



# PSHE

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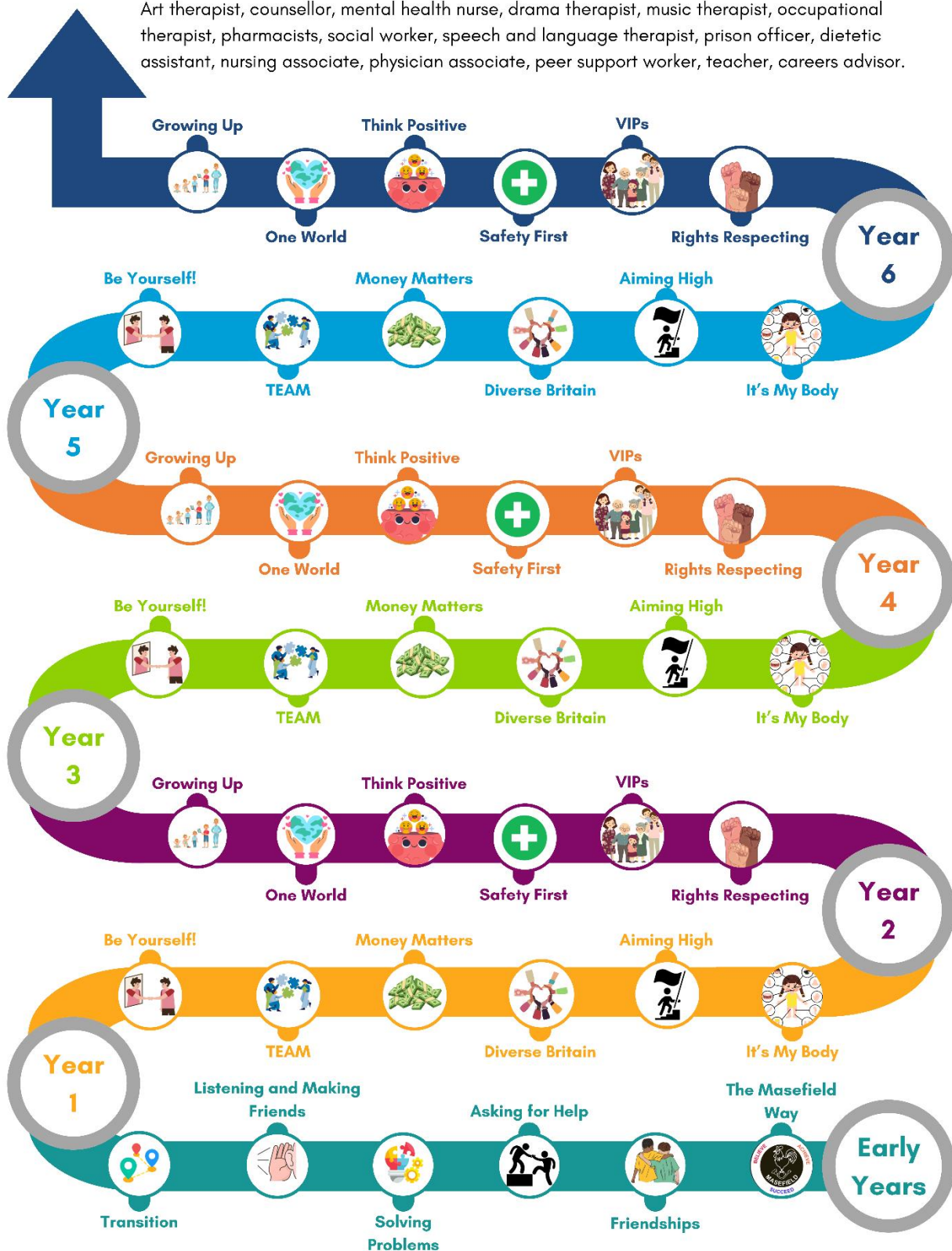
## Curriculum Overview

Masefield Primary School



## PSHE Careers

Art therapist, counsellor, mental health nurse, drama therapist, music therapist, occupational therapist, pharmacists, social worker, speech and language therapist, prison officer, dietetic assistant, nursing associate, physician associate, peer support worker, teacher, careers advisor.



“There can be no daily democracy without daily citizenship,”  
- Ralph Nader

# PSHE National Guidance

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Statement of Intent for PSHE

At Masefield, PSHE is an integral part of our school life. It is taught both explicitly through subject specific lessons and also through other lessons in an applied manner.

We see PSHE education as a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

We know that our well-delivered PSHE programme will have an impact on both academic and non-academic outcomes for our pupils, particularly the most vulnerable and disadvantaged.

We have designed our own progressive Programme of Study using the PSHE Association with the main aims to develop knowledge, skills and attributes including (but not limited to) resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. The relationships and health aspects of PSHE education is compulsory from September 2020.

# Teaching and Learning Delivery Model: Building Knowledge through Challenge

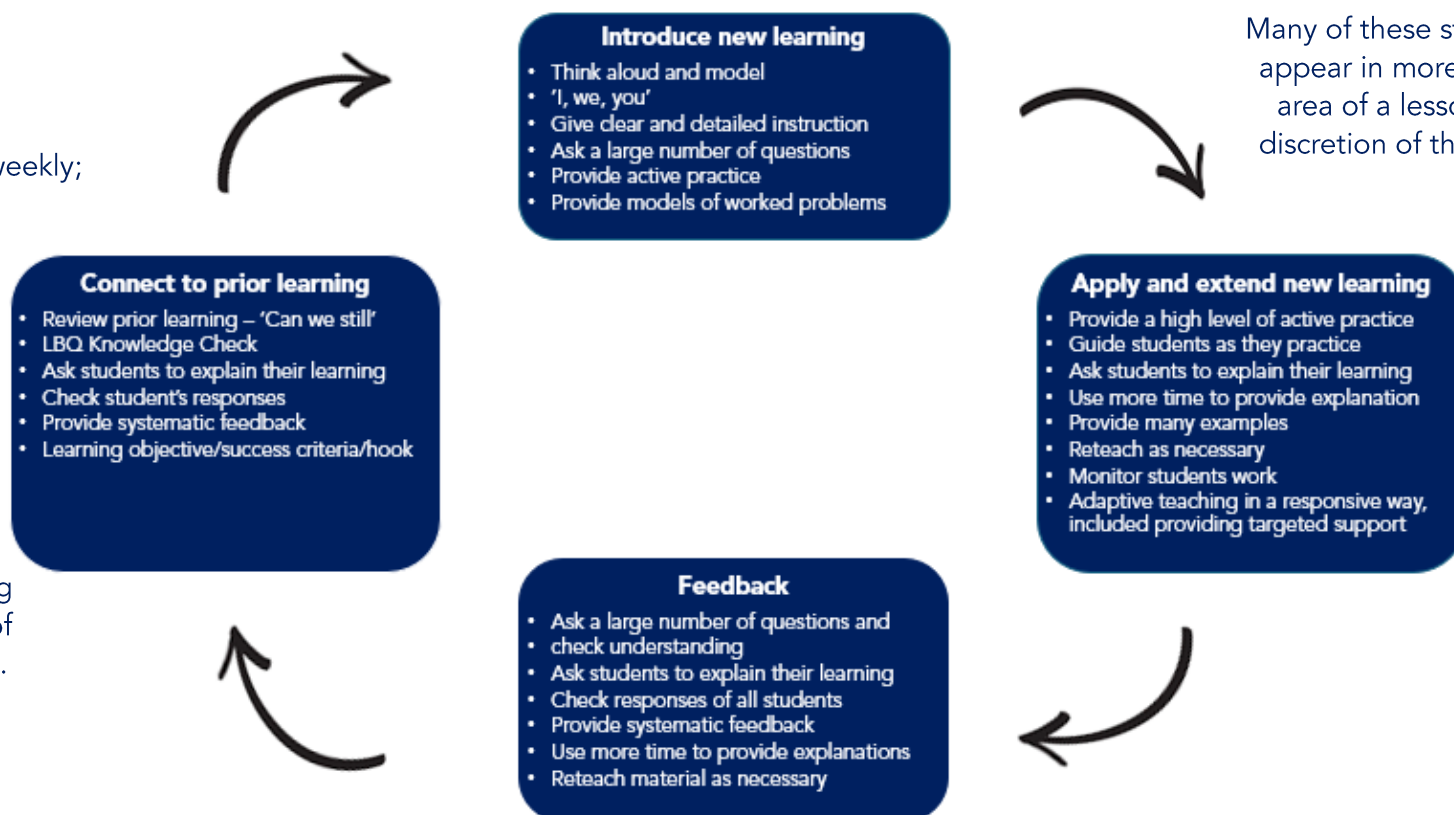


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> <li>✓ Have high expectations for all groups of children</li> <li>✓ Have strong subject knowledge</li> <li>✓ Promote independence</li> <li>✓ Promote confidence</li> <li>✓ Offer praise and encouragement</li> <li>✓ Are enthusiastic and positive about learning</li> <li>✓ Model good learning</li> <li>✓ Offer high quality conversation and talk</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a distinct knowledge base</li> <li>✓ Are purposeful</li> <li>✓ Are memorable</li> <li>✓ Are active</li> <li>✓ Are engaging</li> <li>✓ Are focussed</li> <li>✓ See children and teachers working as a learning team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase knowledge</li> <li>✓ Develop basic skills</li> <li>✓ Meet children's individual learning needs</li> <li>✓ Broaden and extend experiences</li> <li>✓ Offer an opportunity to try new things</li> <li>✓ Are cross curricular if appropriate</li> <li>✓ Offer first hand experiences through trips or visitors</li> </ul>

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.



# Adaptive Teaching



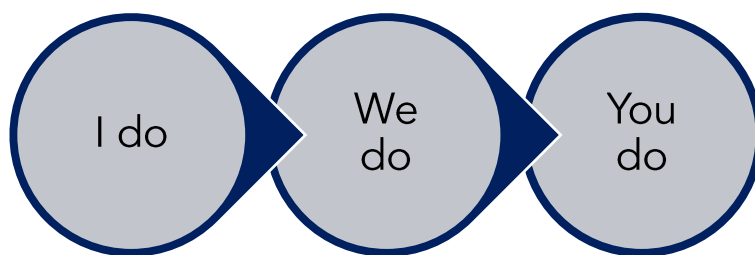
"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

## What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum.

The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:  
Pre-teach or TA support during modelling.

Shared Instruction

Check:  
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:  
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

## Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

## During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



## SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



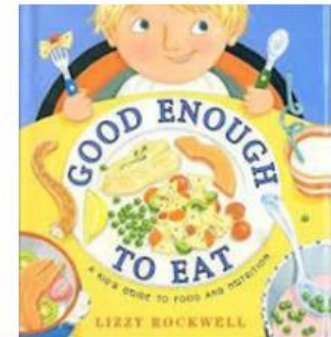
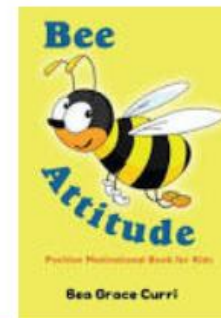
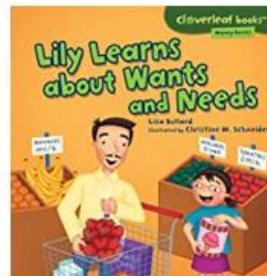
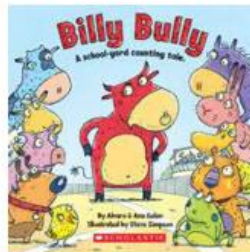
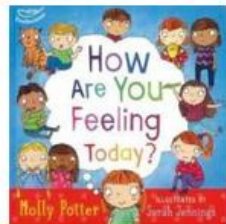
## More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.

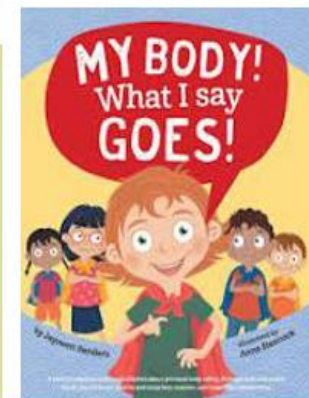
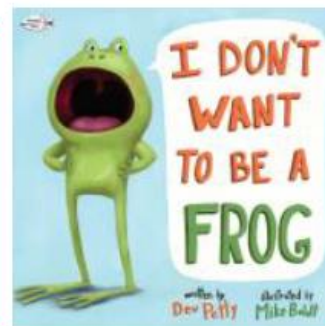
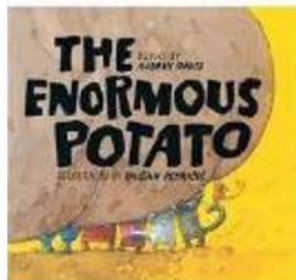


# PSHE Literature Sprine

To support the teaching of PSHE here at Masfield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in PSHE.

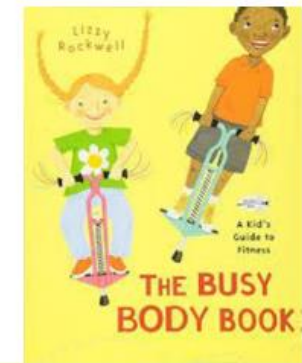
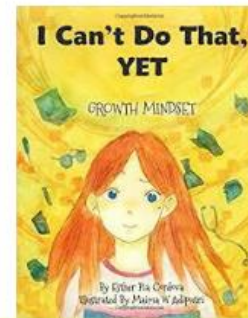
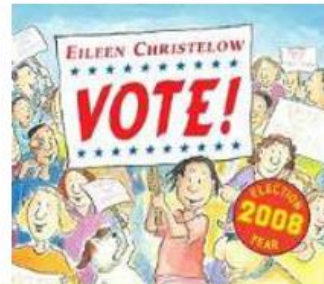


## Year One

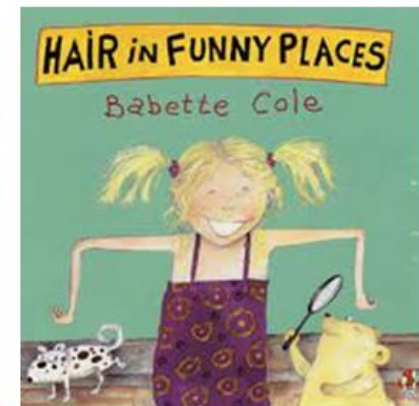
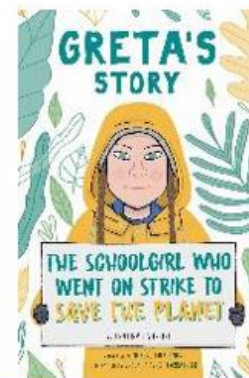
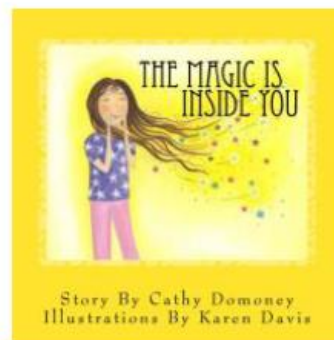
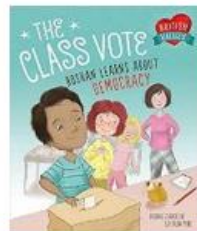


## Year Two



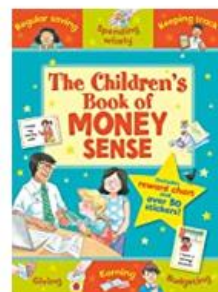
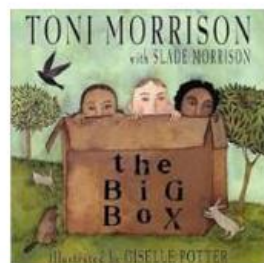
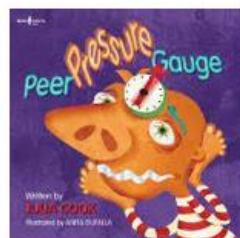


## Year Three

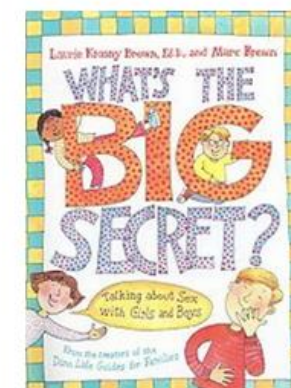
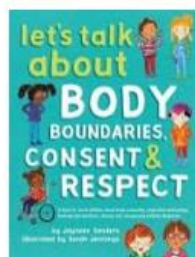


## Year Four





## Year Five



## Year Six

# Long-term Overview for PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	<a href="#">Be Yourself!</a>	<a href="#">TEAM (Kindness Week)</a>	<a href="#">Money Matters</a>	<a href="#">Diverse Britain</a>	<a href="#">Aiming High</a>	<a href="#">It's My Body</a>
Year Two	<a href="#">Rights Respecting</a>	<a href="#">VIPs (Kindness Week)</a>	<a href="#">Safety First</a>	<a href="#">Think Positive</a>	<a href="#">One World</a>	<a href="#">Growing Up</a>
Year Three	<a href="#">Be Yourself!</a>	<a href="#">TEAM (Kindness Week)</a>	<a href="#">Money Matters</a>	<a href="#">Diverse Britain</a>	<a href="#">Aiming High</a>	<a href="#">It's My Body</a>
Year Four	<a href="#">Rights Respecting</a>	<a href="#">VIPs (Kindness Week)</a>	<a href="#">Safety First</a>	<a href="#">Think Positive</a>	<a href="#">One World</a>	<a href="#">Growing Up</a>
Year Five	<a href="#">Be Yourself!</a>	<a href="#">TEAM (Kindness Week)</a>	<a href="#">Money Matters</a>	<a href="#">Diverse Britain</a>	<a href="#">Aiming High</a>	<a href="#">It's My Body</a>
Year Six	<a href="#">Rights Respecting</a>	<a href="#">VIPs (Kindness Week)</a>	<a href="#">Safety First</a>	<a href="#">Think Positive</a>	<a href="#">One World</a>	<a href="#">Growing Up</a>

<p>Nursery</p>	<p><u>Self-Regulation</u></p> <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 <b>assertive</b>.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> </ul> <p><u>Building Relationships</u></p> <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 <b>pretend play with different roles</b> –being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</li> </ul>
<p>Reception</p>	<p><u>Self-Regulation</u></p> <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> <p><u>Managing Self</u></p> <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>



	<p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Think about the perspective of others.</li> <li>• Build constructive and respectful relationships.</li> </ul>
<p><b>Early Learning Goals</b></p>	<p><b><u>Self-Regulation</u></b></p> <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> <p><b><u>Managing Self</u></b></p> <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> <p><b><u>Building Relationships</u></b></p> <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>

# Year One Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

Topic

Be Yourself!

TEAM  
(Kindness  
Week)

Money  
Matters

Diverse  
Britain

Aiming High

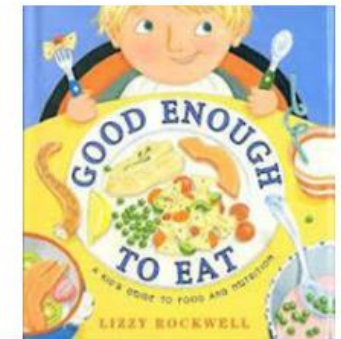
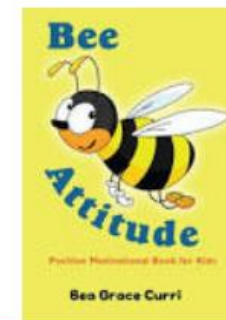
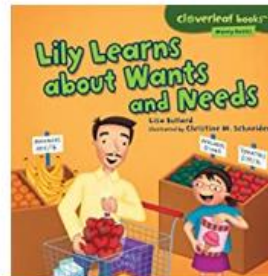
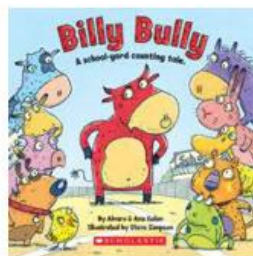
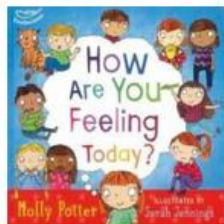
It's my Body

Safeguarding  
Curriculum

- Mental health awareness day
- Road safety- crossing safely
- Bonfire night – safety – fire work safety
- Halloween (being safe).
- Staying safe in school – stranger danger, not opening doors, telling an adult if you see something strange
- Managing feelings and behaviour
- Online Safety -passwords private. Safety on the internet
- Kindness week - bullying focus
- Bullying (what is it and what can I do?)

- Healthy relationships
- Online safety week – national focus and school focus.
- Keeping your information safe
- Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger

- Healthy Me – through PSHCE - NSPCC PANTS Rule
- Water Safety
- People who help us and keep us safe.
- Girls and Boys bodies (identifying body parts).
- Who can help us?
- Keeping our bodies healthy
- Sun Safe – using sun screen/ sun hats
- Water safe – visit to the seaside keeping safe on the beach
- Tolerance and understanding – taught through RE Unit



Year One

# Year One – Autumn 1

## Relationships – Be Yourself

### The Big Idea:

You are amazing – be yourself! It is important to know your emotions and how to make them better.

### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

### PSHE Association POS Learning Opportunities:

- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- 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
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- 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

### Vocabulary:

**Feelings:** The different things that happen inside us. Being happy, sad, excited, mad or angry.

**Physical Health:** Looking after your body; taking part in exercise and eating healthily.

**Emotional Health:** Looking after your mind; being aware of your feelings, thoughts and behaviour.

**Unique:** Being the only one of its kind; being special.

**Loss:** When something or someone goes away causes you to feel sad.

**Consequence:** Something that happens after you have behaved in a certain way. Can be good or bad.

**Confidence:** Feeling sure of yourself and your ability to do something.

### Additional Teaching & Coverage:

- #Hello Yellow
- NSPCC Speak Out



# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### Marvellous Me

- *Lesson 1 PSHE Resources and PPT*
- **Know their special traits and qualities**
- Know and say what makes them an individual
- Know and discuss the importance of individuality

## Step 2

### Feelings

- *Lesson 2 PSHE Resources and PPT*
- **Know, identify and name common feelings**
- Know and identify feelings from facial expressions and body language
- Know, identify and name a wide range of feelings

## Step 3

### Things I Like

- *Lesson 3 PSHE Resources and PPT*
- **Know times and situations that make them feel happy**
- Know how to talk confidently about what they like that makes them feel happy
- Know and explain why their likes make them feel happy

# Sequence of Learning

## Step 4

### Uncomfortable Feelings

- *Lesson 4 PSHE Resources and PPT*
- **Know and talk about what make them feel unhappy or cross**
- Know and explain how to manage feelings of anger and sadness
- Know how to help others manage any uncomfortable feelings they are experiencing

## Step 5

### Changes

- *Lesson 5 PSHE Resources and PPT*
- **Know and explain how change and loss make them feel**
- Know and describe strategies to explain how change and loss can be dealt with positively
- Know and reflect on how they can support others going through change and loss

## Step 6

### Speak Up

- *Lesson 6 PSHE Resources and PPT*
- **Know and understand the importance of sharing their thoughts and feelings**
- Know and understand the importance of sharing their thoughts and feelings respectfully
- Know and thinks about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others

## Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

# Year Two Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

Topic

Rights  
Respecting

VIPs  
(Kindness  
Week)

Safety First

Think  
Positive

One World

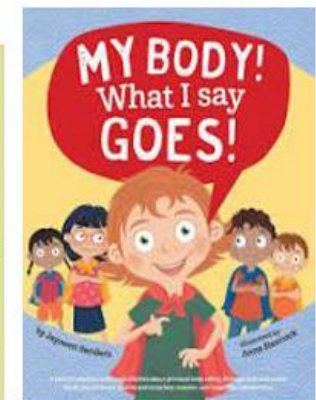
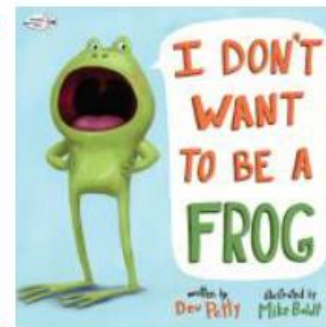
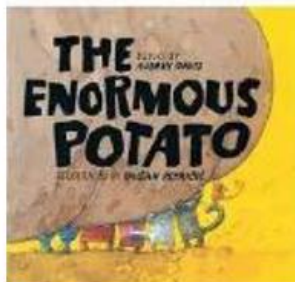
Growing Up

Safeguarding  
Curriculum

- Fire Safety
- Stranger Danger
- Personal Hygiene – keeping clean and healthy
- Kindness Week
- Mental health awareness
- Staying safe online
- Follow the Digital Trail – digital footprints
- Can you tell what someone believes by what they look like?

- Road safety talk
- E-safety- including safer internet day.
- Medicine safety
- Online safety week – focus week with national and in school focus
- Stranger danger and keeping safe around animals
- Managing risks

- Food danger awareness (DT)
- Keeping safe (physical contact).
- Secrets
- Travel safety, road safety and general travel safety – water safety
- Healthy relationships – (domestic violence)
- My body/your body – safe touching



Year Two



## Year Two – Autumn 2

### Relationships – VIPs (Kindness Week)

#### The Big Idea:

Why are families and friendships important?

#### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

#### PSHE Association POS Learning Opportunities:

- 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
- H33. about the people whose job it is to help keep us safe
- 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
- 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
- H23. to identify what they are good at, what they like and dislike
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy
- H14. how to recognise what others might be feeling
- H16. about ways of sharing feelings; a range of words to describe feelings
- R7. about how to recognise when they or someone else feels lonely and what to do

#### Vocabulary:

**Positive relationships:** People who provide good associations in a person's life, e.g. friendships, families.

**Families:** A group of adults or adults and children, living together as a unit.

**Friendship:** A relationship between two or more people/friends.

**Cooperation:** The process of working together to the same end. A core value.

**Good Friend:** Someone who is loyal and accepts you for what you are.

**Resolution:** A firm decision to do or not to do something.

#### Additional Teaching & Coverage:

- Rock Kidz Event
- Kindness Week

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### Who Are Your VIPS?

- *Lesson 1 PSHE Resources and PPT*
- **Know and explain who the special people in their lives are**
- To know and discuss why they need VIPs in their lives

## Step 2

### Families

- *Lesson 2 PSHE Resources and PPT*
- **Know and talk about the importance of families**
- To know and explain why having a family network is important

## Step 3

### Friends

- *Lesson 3 PSHE Resources and PPT*
- **Know and describe what makes someone a good friend**
- To know what makes someone a good friend and demonstrate these qualities

# Sequence of Learning

## Step 4

### Falling Out

- *Lesson 4 PSHE Resources and PPT*
- **Know how to resolve an argument in a positive way**
- To know and encourage others to put positive resolution techniques into practice

## Step 5

### Working Together

- *Lesson 5 PSHE Resources and PPT*
- **Know the skills involved in successful cooperation**
- To know and take the lead in demonstrating successful cooperation skills

## Step 6

### Showing You Care

- *Lesson 6 PSHE Resources and PPT*
- **Know and identify a way to show others that they care**
- To know and discuss the positive impact of showing others that they are cared for.

## Thrive Opportunities

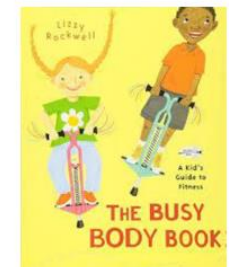
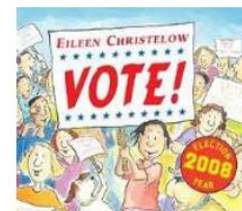
Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.



# Year Three Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's my Body
Safeguarding Curriculum	<ul style="list-style-type: none"> <li>Water safety.</li> <li>Trip safety.</li> <li>Online safety.</li> <li>Family conflict.</li> <li>Witness feelings and solutions.</li> <li>Looking after me, taking care of yourself mentally, emotionally and physically</li> <li>Everyone is different but we are all people – bullying/racism (Protected Characteristics)</li> <li>Families come in all shapes and forms different parenting arrangements, homophobia</li> <li>Kindness Week</li> </ul>		<ul style="list-style-type: none"> <li>Careers, financial capability &amp; economic wellbeing.</li> <li>Being safe.</li> <li>Safety during experiments.</li> <li>Drugs, alcohol &amp; tobacco - drugs education – don't be pressurised, drugs awareness - looking after our bodies and peer pressure</li> <li>Online safety talk – cyberbullying and online safety</li> <li>Online safety week</li> <li>Drugs, alcohol and tobacco – looking after our bodies – peer pressure</li> <li>Showing respect online</li> </ul>		<ul style="list-style-type: none"> <li>Healthy bodies - PSHCE</li> <li>Keeping myself safe.</li> <li>Safety in the sun.</li> <li>Emotional &amp; mental health.</li> <li>Food, diet and fitness</li> <li>Keeping safe, looking after our bodies,</li> <li>Managing pressure and risks</li> <li>My body is my body</li> <li>Forest school – keeping safe outdoors</li> </ul>	



# Year Three – Spring 1

## Economic Wellbeing – Money Matters

### The Big Idea:

What choices do we have about money?

### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

### PSHE Association POS Learning Opportunities:

- 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)
- 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
- 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
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L21. different ways to keep track of money

### Vocabulary:

**Prioritise:** To put things in order to deal with, in order of importance

**Borrow:** To take/ use something, meaning to give or put it back

**Work:** An activity of mental or physical effort in order to achieve a purpose or result

**Loan:** A thing (money) that is borrow and expected to be paid back with interest

**Interest:** The money you can earn on your savings or a charge for borrowing money

**Debt:** A sum of money that is owed or due

**Consumer:** A person who purchases good and services for personal use

### Additional Teaching & Coverage:

- NSPCC Speak Out Stay Safe
- Safer Internet Day
- Natwest Money Matters

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### Where Does Money Come From?

- *Lesson 1 PSHE Resources and PPT*
- **Know and discuss why people go to work**
- To know and discuss some consequences financial decisions can have on our emotional wellbeing

## Step 2

### Ways To Pay

- *Lesson 2 PSHE Resources and PPT*
- **Know and discuss payment resources we can use to spend money**

## Step 3

### Reasons to Borrow

- *Lesson 3 PSHE Resources and PPT*
- **Know and consider why and how people might borrow money**
- To know and discuss choices people can make about borrowing and saving

# Sequence of Learning

## Step 4

### Spending Decisions

- *Lesson 4 PSHE Resources and PPT*
- **Know and discuss the choices we have about how to spend our money**
- To know and be able to explain some ways spending decisions can have an environmental impact

## Step 5

### Advertising

- *Lesson 5 PSHE Resources and PPT*
- **Know and explain how adverts try to influence spending**
- To know and discuss why advertisements try to influence what we buy

## Step 6

### Keeping Track

- *Lesson 6 PSHE Resources and PPT*
- **Know and explain ways we can keep track of what we spend**
- identify how keeping track of our spending can help us prioritise and save for other spending that we need to do

## Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

# Year Four Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

Topic

Rights  
Respecting

VIPs  
(Kindness  
Week)

Safety First

Think  
Positive

One World

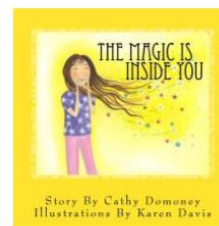
Growing Up

Safeguarding  
Curriculum

- Protecting yourself from online identity theft.
- CEOP online training.
- Understanding bullying.
- Kindness Week
- Celebrating differences – PSHCE,
- Respecting different beliefs - What do different people believe about God?
- Roles and responsibilities – being a good citizen, online British values
- Protecting yourself from online identity theft
- Learner to Leader Programme (developing resilience)

- Healthy friendships.
- Using social networks, digital citizenship
- Celebrating inner strength and assertiveness.
- Alcohol
- Online Safety talk – cyberbullying and online safety
- Online safety week – national and school theme
- Body Smart and Brain Smart – drugs, alcohol and tobacco – saying no to temptation
- Being proud of who you are

- Growing up and changing bodies
- Road safety
- Who helps us? – knowing who to turn to in different situations
- Healthy and Safe relationships – making safe relationships and recognising safe relationships at home
- Staying safe online
- Forest school – keeping safe outdoors



Year Four



# Year Four – Spring 2

## Mental Wellbeing – Think Positive

### The Big Idea:

How to manage difficult emotions by thinking positively and calmly.

### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

### PSHE Association POS Learning Opportunities:

- 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
- 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
- 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

### Vocabulary:

**Mental Health:** A person's emotional wellbeing. Mental health affects how we think, feel and act.

**Positive attitude:** A state of mind that envisions and expects the best results. It is looking for the best in a situation (optimism) and keeping a positive mind set.

**Goals:** An idea for the future that a person wants, plans for and commits to achieve with a set deadline.

**Emotion:** A strong feeling, mood or relationship with others.

**Informed choice:** Where you know all the details, benefits, risks and consequences of something before making a decision.

**Consequence:** A result. The consequence of your actions is what happens as a result of the choices you make.

**Mindfulness:** a state of mind where you calmly think about and understand your thoughts and emotions

**Aspirations:** The hope or ambition to achieve something.

### Additional Teaching & Coverage:

- Comedy Workshop

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### Happy Minds, Happy People

- *Lesson 1 PSHE Resources and PPT*
- **Know that it is important to look after our mental health**
- To know and understand the implications of having negative thoughts and their impact on our actions and behaviour

## Step 2

### Thoughts and Feelings

- *Lesson 2 PSHE Resources and PPT*
- **Know and describe a range of positive and negative emotions**
- To know and describe a range of comfortable and uncomfortable emotions

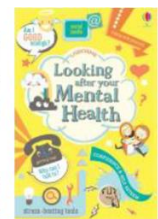
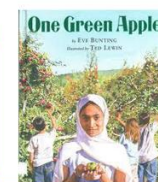
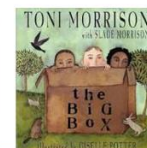
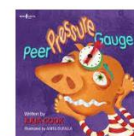
## Step 3

### Changes

- *Lesson 3 PSHE Resources and PPT*
- **Know that some changes can be difficult but there are things we can do to help us cope**
- To know that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions

# Year Five Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Be Yourself!	TEAM (Kindness Week)	Money Matters	Diverse Britain	Aiming High	It's my Body
Safeguarding Curriculum	<ul style="list-style-type: none"> <li>Water safety – swimming pool talk</li> <li>Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable.</li> <li>Racism</li> <li>Keeping ourselves and others safe</li> <li>Mobile/online gaming safety – passwords and digital citizen pledge – ICT</li> <li>Be confident – say no, don't give in to peer pressure, know your own mind and think for yourself</li> <li>Kindness Week</li> <li>Fort Alice Programme (Domestic Violence)</li> <li>Prevent Awareness</li> </ul>		<ul style="list-style-type: none"> <li>Fire Safety</li> <li>Online safety week</li> <li>NSPCC Visit - work around emotional &amp; physical abuse</li> <li>Safe parking project – road safety, following laws</li> <li>Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</li> <li>Forest school – keeping safe outdoors</li> </ul>		<ul style="list-style-type: none"> <li>Girlfriends and boyfriends.</li> <li>Social networking focusing on Relationships &amp; technology.</li> <li>Mind safe/body safe – keeping mentally and emotionally healthy, having time to talk, learning how to express yourself</li> <li>Healthy relationships – know what a good friend is/ what is a healthy relationship – DV/ Grooming/safe touching/safe spaces</li> </ul>	



# Year Five – Summer 1

## Wider World – Aiming High

### The Big Idea:

What is my preferred learning style and how to use these to overcome barriers?

### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

### PSHE Association POS Learning Opportunities:

- 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
- 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
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- 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)

### Vocabulary:

**Succeed:** To gain what is desired or intended, to achieve an outcome that is positive or good.

**Gender:** Being male or female

**Learning Style:** Different ways of learning that help you learn best- visual, auditory or kinaesthetic .

**Stereotype:** An idea or belief about a thing that is based upon how they look on the outside, which may be untrue.

**Team:** A group of people who may work or play together

**Innovation:** A new idea or the introduction of something new

**Enterprise:** Organising a business or company

**Ambition:** Something a person hopes to do

**Growth Mindset:** Not being afraid to fail and knowing that mistakes are ok- good even in the learning process

### Additional Teaching & Coverage:

- Individuality / Aspirations Day

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### You Can Achieve Anything!

- *Lesson 1 PSHE Resources and PPT*
- **Know personal achievements and skills**
- To know which skills and attributes are useful in many roles

## Step 2

### Breaking Down Barriers

- *Lesson 2 PSHE Resources and PPT*
- **Know what a helpful learning attitude is**
- To know the potential barriers to success

## Step 3

### Future Focus

- *Lesson 3 PSHE Resources and PPT*
- **Know opportunities that might be available in the future**
- To know and appreciate the importance of seizing opportunities



# Sequence of Learning

## Step 4

### Equal Opportunities

- *Lesson 4 PSHE Resources and PPT*
- **Know what a stereotype is and that gender, race and social class should not determine what jobs people can do**
- To know and explain the impact of stereotypes and why they need to be challenged

## Step 5

### The World of Work

- *Lesson 5 PSHE Resources and PPT*
- **Know about skills employers look for in employees**
- To know and be able to apply core skills when working within a team

## Step 6

### Onwards and Upwards

- *Lesson 6 PSHE Resources and PPT*
- **Know goals for the future and the steps needed to achieve them**
- Know limitations to achieving goals and discuss how challenges can be overcome

## Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.

# Year Six Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

Topic

Rights  
Respecting

VIPs  
(Kindness  
Week)

Safety First

Think  
Positive

One World

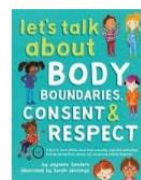
Growing Up

Safeguarding  
Curriculum

- Disability
- Anti-Social Behaviour
- Homelessness
- Domestic Violence
- Drugs
- Peer Pressure
- Being a good community citizen
- Family changes – people leaving, bereavement, divorce, separation, step families
- Forest school – keeping safe outdoors
- What to do in an emergency by yourself
- Tolerating others – meeting new people who have different beliefs
- Managing feelings
- Kindness Week

- Alcohol
- Online safety talk – cyberbullying and online safety week
- Getting ready for change – moving on
- Temptations – drugs/alcohol/tobacco and peer pressures – knowing the risks and saying no. Making informed choices
- Police visit (crime and punishment)-being a good citizen
- Privacy rules
- Keeping your mind healthy – SAT's preparation, keeping calm and confident through pressure

- Preparation for secondary school
- Proud to be me – changing bodies, don't always all have to be the same, we all change differently
- Puberty Talk
- Rail safety – don't play or hang around on the railway
- Keeping our body safe and healthy
- Your body is your body – FGM,
- Forced marriage
- Respect yourself
- Making healthy relationships both online and in real life.
- Manage risks, know how to protect yourself online and in real life.
- Don't be a stereotype – make your own choices and don't copy others. Don't feel you have to do it just because everyone else does.
- Emotional Resilience – emotional language, self esteem and confidence building



Year Six

## Health – Growing Up

### The Big Idea:

How we grow and change, both physically and emotionally, and the types of relationships that people have is essential knowledge as part of growing up.

### Context for Study:

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.

*For lesson by lesson sequence mapping against PSHE Association objectives, health objectives and relationships objective – see PSHE - Citizenship, Relationships and Health Education Mapping Document*

### PSHE Association POS Learning Opportunities:

- 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
- 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, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

### Vocabulary:

**Sexual Relationship:** A connectedness between two people, especially an emotional connection.

**Positive Body Image:** A person who feels comfortable and happy in their body.

**Puberty:** A time when adolescents go through change and become capable of reproduction.

**Contraception:** The use of artificial methods to prevent pregnancy.

**Gender Identity:** A person's idea of being a boy or girl, which may or may not be the same as when they were born.

**Sexual Orientation:** Being attracted to a person of the opposite sex/gender, the same sex/gender or to both sexes or more than one gender.

### Additional Teaching & Coverage:

- Puberty Workshop
- Real Love Rocks

# Sequence of Learning

## Step 0

### Retrieval of Previous Learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary.

## Step 1

### Changing Bodies

- *Lesson 1 PSHE Resources and PPT*
- **Know physical changes young people will experience during puberty**
- To know and explain how to look after their bodies during puberty

## Step 2

### Changing Emotions

- *Lesson 2 PSHE Resources and PPT*
- **Know emotional changes young people might experience during puberty**
- To know and explain why young people experience physical and emotional changes during puberty

## Step 3

### Just the Way You Are

- *Lesson 3 PSHE Resources and PPT*
- **Know that there is no such thing as a perfect body**
- To know some of the ways in which the media fuels the notion of a perfect body

# Sequence of Learning

## Step 4

### Relationships

- *Lesson 4 PSHE Resources and PPT*
- **List things that all loving relationships have in common**
- To know and be able to describe the different types of loving relationships that exist

## Step 5

### Let's Talk About Sex Baby

- *Lesson 5 PSHE Resources and PPT*
- **Know what a sexual relationship is**
- To know and use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation

## Step 6

### Human Reproduction

- *Lesson 6 PSHE Resources and PPT*
- **Know how babies are conceived and how they are born**
- To know and consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse

## Thrive Opportunities

Each half term, class teams, including teachers and support staff, complete the Thrive Online Assessment. These assessments enable staff to evaluate pupils' social and emotional skills, providing a comprehensive understanding of their strengths and areas for development. The detailed results assist staff in identifying pupils' needs and determining where to focus their support. For those who are not meeting age-related expectations, individual Thrive Online assessments facilitate the provision of targeted specialist support.

Following these assessments, the PSHE lead develops action plans for each class, addressing identified areas for improvement. These planned activities are then implemented in the subsequent half term as part of the PSHE curriculum.