



PSHE Curriculum

Masefield's PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. Masefield PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Masefield's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

There are three core themes of primary school PSHE taken from the PSHE association:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness



Overview of PSHE Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Diverse Britain	Aiming High	It's my Body
Year 2	Rights Respecting	VIPs (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up
Year 3	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Diverse Britain	Aiming High	It's my Body
Year 4	Rights Respecting	VIPs (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up
Year 5	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Diverse Britain	Aiming High	It's my Body
Year 6	Rights Respecting	VIPs (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up

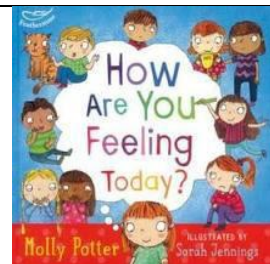
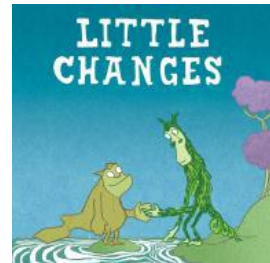
Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness



EYFS			
	Self-Regulation	Managing Self	Building Relationships
3 & 4 Year Olds	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Begin to understand how others might be feeling. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?
Reception	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. 	<ul style="list-style-type: none"> • Show themselves as a valuable individual. • Show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> • Think about the perspective of others. • Build constructive and respectful relationships.

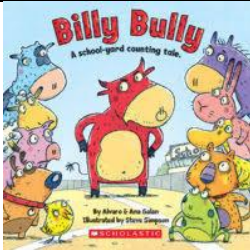
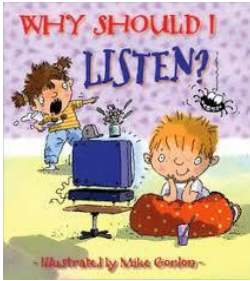


Early Learning Goals	<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<ul style="list-style-type: none">• Explain the reasons for rules, know right from wrong and try to behave accordingly;• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none">• Form positive attachments to adults and friendships with peers;• Work and play cooperatively and take turns with others;• Show sensitivity to their own and to others' needs
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Term: Y1 - Autumn 1	Unit Title: Be Yourself		
<i>PSHE Association POS Learning Opportunities: H11, H12,H13, H16, H19, H20</i>	This unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
H21. to recognise what makes them special H22. to recognise the ways in which we are all unique	Marvellous Me	Know a person’s special traits and qualities.	 
H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Feelings	Identify and name common feelings	
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike	Things I Like	Know times and situations that make them feel happy	
H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good R25. how to talk about and share their opinions on things that matter to them	Uncomfortable Feelings	Talk about what makes them feel unhappy or cross	
H12. how to recognise and name different feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good	Changes	Know how change and loss make them feel	




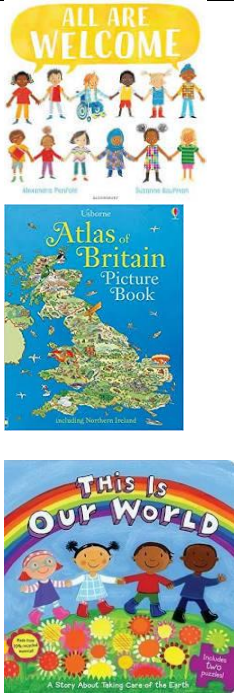
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better			
H23. to identify what they are good at, what they like and dislike R25. how to talk about and share their opinions on things that matter to them	Speak Up!	Know the importance of sharing their thoughts and feelings	


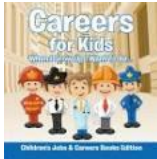
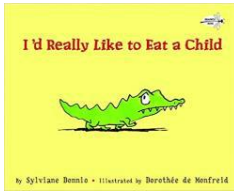
Term: Y1 - Autumn 2	Unit Title: TEAM (Kindness Week)		
<i>PSHE Association POS Learning Opportunities: R8, R9, R21, R22, R24, R25</i>	This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its member and what they can achieve.		
Additional Teaching & Coverage: Rock Kidz Event			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to</i>	Together Everyone Achieves More	Show the teams they belong to	
<i>R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively</i>	Listening	Follow instructions and create a tower by applying good listening	
<i>R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous</i>	Being Kind	Use key vocabulary and think of ways to show kindness to others	
<i>R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i>	Bullying and Teasing	Work in a group to discuss what they could do if they saw others being teased or bullied,	
<i>H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths</i>	Brilliant Brains	Work as a group to sort thoughts given into helpful and not-so-helpful thought categories.	



<i>H23. to identify what they are good at, what they like and dislike</i> <i>R21. about what is kind and unkind behaviour, and how this can affect others</i> <i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i> <i>R24. how to listen to other people and play and work cooperatively</i>	Making Good Choices	I can identify good and not-so-good choices	
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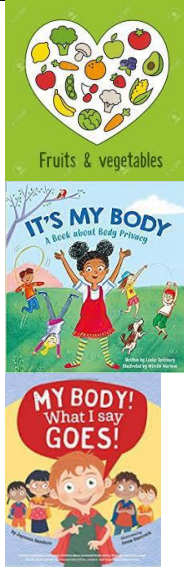
Term: Y1 – Spring 1	Unit Title: Money Matters (Safer Internet Day)		
<i>PSHE Association POS Learning Opportunities: L10, L11, L12, L13, L14, L15, L16</i>	This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L10. what money is; forms that money comes in; that money comes from different sources</i>	Money	Discuss things they can buy in the shops.	
<i>L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do</i>	Where Money Comes From	Talk about different sources that money can come from.	
<i>L13. that money needs to be looked after; different ways of doing this.</i>	Look After It	Discuss ways they can keep money safe.	
<i>L11. that people make different choices about how to save and spend money</i>	Save or Spend	Talk about ways we can keep track of what we spend.	
<i>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</i>	Want or Need?	Identify wants and needs.	
<i>L11. that people make different choices about how to save and spend money</i>	Going shopping	Discuss some methods of payment.	

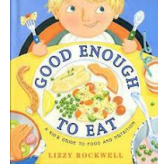
Term: Y1 – Spring 2 <i>PSHE Association POS Learning Opportunities: R23 L4, L5, L6</i>	Unit Title: Britain This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.		
Additional Teaching & Coverage: Police Visit			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to</i>	My School	Identify groups and communities that they belong to	
<i>R21. about what is kind and unkind behaviour, and how this can affect others L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community</i>	My Community	Explain how to be a good neighbour	
<i>L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</i>	My Neighbourhood	Pick out things that harm and things that help a neighbourhood	
<i>R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people</i>	My Country	Describe what it is like to live in Britain	
<i>R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</i>	British People	Identify similarities and differences between British people	
<i>R25. how to talk about and share their opinions on things that matter to them L4. about the different groups they belong to</i>	What Makes me Proud of Britain?	Talk about what makes them feel proud of being British.	

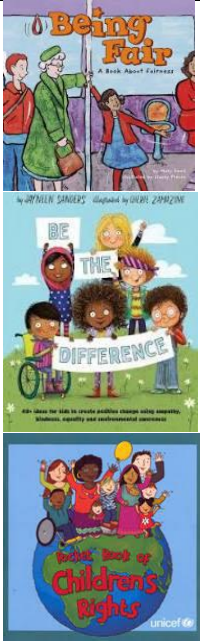
Term: Y1 – Summer 1	Unit Title: Aiming High		
<i>PSHE Association POS Learning Opportunities: H2, H3, H4, H5, H21, H24, H27, L17</i>	<p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p>		
Additional Teaching & Coverage: Individuality/Aspirations Day			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths</i>	Star Qualities	Discuss their star qualities	  
<i>H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</i>	Positive Learners	Identify what a positive learning attitude is	
<i>H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths L17. about some of the strengths and interests someone might need to do different jobs</i>	Bright Futures	Talk about jobs they can do when they grow up	
<i>R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</i>	Jobs for All	Discuss what skills and interests are needed for different jobs	
<i>H21. to recognise what makes them special H24. how to manage when finding things difficult L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs</i>	Going for Goals	Talk about hopes they have for the future	



<i>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special</i>	Looking Forward	Discuss what they are looking forward to about next year.	
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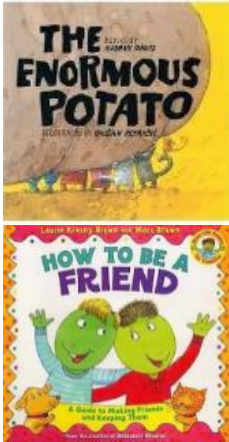
Term: Y1 – Summer 2	Unit Title: It’s My Body		
<i>PSHE Association POS Learning Opportunities: H1, H6, H7, H8, H9, H10, H17, R5</i>	The It’s My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.		
Additional Teaching & Coverage: NSPCC – Talk Pants			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy</i>	My Body, My Business	Understand they can choose what happens to their bodies	
<i>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</i>	Active and Asleep	Explain how much sleep they need and why exercise is good for them	
<i>H2. about foods that support good health and the risks of eating too much sugar H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy</i>	Happy Healthy Food	List healthy snacks	

<p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>	Clean as a Whistle	Demonstrate hygienic ways to look after their bodies	
<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	Can I eat it?	Know to ask a trusted adult if uncertain about whether something is safe to eat or drink	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	I can choose	Ways to keep both the mind and body healthy and safe	

Term: Y2 – Autumn 1	Unit Title: Respecting Rights		
<i>PSHE Association POS Learning Opportunities: R6, R10, R13, R16, R18, R19, R20</i>	This unit is based on the concept that we should all be rights respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</i>	Rights	Know that all people have rights	
<i>H29. to recognise risk in simple everyday situations and what action to take to minimise harm R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them</i>	Protecting our Rights	Understand that there are people who protect their rights	
<i>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them</i>	Respecting Others	Talk about what respect means and how to show it	
<i>L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</i>	Everybody's Different	Identify ways in which people can be different	

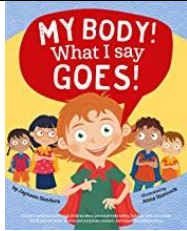
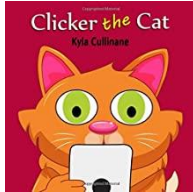



<i>R25. how to talk about and share their opinions on things that matter to them</i> <i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i>	Is it Fair?	Explain what being fair means	
<i>L3. about things they can do to help look after their environment</i> <i>L4. about the different groups they belong to</i> <i>R24. how to listen to other people and play and work cooperatively</i>	Taking Part	Recognise that making a positive difference in school is important.	

Term: Y2 – Autumn 2 <i>PSHE Association POS Learning Opportunities: R1, R2, R3, R4, R6, R7, R10, R11, R12</i>	Unit Title: VIPs (Kindness Week) This unit explores the Very Important Persons (VIPs) in children’s lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.		
Additional Teaching & Coverage: Rock Kidz Event			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for</i>	Who Are Your VIPS?	Explain who the special people in their lives are	
<i>H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</i>	Families	Talk about the importance of families	
<i>H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R6. about how people make friends and what makes a good friendship</i>	Friends	Describe what makes someone a good friend	

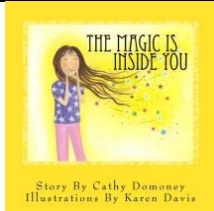
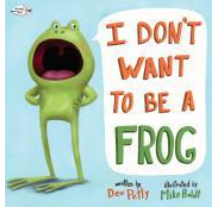
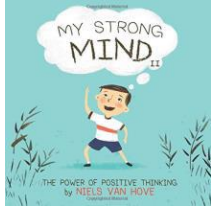


<i>H23. to identify what they are good at, what they like and dislike</i> <i>R8. simple strategies to resolve arguments between friends positively</i> <i>R9. how to ask for help if a friendship is making them feel unhappy</i> <i>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i> <i>R11. about how people may feel if they experience hurtful behaviour or bullying</i> <i>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</i> <i>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</i> <i>R24. how to listen to other people and play and work cooperatively</i> <i>R25. how to talk about and share their opinions on things that matter to them</i>	Falling Out	Know how to resolve an argument in a positive way	
<i>R21. about what is kind and unkind behaviour, and how this can affect others</i> <i>R24. how to listen to other people and play and work cooperatively</i>	Working Together	Know the skills involved in successful cooperation	
<i>H14. how to recognise what others might be feeling</i> <i>H16. about ways of sharing feelings; a range of words to describe feelings</i> <i>R7. about how to recognise when they or someone else feels lonely and what to do</i>	Showing You Care	Identify a way to show others that they care	

Term: Y2 – Spring 1 <i>PSHE Association POS Learning Opportunities: H28, H29, H30, H31, H32, H33, H34, H35, H36, H37 R14, R15, R17, R19 L1, L7, L8, L9</i>	Unit Title: Safety First (Safer Internet Day) In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</i>	Keeping Safe	List some people who can help them stay safe	
<i>H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly</i>	Staying Safe at Home	Identify some dangers in the home	
<i>H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt</i>	Staying Safe Outside	Identify some dangers outside	


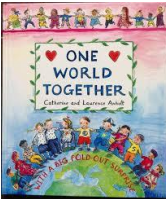


<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p>	<p>Staying Safe Around Strangers</p>	<p>Keeping safe in different situations with unknown people</p>	
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Safe Secrets and Surprises</p>	<p>Identify which information they should never share on the Internet</p>	
<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>People Who Can Help</p>	<p>Know what to do if they feel in danger</p> <p>Recall the number to call in an emergency</p>	

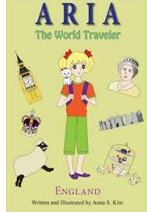
Term: Y2 – Spring 2	Unit Title: Think Positive		
<i>PSHE Association POS Learning Opportunities: H14, H15, H18</i>	This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.		
Additional Teaching & Coverage: Comedy Workshop			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H12. how to recognise and name different feelings</i> <i>H13. how feelings can affect people’s bodies and how they behave</i> <i>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</i> <i>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i>	Think Happy, Feel Happy	Describe things that make them feel happy and unhappy	
<i>H1. about what keeping healthy means; different ways to keep healthy</i> <i>H13. how feelings can affect people’s bodies and how they behave</i> <i>H18. different things they can do to manage big feelings, to help calm themselves</i> <i>R21. about what is kind and unkind behaviour, and how this can affect others</i> <i>H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don’t feel good</i>	It's Your Choice	Understand that they have a choice about how to react to things that happen	
<i>H11. about different feelings that humans can experience</i> <i>H13. how feelings can affect people’s bodies and how they behave</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</i>	Go-Getters	Talk about personal achievements and goals	


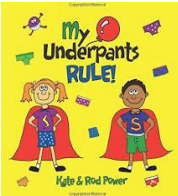
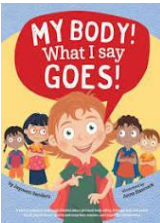


<i>H11. about different feelings that humans can experience</i> <i>H13. how feelings can affect people's bodies and how they behave</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i> <i>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i> <i>H24. how to manage when finding things difficult</i> <i>R7. about how to recognise when they or someone else feels lonely and what to do</i> <i>R25. how to talk about and share their opinions on things that matter to them</i>	Let It Out	Identify and discuss feelings and emotions, using simple terms	
<i>H11. about different feelings that humans can experience</i> <i>H12. how to recognise and name different feelings</i> <i>R25. how to talk about and share their opinions on things that matter to them</i>	Be Thankful	Discuss things for which they are thankful	
<i>H13. how feelings can affect people's bodies and how they behave</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i>	Be Mindful	Focus on an activity, remaining calm and still.	

Term: Y2 – Summer 1 <i>PSHE Association POS Learning Opportunities: R1, R2, R3, R4 L2, L3</i>	Unit Title: One World This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth’s resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L6. to recognise the ways they are the same as, and different to, other people</i>	Families	Talk about special people in their life and say why they are special	
<i>R3. about different types of families including those that may be different to their own R4. to identify common features of family life L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</i>	Homes	Talk about different homes around the world and identify how they are the same as and different from their own	
<i>L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</i>	Schools	Describe what their school is like	




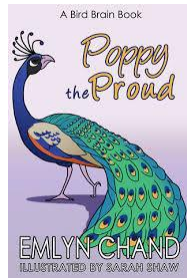
L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	Environments	Explain what an environment is	
L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	Resources	Explain what natural resources are and identify how people use them	
L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	Planet Protectors	Say what they love about the world in which they live and describe how they would feel if these things disappeared.	

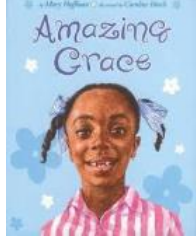
Term: Y2 – Summer 2	Unit Title: Growing Up		
<i>PSHE Association POS Learning Opportunities: H22, H23, H25, H26</i>	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feelings in response to life experiences.		
Additional Teaching & Coverage: NSPCC – Talk Pants			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people’s needs change</i>	Our Bodies	Can name the main parts of girls’ and boys’ bodies	
<i>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i>	Is it Ok?	Respect own and others’ bodies	
<i>H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others</i>	Pink and Blue	Understand that different people like different things	
<i>R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</i>	Your Family, My Family	Describe how they have changed since they were a baby	
<i>H26. about growing and changing from young to old and how people’s needs change H27. about preparing to move to a new class/year group</i>	Getting Older	Understand that peoples’ needs change as they grow older	
<i>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to</i>	Changes	Discuss some changes that people might go through in life	





feel better H27. about preparing to move to a new class/year group			
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Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness



Term: Y3 – Autumn 1	Unit Title: Be Yourself!		
<i>PSHE Association POS Learning Opportunities: H14, H24, H27 R32</i>	This unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H18. about everyday things that affect feelings and the importance of expressing feelings H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i>	Pride	Identify their own special traits and qualities	 
<i>H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</i>	Feelings	Identify and name common feelings	

R13. the importance of seeking support if feeling lonely or excluded			
H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Express Yourself	Talk about what makes them feel unhappy or cross	
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Know Your Mind	Understand the importance of sharing their thoughts and feelings	
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Media Wise	Explore media messages and decide if they are helpful or unhelpful	
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	Making it Right	Identify different strategies to use if a mistake has been made	

Term: Y3 – Autumn 2 <i>PSHE Association POS Learning Opportunities:</i> H24 R11, R17, R28, R30, R32 L16	Unit Title: TEAM (Kindness Week) This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.		
Additional Teaching & Coverage: Rock Kidz Event			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages	A New Start	Express their thoughts, feelings and worries	
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Together Everyone Achieves More	Explain how and why a team should work well together.	
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Working Together	Describe how actions and behaviour affect a team.	
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	Being Considerate	Can respond considerately to others	

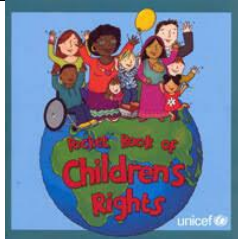
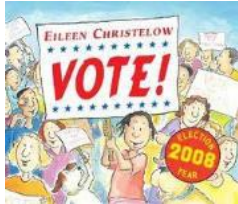


<p><i>R13. the importance of seeking support if feeling lonely or excluded</i></p> <p><i>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i></p> <p><i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p>	<p>When Things Go Wrong</p>	<p>Show the resolution to a dispute</p>	
<p><i>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p> <p><i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i></p> <p><i>L6. about the different groups that make up their community; what living in a community means</i></p> <p><i>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</i></p>	<p>Responsibilities</p>	<p>Can talk about changes and how they could make a person feel</p>	

Term: Y3 – Spring 1	Unit Title: Money Matters (Safer Internet Day)		
<i>PSHE Association POS Learning Opportunities: L10, L17, L20, L21, L22</i>	<p>This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.</p>		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</i>	Where Does Money Come From?	Discuss why people go to work	
<i>L17. about the different ways to pay for things and the choices people have about this L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</i>	Ways To Pay	Discuss payment resources we can use to spend money	
<i>L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people’s feelings and emotions</i>	Reasons to Borrow	Consider why and how people might borrow money	
<i>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money</i>	Spending Decisions	Discuss the choices we have about how to spend our money	

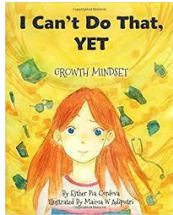
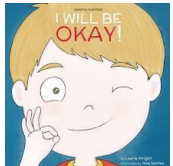
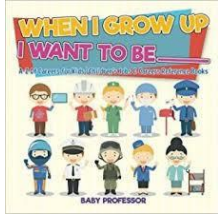


L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants	Advertising	Explain how adverts try to influence spending	
L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	Keeping Track	Explain ways we can keep track of what we spend	

Term: Y3 – Spring 2 <i>PSHE Association POS Learning Opportunities: L1, L2, L3, L6, L8</i>	Unit Title: Britain This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i>	Living in the British Isles	Describe what it is like to live in Britain	
<i>L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7. to value the different contributions that people and groups make to the community</i>	Democracy	Talk about what democracy is	
<i>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities</i>	Rules, Laws and Responsibilities	Talk about what rules and laws are	

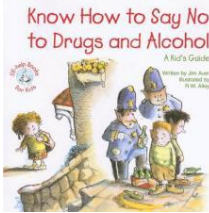
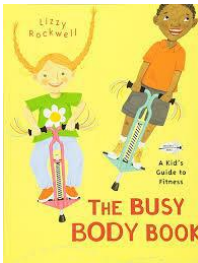
<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	Liberty	Talk about what liberty means	
<p>R21. about discrimination: what it means and how to challenge it</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	Tolerance and Respect	Describe a diverse society	
<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	What Does it Mean to be British?	Describe what being British means to them	




Term: Y3 – Summer 1 <i>PSHE Association POS Learning Opportunities: H28 L25, L26, L30, L31</i>	Unit Title: Aiming High In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.		
Additional Teaching & Coverage: Individuality/Aspirations Day			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i>	Achievements	Discuss their personal achievements and skills	
<i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i>	Goals	Identify what a positive learning attitude is	
<i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i>	Always Learning	Can explain how a positive attitude can help to earn something new	
<i>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</i>	Jobs and Skills	Discuss what skills and interests are needed for different jobs	




<p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>			
<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	No Limit!	Understand that all people should have equal opportunities to follow career ambitions	
<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	When I Grow Up	Talk about jobs they might like to do in the future and the skills needed	

Term: Y3 – Summer 2 <i>PSHE Association POS Learning Opportunities: H6, H7, H8, H9, H10</i>	Unit Title: It’s My Body This unit, entitled It’s My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</i>	My Body, My Choice	Understand they can choose what happens to their body and know when a ‘secret’ should be shared	
<i>H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</i>	Fit as a Fiddle	Understand the importance of exercise and healthy eating	

<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>			
<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	Good Day, Good Night	Understand the importance of sleep	
<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	Cough, Splutter, Sneeze!	<p>Explain how germs travel and spread disease</p> <p>Identify ways to protect their bodies from ill health</p>	
<p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	Drugs: Healing or Helpful?	Know the difference between medicine and harmful drugs and chemicals	
<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>	Choices Everywhere	To know how to make better choices and choose healthy habits	

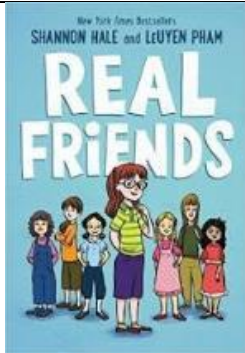



<i>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</i> <i>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</i> <i>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</i>			
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Term: Y4 – Autumn 1	Unit Title: Respecting Rights		
<i>PSHE Association POS Learning Opportunities: L1, L2 ,L3, L4, L7</i>	<p>This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.</p>		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L2. to recognise there are human rights, that are there to protect everyone</i>	Rights	Know what human rights are	
<i>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i> <i>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</i> <i>L2. to recognise there are human rights, that are there to protect everyone</i>	Are All Rights Equal?	Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child	
<i>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws Cg. what democracy is, and about the basic institutions that support it locally and nationally;</i>	Rules	Can explain what democracy is and how this relates to rules and human rights	
<i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>L3. about the relationship between rights and responsibilities</i>	Rights Without Responsibilities?	I know that human rights are not dependent on responsibilities	
<i>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i> <i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i>	Respect	Explain what it means to respect the right of others and why this is important	



<i>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</i>			
<i>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i> <i>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i>	Are We So Different?	Can understand how stereotypes can stop human rights being met	

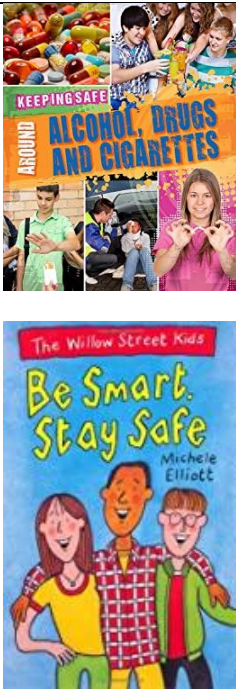
Term: Y4 – Autumn 2	Unit Title: VIPs (Kindness Week)		
<i>PSHE Association POS Learning Opportunities: R10, R11, R14, R19, R20, R24</i>	This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.		
Additional Teaching & Coverage: Rock Kidz Event			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</i>	Family and Friends	Can explain the importance of respecting VIPs	
<i>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</i>	Fabulous Friends	Can explain how to make and keep fabulous friends	



<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>			
<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	Is This a Good Relationship?	Can identify own support network	
<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	Falling Out	Can demonstrate strategies for resolving conflicts	
<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	What is Bullying?	Can identify what bullying is	



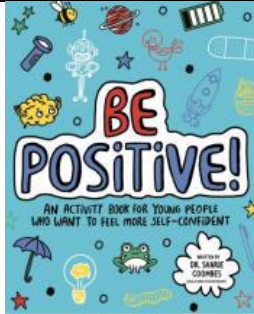
<p><i>R21. about discrimination: what it means and how to challenge it</i> <i>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i></p>			
<p><i>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</i> <i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i> <i>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i> <i>R21. about discrimination: what it means and how to challenge it</i> <i>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i></p>	Stand up to Bullying	Know what to do if someone is being bullied	

Term: Y4 – Spring 1 <i>PSHE Association POS Learning Opportunities: H37, H38, H41, H42, H46 R22, R23</i>	Unit Title: Safety First (Safer Internet Day) In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations</i>	New Responsibilities	Identify and discuss some school rules for staying safe and healthy	
<i>H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i>	Risks, Hazards and Danger	Identify a risky situation and act responsibly	
<i>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>	Under Pressure	A person can choose not to do something that makes them feel uncomfortable	



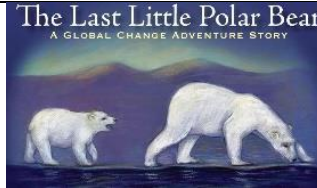
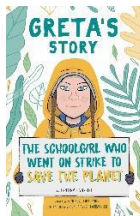
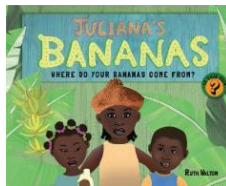
<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p>	<p>Safety When Out and About</p>	<p>How to stay safe when outside the home</p>	
<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Dangerous Substances</p>	<p>Can talk about dangerous substances and how they affect the human body</p>	
<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Injuries and Emergencies</p>	<p>State 999 as the number to call to seek help in an emergency</p>	



Term: Y4 – Spring 2 <i>PSHE Association POS Learning Opportunities: H15, H17, H18, H19</i>	Unit Title: Think Positive This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.		
Additional Teaching & Coverage: Comedy Workshop			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</i>	Happy Minds, Happy People	Understand that it is important to look after our mental health	
<i>H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i>	Thoughts and Feelings	Recognise and describe a range of positive and negative emotions	


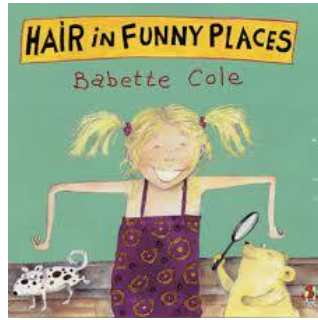


H18. about everyday things that affect feelings and the importance of expressing feelings			
H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded	Changes	Understand that some changes can be difficult but there are things we can do to help us cope	
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Keep Calm and Relax	Use mindfulness techniques to keep calm	
H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	You're the Boss	Identify uncomfortable emotions and manage the effectively	
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Always Learning	Can apply a positive attitude towards learning and take on new challenges	

Term: Y4 – Summer 1	Unit Title: One World		
<i>PSHE Association POS Learning Opportunities: R21, L5, L7, L8, L10</i>	<p>This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.</p>		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i>	Chiwa and Kwende	Describe similarities and differences between people’s lives	
<i>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i>	Chiwa’s Dilemma	Identify opinions that are different from their own	
<i>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i>	Chiwa’s dilemma	Consider the lives of other people living in other places and express own opinions.	



<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	Chiwa's Sugar	Recognise that their actions impact on people in different countries	
<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	Chiwa's World	Know what climate change is	
<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p>	Charity for Chiwa	Know there are organisations working to help people in challenging situations in other communities	

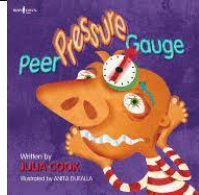
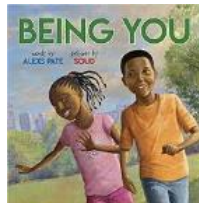
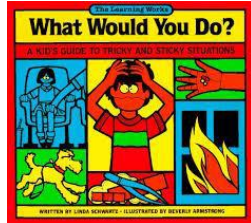
Term: Y4 – Summer 2	Unit Title: Growing Up		
<i>PSHE Association POS Learning Opportunities: H30, H31, H32 R1, R2, R7</i>	This topic builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</i>	Human Reproduction	Name the main male and female body parts needed for reproduction	
<i>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i> <i>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i> <i>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</i> <i>H34. about where to get more information, help and advice about growing and changing, especially about puberty</i>	Changes in Boys	Describe some of the changes boys go through during puberty	
<i>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i> <i>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i> <i>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</i> <i>H34. about where to get more information, help and advice about growing and changing, especially about puberty</i>	Changes in Girls	Describe some of the changes girls go through during puberty	



<p><i>H17. to recognise that feelings can change over time and range in intensity</i></p> <p><i>H18. about everyday things that affect feelings and the importance of expressing feelings</i></p> <p><i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</i></p> <p><i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i></p> <p><i>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i></p> <p><i>H34. about where to get more information, help and advice about growing and changing, especially about puberty</i></p>	Changing Emotions	Describe some feelings young people might experience as they grow up	
<p><i>H26. that for some people gender identity does not correspond with their biological sex</i></p> <p><i>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</i></p> <p><i>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</i></p> <p><i>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</i></p> <p><i>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</i></p> <p><i>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</i></p> <p><i>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</i></p> <p><i>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</i></p>	Relationships and Families	Understand that there are many different types of families and relationships	



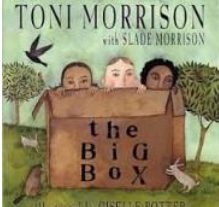
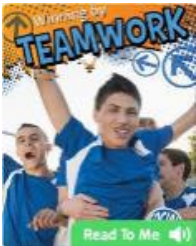
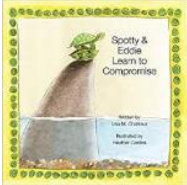
<i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</i>	Where Do I Come From?	Explain in simple terms how babies are made and how they are born	
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Term: Y5 – Autumn 1 <i>PSHE Association POS Learning Opportunities:</i> <i>H15, H18, H19, H20, H21, H22, H27</i> <i>R9, R10, R11, R13, R14, R15, R16, R20, R21, R28, R31, R32, R33, R34</i> <i>L7, L9</i>	Unit Title: Be Yourself This unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i> <i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i> <i>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</i> <i>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i>	You Are Unique	Understanding that everyone is unique and why this should be celebrated and respected	 
<i>H18. about everyday things that affect feelings and the importance of expressing feelings</i> <i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</i> <i>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</i> <i>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</i> <i>R11. what constitutes a positive healthy friendship (e.g. mutual</i>	Let It Out!	Explain how to communicate their feelings in different situations	



<i>respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</i>			
<i>H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i>	Uncomfortable Feelings	Explore uncomfortable feelings and different ways to manage these	
<i>H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</i>	The Confidence Trick	Understand how to manage feelings of nervousness or shyness	
<i>H3. about choices that support a healthy lifestyle, and recognise what might influence these R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i>	Do the Right Thing	Identify when different choices from those around may be different	
<i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</i>	Making Amends	Identify the feelings involved in making a mistake and understand how to make amends	




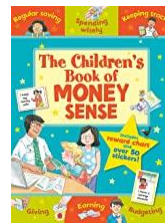
Term: Y5 – Autumn 2 PSHE Association POS Learning Opportunities: H23, H24 R8, R10, R17, R22, R26, R29, R30 L1,L3 Additional Teaching & Coverage: Rock Kidz Event	Unit Title: TEAM (Kindness Week) This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.		
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Together Everyone Achieves More	Understand what successful teamwork skills are	
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Communicate	Express opinions respectfully and that others may have different opinions	 

Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness



<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	Compromise and Collaborate	Explain what collaborative working is and can compromise to get a task done	
<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	Care	Identify ways of showing care to others in their team	
<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	Unkind Behaviour	Discuss different types of unkind behaviour and suggest ways to help	
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	Shared Responsibilities	List shared responsibilities within the class team	

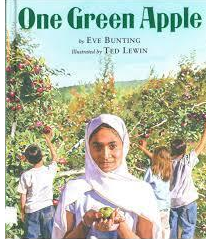
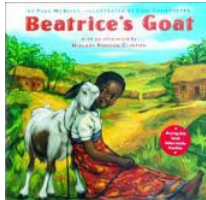


Term: Y5 – Spring 1 <i>PSHE Association POS Learning Opportunities: L17, L18, L19, L20, L21, L22, L23, L24</i>	Unit Title: Money Matters (Safer Internet Day) This unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people’s emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</i>	Look After It	Talk about what financial risk is	 
<i>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L20. to recognise that people make spending decisions based on priorities, needs and wants</i>	Critical Consumers	Discuss the ways advertisers try to influence consumers	
<i>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants</i>	Value for Money and Ethical Spending	Identify what it means to be a ‘critical consumer’	



L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money.	Budgeting	Talk about what it means to budget	
L20. to recognise that people make spending decisions based on priorities, needs and wants L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions	Money and Emotional Wellbeing	Discuss how money can affect people's emotions	
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Money in the Wider World	Talk about ethical spending and the impact spending has on our environment	

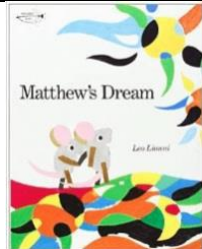
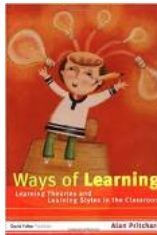



Term: Y5 – Spring 2 <i>PSHE Association POS Learning Opportunities:</i> <i>H25</i> <i>R32, R33, R34</i> <i>L1, L2, L4, L5, L6, L7, L8, L10</i>	Unit Title: Britain This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.		
Additional Teaching & Coverage: Healthy Lifestyles Workshop – Bolton Healthy Families			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i> <i>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i> <i>L3. about the relationship between rights and responsibilities</i> <i>L6. about the different groups that make up their community; what living in a community means</i> <i>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i>	Identities	Talk about the range of faiths and ethnicities in Britain	
<i>L3. about the relationship between rights and responsibilities;</i> <i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;</i> <i>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</i> <i>L6. about the different groups that make up their community; what living in a community means</i> <i>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i>	Communities	Explain what a community is	



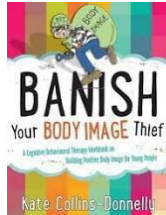
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>	Respecting the Law	Explain how and why laws are made	
<p>R21. about discrimination: what it means and how to challenge it</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>	Local Government	Discuss some roles of local government	
<p>R21. about discrimination: what it means and how to challenge it</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>	National Government	Describe the basic structure of national government including democracy and human rights	
<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	Making a Difference	Talk about the role of charities and voluntary groups in the community	

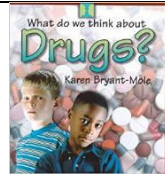
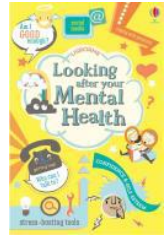


Term: Y5 – Summer 1 <i>PSHE Association POS Learning Opportunities: H28, H29 L7, L9, L25, L26, L27, L28, L29, L30, L31, L32</i>	Unit Title: Aiming High In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.		
Additional Teaching & Coverage: Individuality/Aspirations Day			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i>	You Can Achieve Anything!	Discuss their personal achievements and skills	
<i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i>	Breaking Down Barriers	Identify what a helpful learning attitude is	
<i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</i>	Future Focus	Identify opportunities that might be available in the future	

<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	Equal Opportunities	Understand what a stereotype is and that gender, race and social class should not determine what jobs people can do	
<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	The World of Work	Talk about skills employers look for in employees	
<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	Onwards and Upwards	Discuss goals for the future and the steps needed to achieve them	

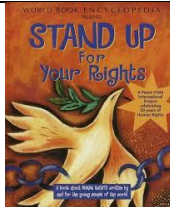

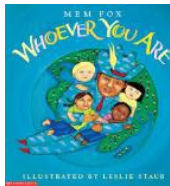


Term: Y5 – Summer 2 <i>PSHE Association POS Learning Opportunities: H1, H3, H4, H5, H8, H10, H11 ,H12, H14, H15, H16, H31, H32, H40, H46, H47, H48, H49, H50</i>	Unit Title: It’s My Body In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.		
Additional Teaching & Coverage: Real Love Rocks			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</i>	Your Body is Your Own	Understand that they can choose what happens to their own bodies	

<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>Exercise Right, Sleep Tight</p>	<p>Understand the importance of sleep, exercise and healthy eating</p>	 
<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>Taking Care of Our Bodies</p>	<p>Identify ways to protect their bodies from ill health</p>	

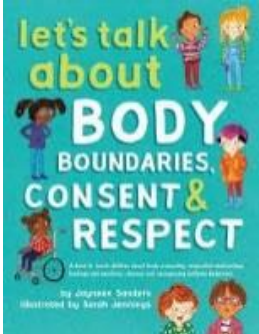


<p><i>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</i></p> <p><i>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</i></p> <p><i>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</i></p> <p><i>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</i></p> <p><i>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</i></p> <p><i>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</i></p>	Harmful Substances	Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies	
<p><i>H3. about choices that support a healthy lifestyle, and recognise what might influence these</i></p> <p><i>H26. that for some people gender identity does not correspond with their biological sex</i></p> <p><i>H27. to recognise their individuality and personal qualities</i></p> <p><i>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</i></p> <p><i>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p>	How We Think and Feel About Our Bodies	Identify positive aspects about themselves	
<p><i>H1. how to make informed decisions about health</i></p> <p><i>H3. about choices that support a healthy lifestyle, and recognise what might influence these</i></p> <p><i>H5. about what good physical health means; how to recognise early signs of physical illness</i></p> <p><i>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</i></p> <p><i>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</i></p>	Healthy Choices	Identify choices that will benefit their health and provide a 'balanced lifestyle'	

Term: Y6 – Autumn 1 <i>PSHE Association POS Learning Opportunities:</i> <i>H45</i> <i>L1, L2, L3, L4</i> <i>R32, R34</i>	Unit Title: Respecting Rights This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help children explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.		
Additional Teaching & Coverage: #Hello Yellow NSPCC Speak Out			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L2. to recognise there are human rights, that are there to protect everyone</i>	Know Your Rights	Explain what the Universal Declaration of Human Rights is and understand that children have their own rights	  
<i>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</i> <i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>L3. about the relationship between rights and responsibilities</i> <i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i>	Do Human Rights Apply to Everyone?	Understand the importance of being rights-respecting citizens	
<i>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i> <i>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</i> <i>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</i> <i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>L3. about the relationship between rights and responsibilities</i>	Are Everyone’s Rights Met?	Recognise that there are people across the world whose rights are not met	



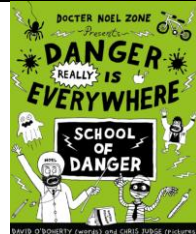
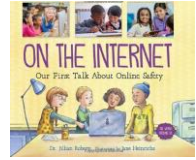
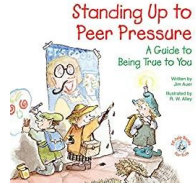
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others			
<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	Are You Rights-Respecting?	Explain how to respect other people's rights and why it is important to do so	
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	Do Human Rights Change?	Explore how people in Britain can be the same and can be different	
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	Human Rights Heroes	Can share my ideas about being British and living in Britain.	

Term: Y6 – Autumn 2 <i>PSHE Association POS Learning Opportunities: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R15, R17, R18, R19, R20, R24, R25, R26, R27, R28, R29, R31</i>	Unit Title: VIPs (Kindness Week) This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.		
Additional Teaching & Coverage: Rock Kidz Event			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</i>	People We Love	Share ideas for ways we can care for our VIPs	

<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	Think Before You Act	Identify different calming techniques	
<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	It's Ok to Disagree	Discuss how a disagreement could be handled with respect	
<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	You Decide	Explain ways to resist pressure	
<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	Secrets	Identify which secrets are OK to keep and which need to be shared	
<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	False Friends	Identify some aspects of healthy and unhealthy relationships	



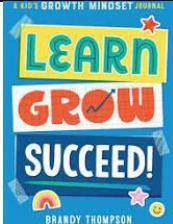
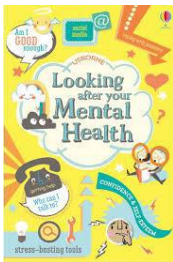
<i>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</i> <i>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</i> <i>R26. about seeking and giving permission (consent) in different situations</i>			
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<p>Term: Y6 – Spring 1</p> <p><i>PSHE Association POS Learning Opportunities: H3, H13, H37, H38, H39, H41, H42, H43, H44 R11, R12, R15, R18, R19, R20, R23, R24, R27, R28, R29, R30, R31</i></p> <p>Additional Teaching & Coverage: Police Visit Mental Health Workshop NHS Crucial Crew</p>	<p>Unit Title: Safety First (Safer Internet Day)</p> <p>In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.</p>		
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. How to predict, assess and manage risk in different situations</p>	<p>You Are Responsible</p>	<p>Describe how to take responsibility of own safety</p>	
<p>H38. How to predict, assess and manage risk in different situations</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p>What Are the Risks?</p>	<p>Know when to seek help in risky or dangerous situations</p>	 



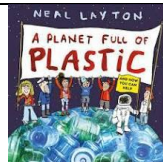

<p>H38. How to predict, assess and manage risk in different situations</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	Making Your Mind Up	Can confidently identify and manage pressure to get involved in risky situations.	
<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	In an Emergency	Can act sensibly and safely in an emergency, explaining what they would do.	
<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p>	Home – Safe and Sound	Can identify and reduce risks to keep everyone safe at home	
<p>H38. how to predict, assess and manage risks in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	Outdoors – Playing It Safe	List some of the dangers we face when we are around roads, railways or water and describe how to stay safe	

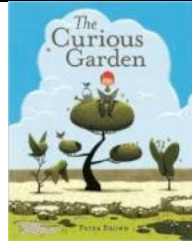


<p>Term: Y6 – Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: H3, H4, H6, H8, H13, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, H29</i></p> <p>Additional Teaching & Coverage: Comedy Workshop</p>	<p>Unit Title: Think Positive</p> <p>This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>		
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>	<p>The Cognitive Triangle</p>	<p>Talk about their thoughts, feelings and behaviours and can explain the link between them</p>	
<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>	<p>Thoughts Are Not Fact</p>	<p>Discuss ways in which positive thinking can be beneficial</p>	

<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	Face Your Feelings	Identify and discuss uncomfortable emotions	
<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	Choices and Consequences	Identify common choices we have to make in life and the importance of making good choices	
<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	Being Present	Use basic mindfulness techniques	
<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	Yes, I Can!	Can apply a growth mindset in everyday life	

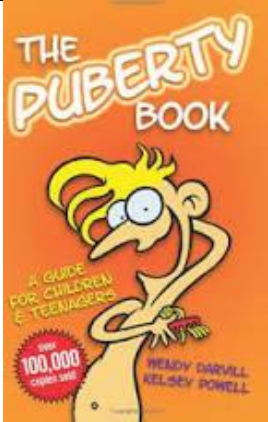


Term: Y6 – Summer 1 <i>PSHE Association POS Learning Opportunities: R29, R31, R34 L2, L3, L4, L5, L6, L17, L19</i>	Unit Title: One World This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth’s natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.		
Additional Teaching & Coverage:			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</i>	Global Citizens	Explain what a global citizen is	 
<i>L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</i>	Global Warming	Say what global warming is and how we can help prevent it getting worse	

<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	Energy	Understand that human energy use can harm the environment	
<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	Water	Understand the importance of not wasting water	
<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	Biodiversity	Understand what biodiversity is	



<i>L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</i>	In Our Hands	Understand that their choices can have far reaching consequences	
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Term: Y6 – Summer 2 <i>PSHE Association POS Learning Opportunities: H17, H25, H26, H30, H31, H32, H33, H34, H35, H36 L1</i>	Unit Title: Growing Up This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.		
Additional Teaching & Coverage: Real Love Rocks Puberty Workshop			
DfE Statutory Guidance (using PSHE Association POS)	Lesson Sequence	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<i>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</i>	Changing Bodies	Name physical changes young people will experience during puberty	
<i>H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation,</i>	Changing Emotions	Describe emotional changes young people might experience during puberty	

key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)			
<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	Just the Way You Are	Appreciate that there is no such thing as a perfect body	
<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	Relationships	List things that all loving relationships have in common	



<p><i>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</i></p> <p><i>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</i></p> <p><i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</i></p> <p><i>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</i></p>	Let's Talk About Sex Baby	Explain what a sexual relationship is	
<p><i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</i></p>	Human Reproduction	Explain how babies are conceived and how they are born	