking After Your Physical Health/Healthy Eating

Keeping Healthy

Children will have opportunities to:

- Accept responsibility for personal cleanliness, know that increasing independence brings increased responsibility.
- Make informed choices about food, understanding what might influence their choices.
- Think about the responsible use of mobile phones, safe keeping (looking after it) and develop safer user habits (time limits, use of passcode, turning it off at night)
- Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly, and build resilience.
- Know some of the options open to them in developing a healthy lifestyle now and in the future
- Know the body will, and emotions may, change as they move through puberty.
- Know strategies for keeping physically and emotionally safe (road, cycle, rail, water, online)
- Recognise when they need help and to develop the skills to ask for help.
- Understand that there are rules to protect them and that they have universal rights.

E-safety

Be aware of different search engines and discuss their various features (e.g. Google image & video search). Understand the importance of framing questions into search criteria when conducting web searches.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24	Social - 1,2	
R - 1, 2, 7, 14	Moral - 1,3	<u>Article 24-</u> (Health and health services)
L - 3, 4, 12	Spiritual - 1.2.4	

Summer Term 2

Lower Key Stage 2 - Healthy Relationships

My body belongs to me

Children will have opportunities to;

- Express positive things about themselves and others
- Recognise and be sensitive to the needs and feelings of others
- Judge what sort of physical contact is acceptable and unacceptable and how to respond.
- Know what positively and negatively affects their physical, mental and emotional health, and make informed choices.
- Deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain their feelings.
- Recognise different types of relationships including those between acquaintances, friends, relatives and families.
- Challenge stereotypes.
- Learn about human reproduction.
- Recognise conflicting emotions and how to overcome them.
- Discuss change (loss, separation, divorce and bereavement)
- Know which people are responsible for helping them stay safe and healthy.
- Discuss concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'

E-safety

- Explain and critique how the media present information.
- Critically examine what is presented to them in social media.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>H - 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>R - 1, 2, 4, 7, 14</p> <p>L - 1, 7, 8, 9, 17, 18</p>	<p>Social - 1,2,3</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,4</p> <p>Cultural - 1, 2, 3, 4, 5</p>	<p><u>Article 31</u>- (Leisure, play and culture)</p>

Autumn Term 1

Upper Key Stage 2 - Differences and Similarities

We are all different

Children will have opportunities to:

- Know that people's responses to ideas and events may be determined by age, religion, gender or culture.
- Value cultural background of self and others.
- Demonstrate and promote tolerance, understanding, respect and acceptance of difference.
- Understand that bullying is an unacceptable response to differences.
- Know the difference between, and the terms associated with sex, gender identity and sexual orientation.
- Know that differences and similarities between people arise from a number of factors i.e. family, cultures, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.
- Consider the lives of people living in other places, and people with different values and customs.
- Appreciate the range of national, regional and ethnic identities in the United Kingdom.
- Know some cultural practices which are against British law and universal human rights,
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including the use of prejudice-based language, trolling), how to respond and ask for help.
- Know about responsible use of mobile phones.

E-safety

- Use a range of tools to exchange information and collaborate with others within and beyond their school.
- Demonstrate respect for the rights of other internet users.
- Know strategies for keeping safe online, the importance of protecting personal information.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 24, 25	Social - 1,2,3, 4	Article 13
R - 4, 13, 14, 16, 17, 18	Moral - 1,2,3,4,6	Article 14
L - 5, 6, 7, 9, 10, 11, 12, 13	Spiritual - 1,2, 3, 4, Cultural - 1, 2, 3, 4, 5	Article 15

Autumn Term 1
Upper Key Stage 2 - Looking After Your Mental Health

Taking Care of my Mental Health

Children will have opportunity to ...

- Think about the responsible use of mobile phones, safe keeping (looking after it) and develop safer user habits (time limits, use of passcode, turning it off at night)
- Reflect on and celebrate own achievements and identify strengths and areas for development
- Set high aspirations and set goals.
- Deepen understanding of good and not so good feelings, to extend their vocabulary to enable them to explain the range and intensity of feelings.
- Discuss change such as transitions, loss, separation, divorce and bereavement.
- Recognise how images in the media (and online) do not always reflect reality and how people feel about themselves.
- Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly, and build resilience.
- Know some of the options open to them in developing a healthy lifestyle now and in the future
- Know the body will, and emotions may, change as they move through puberty.

PSHE Objectives

H - 1, 2, 3, 4, 5, 6, 7, 8, 24, 25

SMSC Links

Social - 1,2,3, 4
 Moral - 1,2,3,4,6
 Spiritual - 1,2, 3, 4,
 Cultural - 1, 2, 3, 4, 5

Rights Respecting Links

Article 6
 Article 12
 Article 24
 Article 31

Autumn Term 2 Upper Key Stage 2 - Relationships

Ups and Downs in Relationships

Children will have opportunities to:

- Know that there are many different patterns of friendship
- Know where to get help in school and through help lines when facing problems.
- Know how their actions affect themselves and others.
- Understand the concepts of 'keeping something confidential or secret.' When they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'
- Listen and respond respectfully to a wider range of people, to feel confidence to raise their own concerns and to recognise and care about other people's feelings.
- Recognise bullying in all its forms.
- Resolve differences by looking at alternatives, seeing and respecting other points of view.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicial language, trolling, how to respond and ask for help when needed.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromises.
- Recognise and challenge stereotypes.
- Know that they have rights, responsibilities and duties.
- Know about different types of families.

E-safety

- Understand the importance of framing questions into search criteria when conducting web searches.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>R - 1, 2, 3, 7, 9, 10, 11,12, 14, 15, 16, 18</p> <p>L - 6, 7, 8, 9</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 1, 2, 3, 4,5</p>	<p>Article 12</p> <p>Article 28</p>

Autumn Term 2

Upper Key Stage 2 - Relationships

Relationships

Children will have the opportunity to :

- Develop understanding of different types of relationships and families
- Understand what families are, and what members expect of each other
- Know the different changes that take place in human life
- Develop skills needed for relationships, such as listening, supporting, showing care.
- Know about marriage and civil partnerships, that these are committed relationships, entered into freely.
- Know that it is a crime to force anyone to marry against their will.
- Know that differences and similarities between people arise from a number of factors including family, cultural ethos, racial and religious diversity.
- Recognise and challenge stereotypes.
- Know about the differences between, and the terms associated with sex, gender identity and sexual orientation.
- Know that they have different rights, responsibilities and duties.
- Resolve differences by looking at alternatives, seeing and respecting other points of view.

E-safety

- Understand the function of a search engine and the importance of using correct search criteria.
- Use the internet as a resource to support their work and begin to understand plagiarism.
- Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.

PSHE Objectives

H - 8, 22

R - 4, 5, 6, 7, 8, 9, 10, 11, 12,
13, 14, 16, 17, 18, 19, 20, 21

L - 7, 8, 9, 10, 11, 12, 18

SMSC Links

Social - 1,2,3,4

Moral - 1,2,3,4,6

Spiritual - 1,4

Cultural - 1, 2, 3, 4, 5

Rights Respecting Links

Article 17- (Access to information from the media)

Spring Term 1
Upper Key Stage 2 - Keeping Myself Safe

Taking Responsibility for My Own Safety

Children will have opportunities to:

- Know which, why and how commonly available substances (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety.
- Know that some substances are restricted, and some are illegal to own, use or give to others.
- Know what a 'habit' is and know that a habit can be hard to change.
- Know strategies for keeping physically and emotionally safe; know about school health and safety rules.
- Judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Recognise the need to ask for support sometimes, know who to ask and how to find out more.
- Know ways in which a relationship can be unhealthy and whom to talk to when they need support.
- Recognise and manage 'dares.'
- How pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

E-safety

- Know strategies for keeping themselves safe online and the importance of protecting personal information such as passwords.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
<p>H - 1, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22, 23</p> <p>R - 3, 8, 15</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,4</p> <p>Cultural - 1,2,3</p>	<p><u>Article 3</u>- (best interests of the child)</p>

Spring Term 2

Upper Key Stage 2 - Living in the World

The World of Work

Children will have opportunities to:

- Know what being part of a community means.
- Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- Interview adults to find out about job roles and responsibilities
- Appreciate the range the range of national, regional, religious and ethnic identities.
- Know that certain skills can be used for different tasks
- Know the range of knowledge, skills and personal qualities required for different types of work
- Respect other people's work and career choices
- Know what is meant by enterprise and begin to develop enterprise skills.
- Know about the role that money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- Understand what affects mental health, e.g. the balance between work and leisure, positive relationships.
- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of feelings.

E-safety

- Use the internet and apps appropriately to find out information and evaluate their effectiveness Critically examine what is presented to them in social media and why it is important to do so.
- Understand how information contained in social media can misrepresent and mislead.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
<p>H - 1, 2, 6,</p> <p>L - 9, 10, 11, 12, 13, 14, 16, 17, 18</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 4</p> <p>Cultural - 1, 2, 3</p>	<p><u>Article 32</u>- (Child Labour)</p>

Spring Term 2 Upper Key Stage 2 - Empathy

Managing Conflict

Children will have opportunities to:

- Talk about their own feelings and reactions
- Read and express non-verbal messages
- Recognise that one's actions have consequences for themselves and others
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit themselves as well as others.
- Realise the nature and consequences of discrimination, teasing, bullying, use of prejudice-based language, trolling and how to respond and ask for help.
- Learn how to recognise bullying and abuse in all its form (including prejudice-based bullying both in person, online and through social media)
- Resolving problems and conflicts democratically using discussion
- Develop a sense of fair play in their dealings with peers and others.
- Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

E-safety

- Have an increasing awareness of the issues surrounding cyberbullying
- Understand what impact the words of others or their own can have on other individuals

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
H - 6	Social - 1,2,3,4	
R - 7, 12, 14, 18	Moral - 1,2,3,4	<u>Article 8-</u> (Protection and preservation of identity)
L - 8	Spiritual - 1,2,3,4	<u>Article 13-</u> (Freedom of expression)
	Cultural - 1, 2, 3	<u>Article 14-</u> (Freedom of thought, belief and religion)

Summer Term 1

Upper Key Stage 2 - Looking After Your Physical Health

Risks and Pressures

Children will have opportunities to:

- Develop a positive approach and self-motivation towards personal safety and risk taking.
- Identify decisions they may need to make.
- Explore attitudes about different drugs and the people who may misuse them.
- Exercise basic techniques for resisting pressure from friends e.g. for smoking.
- Reflect on and celebrate achievements and set aspirational goals.
- Extend vocabulary to describe good and not so good feelings.
- Develop strategies for keeping physically and emotionally safe.
- Know what is meant by a habit and why they are hard to change.
- Discuss the difference between the terms 'hazard' 'risk' and 'danger'
- Recognise how their growing independence brings increased responsibility to keep themselves and others safe.
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly and use the opportunity to build resilience.
- Know that commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health and safety and that some are illegal to own, use and give to others.
- Know about people who are responsible for keeping them safe.

E-safety

- **Critically examine what is presented to them in social media and why it is important to do so**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights Respecting Links</u>
<p>H - 5, 7, 9, 10, 11, 13, 14, 16, 17, 21, 22</p> <p>R - 15</p> <p>L- 18, 23</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 3</p>	<p><u>Article 33-</u> (drug abuse)</p>

Summer Term 2

Upper Key Stage 2 - Healthy Relationships

It's My Body

Children will have opportunities to:

- Be able to discuss and choose the healthy options in relation to food, exercise and rest etc.
- Learn about human reproduction.
- Discuss and ask questions about changing bodily needs.
- Judge what kind of physical contact is acceptable and how to respond.
- Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'
- Discuss change, including transitions, loss, separation, divorce and bereavement.
- Know that bacteria and viruses can affect health and following simple routines can affect their spread.
- Know basic first aid, where and how to get help.
- Know that their body will, and emotions may, change as the approach and enter puberty.
- Learn about taking care of their body, understanding that they have the right to protect their body, understanding that they have the right to protect their bodies from inappropriate and unwanted contact, understanding that actions such as Female Genital Mutilation (FGM) constitute abuse and are a crime.
- Develop the skills and strategies required to get support if they have fears for themselves or peers.

E-safety

- Understand the potential risks of providing personal information in a range of ways online.

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
H - 1, 2, 3, 4, 8, 12, 15, 18, 19, 20	Social - 1,2,4	<u>Article 19-</u> (Protection from violence and neglect)
R - 8, 9	Moral - 1,2,3,4,5,6	
L - 2, 3, 4, 5, 17	Spiritual - 4	
	Cultural - 1, 2, 3, 4	

Summer Term 2

Upper Key Stage 2 - Healthy Relationships

Rights, respect, responsibilities and the law

Children will have opportunities to:

- Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- Realise the consequences of anti-social and aggressive behaviour.
- How rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
- Develop an initial understanding of interest, loan, debt and tax.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment across the world.
- Know about taking care of their body, understanding that they have the right to protect their body

E-safety

- **Responsible use of mobile phones, including safe keeping.**
- **Know how to manage requests for images of themselves and others.**

<u>PSHE Objectives</u>	<u>SMSC Links</u>	<u>Rights and Respect Links</u>
<p>H - 20, 24, 25</p> <p>L - 1, 2, 3, 4, 5, 6, 7, 13, 14, 15, 16, 17</p>	<p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5,6</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1, 2, 3, 4, 5</p>	<p><u>Article 3</u>- (Best interests of the child)</p> <p><u>Article 42</u>- (Knowledge of rights)</p>