



# PSHE Curriculum

There are three core themes of primary school PSHE:

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

## 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)	Britain	Aiming High	It's my Body
Year 2	Respecting Rights	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)	Britain	Aiming High	It's my Body
Year 4	Respecting rights	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)	Britain	Aiming High	It's my Body
Year 6	Respecting rights	TEAM (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up

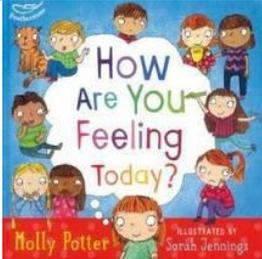
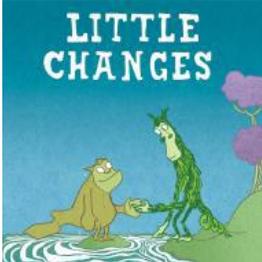


<b>EYFS</b>			
	<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<b>3 &amp; 4 Year Olds</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Help to find solutions to conflicts and rivalries. For example,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

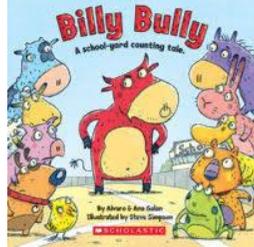
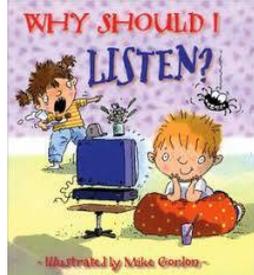


<b>Early Learning Goals</b>	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	<ul style="list-style-type: none"><li>• Form positive attachments to adults and friendships with peers;</li><li>• Work and play cooperatively and take turns with others;</li><li>• Show sensitivity to their own and to others' needs</li></ul>
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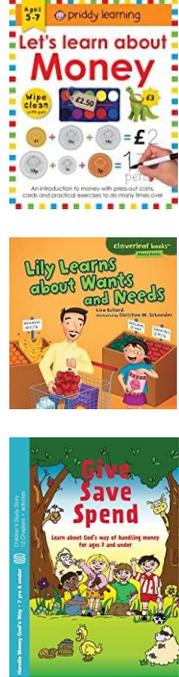


<p><b>Term: Y1 - Autumn 1</b></p> <p><i>PSHE Association POS Learning Opportunities: H11, H12,H13, H16, H19, H20</i></p>	<p><b>Unit Title: Be Yourself</b></p> <p>This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. 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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
<p><u>Mental Wellbeing</u></p> <p><i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i></p> <p><i>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p> <p><i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i></p> <p><i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</i></p>	<p>Know a person's special traits and qualities.</p> <p>Identify and name common feelings</p> <p>Know times and situations that make them feel happy</p> <p>Talk about what makes them feel unhappy or cross</p> <p>Know how change and loss make them feel</p> <p>Know the importance of sharing their thoughts and feelings</p>	 

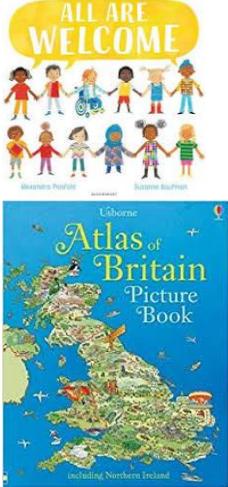


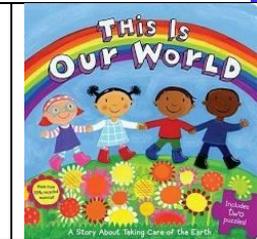
<p><b>Term: Y1 - Autumn 2</b></p> <p><i>PSHE Association POS Learning Opportunities: R8, R9, R21, R22, R24, R25</i></p>	<p><b>Unit Title:</b> TEAM (Kindness Week)</p> <p>This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its member and what they can achieve.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
<p><u>Caring Friendships</u></p> <p><i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p> <p><i>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i></p> <p><i>The conventions of courtesy and manners.</i></p>	<p>Show the teams they belong to through cutting out appropriate images;</p> <p>Follow instructions and create a tower by applying good listening;</p> <p>use key vocabulary and think of ways to show kindness to others;</p> <p>work in a group to discuss what they could do if they saw others being teased or bullied,</p> <p>Work as a group to sort thoughts given into helpful and not-so-helpful thought categories.</p> <p>Sort images of behaviours into good and not-so-good choices.</p>	 



<p><b>Term: Y1 – Spring 1</b></p> <p><i>PSHE Association POS Learning Opportunities: L10, L11, L12, L13, L14, L15, L16</i></p>	<p><b>Unit Title: Money Matters (Safer Internet Day)</b></p> <p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Discuss things they can buy in the shops.</p> <p>Talk about different sources that money can come from.</p> <p>Identify things they want.</p> <p>Identify things they need.</p> <p>Talk about ways we can keep track of what we spend.</p> <p>Discuss ways they can keep money safe.</p> <p>Discuss some methods of payment.</p>	



<p><b>Term: Y1 – Spring 2</b></p> <p><i>PSHE Association POS Learning Opportunities: R23 L4, L5, L6</i></p>	<p><b>Unit Title: Britain</b></p> <p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Identify groups and communities that they belong to</p> <p>Explain how to be a good neighbour</p> <p>Pick out things that harm and things that help a neighbourhood</p> <p>Describe what it is like to live in Britain</p> <p>Identify similarities and differences between British people</p> <p>Talk about what makes them feel proud of being British.</p>	



<p><b>Term: Y1 – Summer 1</b></p> <p><i>PSHE Association POS Learning Opportunities: H2, H3, H4, H5, H21, H24, H27, L17</i></p>	<p><b>Unit Title: Aiming High</b></p> <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>		
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>		<p><b>Key Text (s)</b></p>
	<p>Discuss their star qualities</p> <p>Identify what a positive learning attitude is</p> <p>Talk about jobs they can do when they grow up</p> <p>Discuss what skills and interests are needed for different jobs</p> <p>Talk about hopes they have for the future</p> <p>Discuss what they are looking forward to about next year.</p>		 



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<p><b>Term: Y1 – Summer 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H1, H6, H7, H8, H9, H10, H17, R5</i></p>	<p><b>Unit Title: It's My Body</b></p> <p>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.</p>
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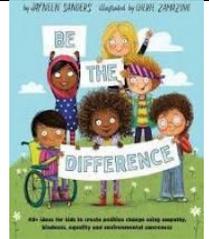
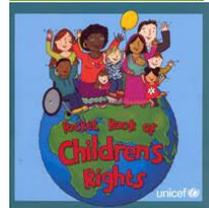


<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Explain how much sleep they need</p> <p>Discuss why exercise is good for them</p> <p>Understand they can choose what happens to their bodies</p> <p>List healthy snacks</p> <p>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink</p> <p>Demonstrate hygienic ways to look after their bodies</p>	



<p><b>Term: Y2 – Autumn 1</b></p> <p><i>PSHE Association POS Learning Opportunities: R6, R10, R13, R16, R18, R19, R20</i></p>	<p><b>Unit Title:</b> Respecting Rights</p> <p>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.</p>	
<p><b><i>DfE Statutory Guidance</i></b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Know that all people have rights</p> <p>Understand that there are people who protect their rights</p> <p>Know what to do if they don't feel safe</p>	

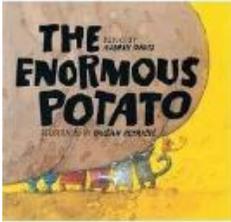
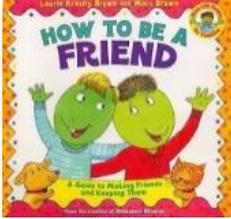


	<p>Talk about what respect means and how to show it</p> <p>Identify ways in which people can be different</p> <p>Explain what being fair means</p> <p>Recognise that making a positive difference in school is important.</p>	 
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<p><b>Term: Y2 – Autumn 2</b></p> <p><i>PSHE Association POS Learning Opportunities: R1, R2, R3, R4, R6, R7, R10, R11, R12</i></p>	<p><b>Unit Title: VIPs (Kindness Week)</b></p> <p>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.</p>
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<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
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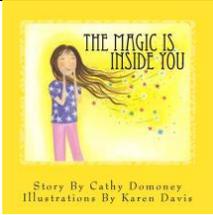
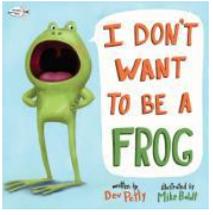
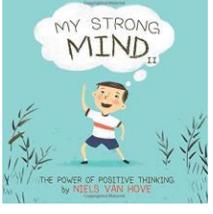
	<p>Explain who the special people in their lives are</p> <p>Talk about the importance of families</p> <p>Describe what makes someone a good friend</p> <p>Know how to resolve an argument in a positive way</p> <p>Know the skills involved in successful cooperation</p> <p>Identify a way to show others that they care</p>	 
<p><b>Term: Y2 – Spring 1</b></p> <p><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></p>	<p><b>Unit Title: Safety First (Safer Internet Day)</b></p> <p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>



	<p>Identify some everyday dangers</p> <p>Understand some basic rules that help keep people safe</p> <p>Know what to do if they feel in danger</p> <p>Identify some dangers in the home</p> <p>Identify some dangers outside</p> <p>Identify which information they should never share on the Internet</p> <p>Know that their private body parts are private</p> <p>Recall the number to call in an emergency</p> <p>List some people who can help them stay safe</p>	
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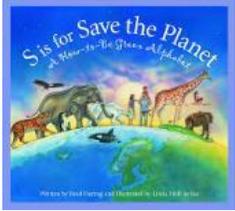
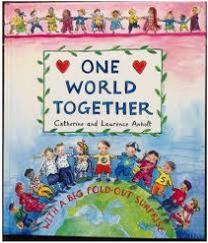
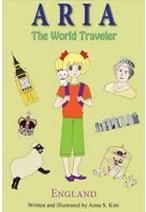
<p><b>Term: Y2 – Spring 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H14, H15, H18</i></p>	<p><b>Unit Title:</b> Think Positive</p> <p>This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. 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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>

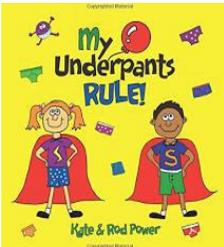
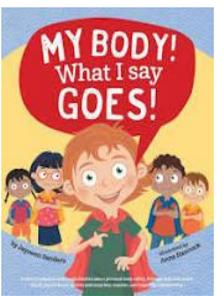


	<p>Identify and discuss feelings and emotions, using simple terms</p> <p>Describe things that make them feel happy and unhappy</p> <p>Understand that they have a choice about how to react to things that happen</p> <p>Talk about personal achievements and goals</p> <p>Describe difficult feelings and what might cause these feelings</p> <p>Discuss things for which they are thankful</p> <p>Focus on an activity, remaining calm and still.</p>	  
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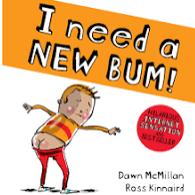
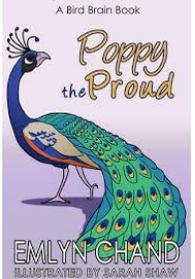
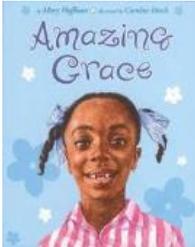
<p><b>Term: Y2 – Summer 1</b></p> <p><i>PSHE Association POS Learning Opportunities: R1, R2, R3, R4 L2, L3</i></p>	<p><b>Unit Title: One World</b></p> <p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to 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</p>
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	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.	
<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Talk about special people in their life and say why they are special</p> <p>Talk about different homes around the world and identify how they are the same as and different from their own</p> <p>Describe what their school is like</p> <p>Explain what an environment is</p> <p>Explain what natural resources are and identify how people use them</p> <p>Say what they love about the world in which they live and describe how they would feel if these things disappeared.</p>	  
<p><b>Term: Y2 – Summer 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H22, H23, H25, H26</i></p>	<p><b>Unit Title: Growing Up</b></p> <p>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.</p>	

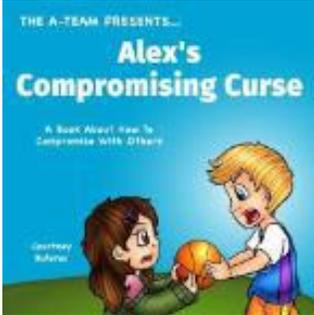
DfE Statutory Guidance		
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<p>Talk about their own likes and dislikes</p> <p>Understand that different people like different things</p> <p>Understand that girls and boys can like different things, or the same things</p> <p>Describe how they have changed since they were a baby</p> <p>Understand that peoples' needs change as they grow older</p> <p>Talk about things they would like to do when they are older</p> <p>Discuss some changes that people might go through in life</p> <p>Talk about their family and ask others questions about their family</p>	  
<p><b>Term: Y3 – Autumn 1</b></p> <p><i>PSHE Association POS Learning Opportunities: H14, H24, H27 R32</i></p>	<p><b>Unit Title: Be Yourself!</b></p> <p>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</p>	



	life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.	
<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Identify their own special traits and qualities</p> <p>Identify and name common feelings</p> <p>Select times and situations that make them feel happy</p> <p>Talk about what makes them feel unhappy or cross</p> <p>Explain how change and loss make them feel</p> <p>Understand the importance of sharing their thoughts and feelings</p>	  
<p><b>Term: Y3 – Autumn 2</b></p> <p><i>PSHE Association POS Learning Opportunities:</i> H24 R11, R17, R28, R30, R32 L16</p>	<p><b>Unit Title: TEAM (Kindness Week)</b></p> <p>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</p>	



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.

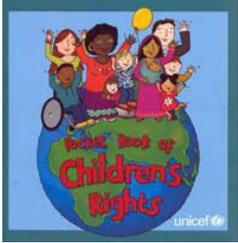
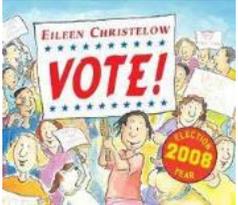
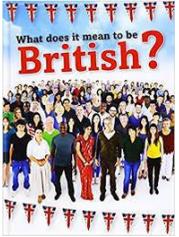
<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Use pictures to express their thoughts, feelings and worries</p> <p>Plan and create a role play about a team scenario</p> <p>With support, read clues and work as a team to solve a crime</p> <p>With support, identify a feeling and how it is being expressed</p> <p>Show the resolution to a dispute through pictures and with the key words given</p> <p>Use a word mat to create a list of good deeds they can contribute</p>	 

<p><b>Term: Y3 – Spring 1</b></p> <p><i>PSHE Association POS Learning Opportunities: L10, L17, L20, L21, L22</i></p>	<p><b>Unit Title: Money Matters (Safer Internet Day)</b></p> <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</p>
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	<p>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>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Discuss where money comes from</p> <p>Talk about reasons people go to work</p> <p>Discuss payment resources we can use to spend money</p> <p>Consider why and how people might borrow money</p> <p>Discuss the choices we have about how to spend our money</p> <p>Explain ways we can keep track of what we spend</p>	
<p><b>Term: Y3 – Spring 2</b></p> <p><i>PSHE Association POS Learning Opportunities: L1, L2, L3, L6, L8</i></p>	<p><b>Unit Title:</b> Britain</p> <p>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,</p>	

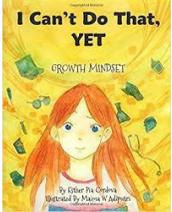
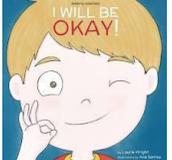
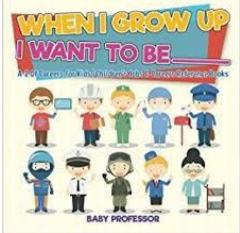


	liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society	
<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Describe what it is like to live in Britain</p> <p>Talk about what democracy is</p> <p>Talk about what rules and laws are</p> <p>Talk about what liberty means</p> <p>Describe a diverse society</p> <p>Describe what being British means to them</p>	  
<p><b>Term: Y3 – Summer 1</b></p> <p><i>PSHE Association POS Learning Opportunities: H28 L25, L26, L30, L31</i></p>	<p><b>Unit Title: Aiming High</b></p> <p>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</p>	



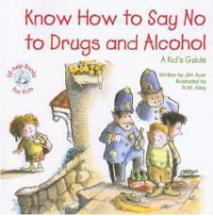
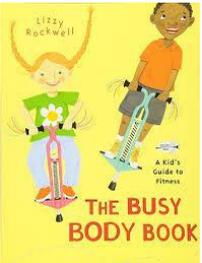
importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children 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.



<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Discuss their personal achievements and skills</p> <p>Identify what a positive learning attitude is</p> <p>Talk about a range of jobs that people do</p> <p>Discuss what skills and interests are needed for different jobs</p> <p>Talk about jobs they might like to do in the future</p> <p>Discuss what skills they might need to do certain jobs</p>	  

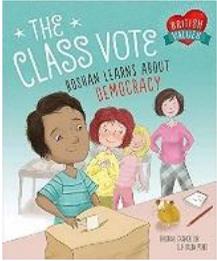
<p><b>Term: Y3 – Summer 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H6, H7, H8, H9, H10</i></p>	<p><b>Unit Title: It's My Body</b></p> <p>This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet,</p>
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	<p>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</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Understand the importance of sleep, exercise and healthy eating</p> <p>Discuss what happens to muscles when we exercise them</p> <p>Understand they can choose what happens to their body and know when a 'secret' should be shared</p> <p>Explain that too much sugar is bad for health</p> <p>Know the difference between medicine and harmful drugs and chemicals</p> <p>Explain how germs travel and spread disease</p> <p>Identify ways to protect their bodies from ill health</p>	  
<p><b>Term: Y4 – Autumn 1</b></p> <p><i>PSHE Association POS Learning Opportunities: L1, L2 ,L3, L4, L7</i></p>	<p><b>Unit Title: Respecting Rights</b></p>	

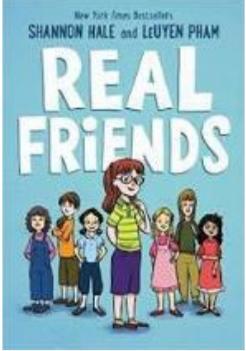
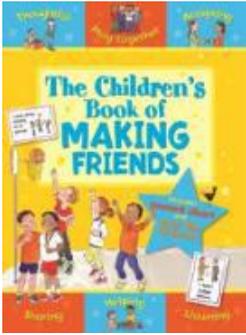


This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling 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.

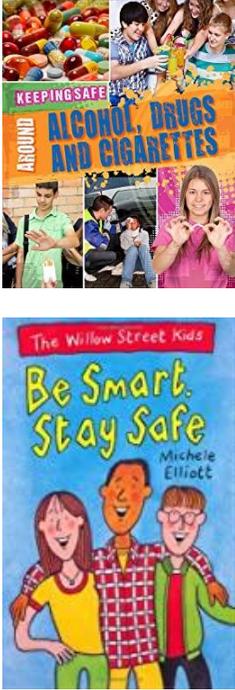
<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Know what human rights are</p> <p>Understand that all people share the same rights</p> <p>Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child</p> <p>Know why we have rules and how they help us</p> <p>Understand that no one should take away our human rights</p> <p>Explain what respect means and understand how they can respect the rights of others</p> <p>Describe what a stereotype is and understand how stereotypes can be harmful.</p>	 

<p><b>Term: Y4 – Autumn 2</b></p> <p><i>PSHE Association POS Learning Opportunities:</i></p>	<p><b>Unit Title: VIPs (Kindness Week)</b></p>
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<p>R10, R11, R14, R19, R20, R24</p>	<p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>With support, discuss how the impact of our attitudes affects us when trying to make new friendships</p> <p>With support, plan out how they will be an anonymous friend over the week</p> <p>Use a support sheet to discuss the dares within a story</p> <p>Use a support sheet to create a role play about positive resolution techniques</p> <p>Create a poster with ideas to help someone who is being bullied, with a support sheet of ideas</p>	 
<p><b>Term: Y4 – Spring 1</b></p>	<p><b>Unit Title: Safety First (Safer Internet Day)</b></p>	



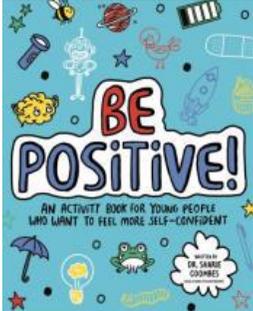
<p>PSHE Association POS Learning Opportunities: H37, H38, H41, H42, H46 R22, R23</p>	<p>In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. 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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Identify and discuss some school rules for staying safe and healthy</p> <p>List some of the dangers we face when we are using roads, water or railways</p> <p>Describe drugs, cigarettes and alcohol in basic terms</p> <p>Identify some common injuries and know they can be treated with first aid</p> <p>Recognise hazards and dangers in an emergency situation</p> <p>State 999 as the number to call to seek help in an emergency</p>	
<p><b>Term: Y4 – Spring 2</b></p>	<p><b>Unit Title: Think Positive</b></p>	



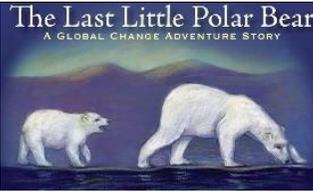
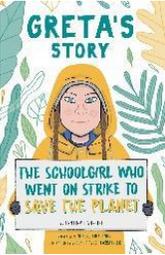
PSHE Association POS Learning Opportunities: H15, H17, H18, H19

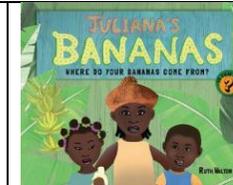
This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.



<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>		<b>Key Text (s)</b>
	<p>Understand that it is important to look after our mental health</p> <p>Recognise and describe a range of positive and negative emotions</p> <p>Discuss changes people may experience in their lives and how they might make them feel</p> <p>Talk about things that make them happy and help them to stay calm</p> <p>Identify uncomfortable emotions and what can cause them</p> <p>Discuss the characteristics of a good learner</p>		



<p><b>Term: Y4 – Summer 1</b></p> <p><i>PSHE Association POS Learning Opportunities: R21, L5, L7, L8, L10</i></p>	<p><b>Unit Title: One World</b></p> <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>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Describe similarities and differences between people’s lives</p> <p>Identify opinions that are different from their own</p> <p>Express their own opinions</p> <p>Recognise that their actions impact on people in different countries</p> <p>Know what climate change is</p> <p>Know there are organisations working to help people in challenging situations in other communities</p>	 



<p><b>Term: Y4 – Summer 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H30, H31, H32 R1, R2, R7</i></p>	<p><b>Unit Title: Growing Up</b></p> <p>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.</p>		
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i></p>		<p><b>Key Text (s)</b></p>
	<p>Name the main male and female body parts needed for reproduction</p> <p>Describe some of the changes boys go through during puberty</p> <p>Describe some of the changes girls go through during puberty</p> <p>Describe some feelings young people might experience as they grow up</p> <p>Talk about their own family and the relationships within it</p> <p>Understand that there are many different types of family</p> <p>Identify similarities and differences in different loving relationships</p> <p>Explain in simple terms how babies are made and how they are born</p>		

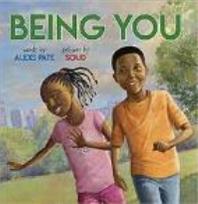
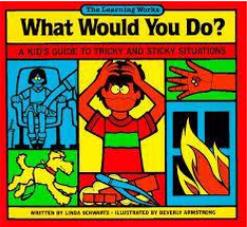


	Identify someone they could talk to about their changing body should they need to	
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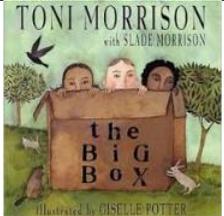
<b>Term: Y5 – Autumn 1</b>  <i>PSHE Association POS Learning Opportunities:          H15, H18, H19, H20, H21, H22, H27          R9, R10, R11, R13, R14, R15, R16, R20, R21, R28, R31,          R32, R33, R34          L7, L9</i>	<b>Unit Title: Be Yourself</b>  This unit is inspired by the idea that we are 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.
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<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b>	<b>Key Text (s)</b>
	<p style="text-align: center;"><i>Learning sequenced below. Each gap is a new lesson.</i></p> <p>Discuss scenarios where children are torn between 'fitting in' and being true to themselves</p> <p>Explain how to communicate their feelings in different situations</p> <p>Create a role play to show different ways to manage uncomfortable feelings</p>	

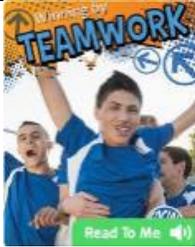
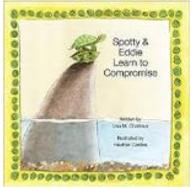


	<p>Discuss which situations would make people fight or flee and why</p> <p>Create resolutions to different tricky situations</p> <p>Identify the feelings involved in making a mistake and understand how to make amends</p>	 
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<p><b>Term: Y5 – Autumn 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H23, H24 R8, R10, R17, R22, R26, R29, R30 L1, L3</i></p>	<p><b>Unit Title: TEAM (Kindness Week)</b></p> <p>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.</p>
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<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Understand what successful teamwork skills are</p> <p>Express opinions respectfully</p> <p>Explain what collaborative working is</p>	



	<p>Discuss what a compromise is</p> <p>Discuss different types of unkind behaviour</p> <p>Identify ways of showing care to others in their team</p> <p>List shared responsibilities within the class team</p>	 
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<p><b>Term: Y5 – Spring 1</b></p> <p><i>PSHE Association POS Learning Opportunities: L17, L18, L19, L20, L21, L22, L23, L24</i></p>	<p><b>Unit Title: Money Matters (Safer Internet Day)</b></p> <p>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</p>
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<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>



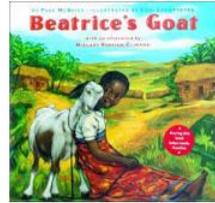
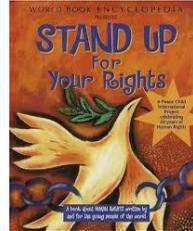
	<p>Talk about what financial risk is</p> <p>Discuss the ways advertisers try to influence consumers</p> <p>Identify what it means to be a 'critical consumer'</p> <p>Describe what 'value for money' means</p> <p>Talk about what it means to budget</p> <p>Discuss how money can affect people's emotions</p> <p>Talk about ethical spending</p> <p>Talk about what tax is</p>	 
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<p><b>Term: Y5 – Spring 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H25 R32, R33, R34 L1, L2, L4, L5, L6, L7, L8, L10</i></p>	<p><b>Unit Title: Britain</b></p> <p>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.</p>	
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<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Talk about the range of faiths and ethnicities in Britain</p> <p>Explain how and why laws are made</p> <p>Explain what a community is</p>	



	<p>Discuss some roles of local government</p> <p>Describe the basic structure of national government</p> <p>Talk about the role of charities and voluntary groups in the community</p>	 
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**Term: Y5 – Summer 1**

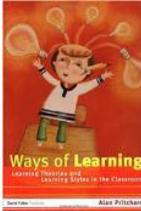
*PSHE Association POS Learning Opportunities:  
H28, H29  
L7, L9, L25, L26, L27, L28, L29, L30, L31, L32*

**Unit Title: Aiming High**

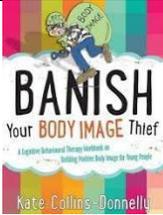
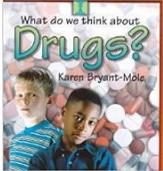
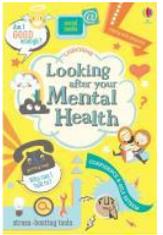
In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how 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.

<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>

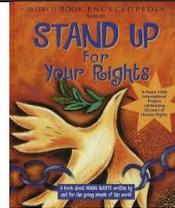
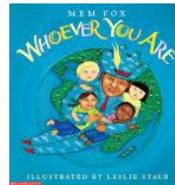


	<p>Discuss their personal achievements and skills</p> <p>Discuss different learning styles</p> <p>Identify what a helpful learning attitude is</p> <p>Talk about the range of jobs that people do</p> <p>Understand what a stereotype is</p> <p>Talk about skills employers look for in employees</p> <p>Work with others in a team</p> <p>Discuss the skills everyone needs to succeed</p>	  
<p><b>Term: Y5 – Summer 2</b></p> <p><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></p>	<p><b>Unit Title: It's My Body</b></p> <p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p><b>Key Text (s)</b></p>
	<p>Understand that they can choose what happens to their own bodies</p>	



	<p>Know where and how to get help if they are worried</p> <p>Understand the importance of sleep, exercise and healthy eating</p> <p>Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies</p> <p>Identify positive aspects about themselves</p> <p>Discuss the choices related to health that they make each day</p> <p>Identify choices that will benefit their health and provide a 'balanced lifestyle'</p> <p>Identify ways to protect their bodies from ill health</p>	  
<p><b>Term: Y6 – Autumn 1</b></p> <p><i>PSHE Association POS Learning Opportunities:</i> H45 L1, L2, L3, L4 R32, R34</p>	<p><b>Unit Title: Respecting Rights</b></p> <p>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.</p>	
<p><b>DfE Statutory Guidance</b></p>	<p><b>Key Knowledge</b></p>	<p><b>Key Text (s)</b></p>

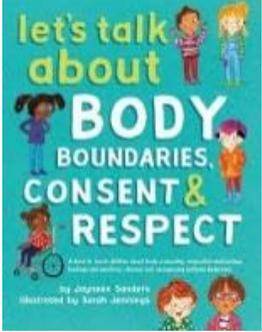
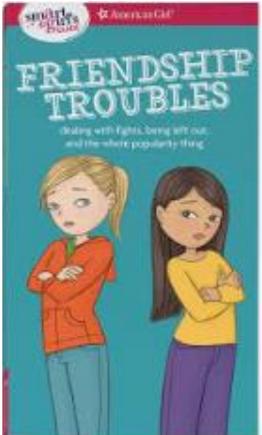


	<i>Learning sequenced below. Each gap is a new lesson.</i>	
	<p>Explain that there are basic human rights that all people share</p> <p>Understand that children have their own rights</p> <p>Understand that human rights are universal and cannot be taken away</p> <p>Recognise that there are people across the world whose rights are not met</p> <p>Understand the importance of being rights-respecting citizens</p> <p>Identify that ideas about human rights change</p> <p>Explain what a human rights activist is and does</p>	  

<p><b>Term: Y6 – Autumn 2</b></p> <p><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></p>	<p><b>Unit Title: VIPs (Kindness Week)</b></p> <p>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.</p>	
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<b>Key Knowledge</b>		
<b>DfE Statutory Guidance</b>	<i>Learning sequenced below. Each gap is a new lesson.</i>	
	<p>Share ideas for ways we can care for our VIPs</p> <p>Create a poster to show a calming technique with support</p>	<b>Key Text (s)</b>



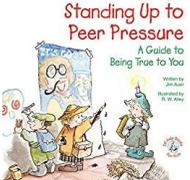
	<p>Discuss how a disagreement could be handled with support</p> <p>Explain ways to resist pressure with support</p> <p>Identify which secrets are OK to keep and which need to be shared with support</p> <p>Identify some aspects of healthy and unhealthy relationships</p> <p>Identify different types of relationships</p>	 
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<p><b>Term: Y6 – Spring 1</b></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><b>Unit Title: Safety First (Safer Internet Day)</b></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</p>
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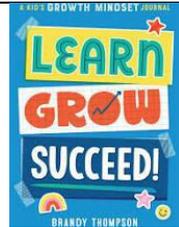
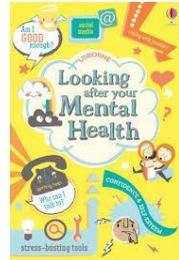
inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.



<b>DfE Statutory Guidance</b>	<b>Key Knowledge</b> <i>Learning sequenced below. Each gap is a new lesson.</i>	<b>Key Text (s)</b>
	<p>Describe what a dare is and identify situations involving peer pressure</p> <p>Know when to seek help in risky or dangerous situations</p> <p>Identify and discuss some school rules for staying safe and healthy</p> <p>Recall the number to dial in an emergency</p> <p>List some of the hazards they might find at home</p> <p>Understand some substances at home can be dangerous</p> <p>List some of the dangers we face when we are around roads, railways or water</p> <p>Know the key points of the firework code</p>	  

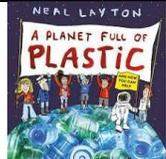
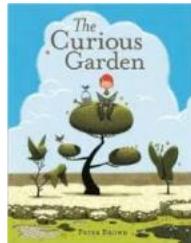
<p><b>Term: Y6 – Spring 2</b></p> <p><i>PSHE Association POS Learning Opportunities:</i> H3, H4, H6, H8, H13, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, H29</p>	<p><b>Unit Title: Think Positive</b></p> <p>This unit is designed to help children further develop their understanding about thoughts 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>
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DfE Statutory Guidance		
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<p>Talk about their thoughts, feelings and behaviours</p> <p>Identify unhelpful and helpful thoughts</p> <p>Suggest outcomes linked to certain thoughts, feelings and actions</p> <p>Discuss ways in which positive thinking can be beneficial</p> <p>Identify and discuss uncomfortable emotions</p> <p>Identify common choices we have to make in life</p> <p>Use basic mindfulness techniques, when guided</p> <p>Describe what makes a good learner</p>	  
<p><b>Term: Y6 – Summer 1</b></p> <p><i>PSHE Association POS Learning Opportunities: R29, R31, R34 L2, L3, L4, L5, L6, L17, L19</i></p>	<p><b>Unit Title: One World</b></p> <p>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</p>	



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.

DfE Statutory Guidance		
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<p>Explain what a global citizen is</p> <p>Say what global warming is</p> <p>Understand that human energy use can harm the environment</p> <p>Understand the importance of not wasting water</p> <p>Understand what biodiversity is</p> <p>Understand that their choices can have far reaching consequences</p>	  

<p><b>Term: Y6 – Summer 2</b></p> <p><i>PSHE Association POS Learning Opportunities: H17, H25, H26, H30, H31, H32, H33, H34, H35, H36 L1</i></p>	<p><b>Unit Title: Growing Up</b></p> <p>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.</p>
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DfE Statutory Guidance		
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<p>Name physical changes young people will experience during puberty</p> <p>Describe emotional changes young people might experience during puberty</p> <p>Appreciate that there is no such thing as a perfect body</p> <p>List things that all loving relationships have in common</p> <p>Explain what a sexual relationship is</p> <p>Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this</p> <p>Explain how babies are conceived and how they are born</p> <p>Identify someone they could talk to about their changing body, should they need to</p>	