



PHSE detailed overview 2023-24

**Hayton C of E Primary School
Subject Coverage and Progression**

2023-2024 - PSHE & RSE- Year 1 - Donaldson

	<u>Autumn 1 – Family and Relationships</u>	<u>Autumn 2 – Health & Wellbeing</u>	<u>Spring 1 – Safety & the changing body</u>	<u>Spring 2 – Citizenship</u>	<u>Summer 1- Economic Wellbeing</u>	<u>Summer 2 – Consolidation and review.</u>
<p style="text-align: center;">Key NC objectives/ statutory guidance</p> <p><u>Statutory guidance</u> DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><u>Non-statutory guidance</u> PHSE Association Programme of Study</p>	<p><u>Relationships & Sex Education:</u> -Families & people who care for me.</p> <p>Pupils should be taught:</p> <p>*That families are important for children growing up because they can give love, security and stability. *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. *That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also</p>	<p><u>Physical health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>*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. *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.</p> <p><u>Physical health & Mental Wellbeing:</u> -Health & Prevention.</p> <p>Pupils should be taught:</p> <p>*About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*That that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know. *How to recognise and report feelings of being unsafe or feeling bad about any adult. *How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p>	<p><u>PHSE Association Programme of Study</u> -Relationships. (KS1)</p> <p>Pupils learn:</p> <p>*(R23) To recognize the ways in which they are the same and different to others.</p> <p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS1)</p> <p>Pupils learn:</p> <p>*(L1) About what rules are, why they are needed, and why different rules are needed for different situations. *(L6) To recognise the ways they are the same as, and different to, other people.</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS1)</p> <p>Pupils learn:</p> <p>*(L10) To recognise what money is; forms that money comes in; that money comes from different sources. *(L11) That people make different choices about how to save and spend money. *(L13) That money needs to be looked after; different ways of doing this.</p>	<p>Teachers will consolidate learning from the academic year, reviewing and revisiting specific units where the need arises.</p>

	<p>characterised by love and care for them.</p> <p><u>Relationships & Sex Education:</u> -Caring Friendships.</p> <p>Pupils should be taught:</p> <p>*How important friendships are in making us feel happy and secure, and how people choose and make friends. *The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships & Sex Education:</u> -Respectful relationships.</p> <p>Pupils should be taught:</p> <p>*The practical steps they can take in a range of different contexts to improve or</p>	<p>*The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. *About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p> <p><u>Physical health & Mental Wellbeing:</u> -Changing adolescent body.</p> <p>Pupils should be taught:</p> <p>*The facts and science relating to allergies, immunisation and vaccination.</p>	<p><u>Physical health & Mental Wellbeing:</u> -Drugs, alcohol & tobacco.</p> <p>Pupils should be taught:</p> <p>*The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><u>Physical health & Mental Wellbeing:</u> -Basic first aid.</p> <p>Pupils should be taught:</p> <p>*How to make a clear and efficient call to emergency services if necessary.</p>			
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	<p>support respectful relationships. *What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships & Sex Education:</u> -Being Safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p>					
Key Concept(s):	Family & relationships	Health & wellbeing	Safety & the changing body	Citizenship	Economic wellbeing	
SKILLS are our SOUTH Key Skills to be taught (Disciplinary knowledge)	<ul style="list-style-type: none"> -Children will explore how families are different to each other. -Children will explore how friendship problems can be overcome. -Children will explore friendly behaviours. 	<ul style="list-style-type: none"> -Children will learn how to wash their hands properly. -Children will learn how to deal with an allergic reaction. -Children will explore positive sleep habits. -Children will identify different ways to manage their feelings. 	<ul style="list-style-type: none"> -Children will learn what is and is not safe to put in or on their bodies. -Children will practice making an emergency phone call. 	<ul style="list-style-type: none"> -Children will recognise why rules are necessary? -Children will explore the differences between people. 	<ul style="list-style-type: none"> -Children will discuss what to do if they find money. -Children will explore the choices people make about money. 	

<p>'LINK IT' – what learning has gone before</p>	<p>In the Early Years Foundation Stage, children have already begun to:</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. • Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian.</p>	
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N.B: Lesson sequences are adapted from Kapow: RSE & PSHE, condensed version – follow lessons in the order that is given.

<p>KNOWLEDGE is our NORTH Key knowledge to know:</p>	<p>Y1, Lesson 1: What is family?</p> <p>Children will: understand that families look after us.</p>	<p>Y1, Lesson 1: Understanding My Emotions</p> <p>Children will: describe feelings and develop simple strategies for managing them.</p>	<p>Y1, lesson 1: Adults in School</p> <p>Children will: know how to respond to adults in a safe and familiar context.</p>	<p>Y1, Lesson 1: Rules</p> <p>Children will: begin to understand the importance of rules.</p>	<p>Y1, Lesson 1: Introduction to Money</p> <p>Children will: understand what money is and where it comes from.</p>	
<p>'LEARN IT' – what are we learning NOW</p>	<p>Y1, Lesson 2: What are friendships?</p> <p>Children will: begin to understand the importance and characteristics of positive friendships.</p>	<p>Y1, Lesson 3: Ready for Bed</p> <p>Children will: understand the benefits of physical activity and rest.</p>	<p>Y1, Lesson 2: Adults Outside School</p> <p>Children will: understand how to respond to adults in a range of situations.</p>	<p>Y1, Lesson 4: Similar Yet Different</p> <p>Children will: begin to recognise ways in which we are the same and different to other people.</p>	<p>Y1, Lesson 4: Saving & Spending</p> <p>Children will: begin to understand that people make different choices about spending and saving money.</p>	

	<p>Y1, Lesson 5: Friendship problems.</p> <p>Children will: begin to understand that friendships can have problems, but we can overcome them.</p>	<p>Y1, Lesson 5: Handwashing & Personal Hygiene</p> <p>Children will: begin to understand how germs are spread and how we can stop them spreading.</p>	<p>Y1, Lesson 4: Making an Emergency Phone Call</p> <p>Children will: know what an emergency is and how to make a phone call if needed.</p>			
	<p>Y1, Lesson 6: Healthy friendships</p> <p>Children will: begin to understand that being friendly to others makes them feel welcome and included.</p>	<p>Y1, Lesson 6: Sun safety</p> <p>Children will: begin to understand the risks associated with the sun.</p>	<p>Y1, Lesson 5: Appropriate contact</p> <p>Children will: begin to understand the difference between acceptable and unacceptable physical contact.</p>			
	<p>Y1, Lesson 7: Gender stereotypes</p> <p>Children will: begin to understand what is meant by a stereotype.</p>	<p>Y1, Lesson 7: Allergies</p> <p>Children will: begin to understand allergies.</p>	<p>Y1, Lesson 6: Safety with Substances</p> <p>Children will: begin to understand what is safe to put into or onto our bodies.</p>			
'SHOW IT'	Complete Families & relationships (Y1) Knowledge Catcher:	Complete Health & Wellbeing (Y1) Knowledge Catcher:	Complete Safety & the Changing Body (Y1) Knowledge Catcher:	Complete Citizenship (Y1) Knowledge Catcher:	Complete Economic Wellbeing (Y1) Knowledge Catcher:	
'KNOW IT'	Families & relationships, Y1 Unit quiz.	Health & Wellbeing, Y1: Unit quiz.	Safety & the changing body, Y1: Unit quiz.	Citizenship, Y1: Unit quiz.	Economic wellbeing, Y1: Unit quiz.	

<p>EXCELLENCE is our EAST Key vocabulary across the unit</p>	<p>Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype.</p>	<p>Allergy, emotions, feelings, germs, ill (poorly), qualities, relax.</p>	<p>Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust.</p>	<p>Care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote.</p>	<p>Banks & building societies, cash, earn, save, skill, spend, value.</p>	
<p>WORLDLINESS is our WEST Cultural Capital</p>	<p>Through our PSHE & RSE curriculum, children will:</p> <ul style="list-style-type: none"> • Gain the ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities. • Gain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 					
<p>GOLDEN THREADS: VIPs Rich stories</p>	<p>VIPs: Our families: Mum, Dad, brothers, sisters, cousins, aunts, uncles, grandparents.</p> <p>Rich stories: <i>Can't You Sleep Little Bear?</i> By Martin Waddell. <i>This Is Our House</i> by Michael Rosen & Bob Graham.</p>	<p>VIPs: Doctors, nurses, teachers, dentists.</p> <p>Rich Stories: <i>The Worrysaurus</i> by Rachel Bright & Chris Chatterton <i>I Don't want To Wash My Hands!</i> By Tony Ross <i>Do Not Lick This Book</i> by Idan Ben-Barak & Julian Frost</p>	<p>VIPs: Doctors, nurses, emergency services, parents, teachers.</p> <p>Rich Stories: <i>My Body Belongs to Me</i> from <i>My Head to My Toes</i> by Dagmar Geisler <i>Let's Talk About Body Boundaries, Consent and Respect</i> by Jayneen Sanders</p>	<p>VIPs: Families, teachers</p> <p>Rich Stories: <i>Who Are You?</i> By Smriti Halls & Ali Pye <i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman <i>All Kinds of Families</i> by Sophy Henn</p>	<p>VIPs:</p> <p>Rich Stories: <i>Bunny Money</i> by Rosemary Wells <i>The Plastic Rectangle (A Children's Book about Money)</i> by Katie Friedman <i>Lemonade In Winter</i> by Emily Jenkins</p>	

<p>'LINK IT' – across the curriculum:</p>	<p>English: Spoken language - Role-playing, collaborative conversations and problem solving together.</p> <p>Maths: Statistics (Y2) – Venn diagrams for sorting.</p> <p>Art and design: Drawing a portrait of family.</p> <p>D & T: Building a freestanding tower</p>	<p>English: Reading inference - Discussing how characters feel.</p> <p>Spoken language - building vocabulary around emotions.</p> <p>Writing – Creating a book about those who keep us healthy.</p> <p>Science: Animals, including humans (Y2) – Understanding the importance of rest, exercise and hygiene.</p>	<p>English: Spoken language - considering how to communicate with adults, practising conversations, role-playing situations.</p> <p>Science: Animals, including humans (Y2) - Considering what we should and should not put into our bodies.</p>	<p>Science: Animals, including humans (Y2) - Considering the needs of animals, babies and young children.</p>	<p>English: Spoken language- Role playing a visit to a bank, asking relevant questions to a visitor.</p> <p>Writing – Write a short story about how they got some money.</p> <p>Maths: Measurement (Money)- Recognise the value of different coins and notes.</p>	
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2023-2024 - PSHE & RSE- Year 2 -Jeffers

	<u>Autumn 1 – Family and Relationships</u>	<u>Autumn 2 – Health & Wellbeing</u>	<u>Spring 1 – Safety & the changing body</u>	<u>Spring 2 – Citizenship</u>	<u>Summer 1- Economic Wellbeing</u>	<u>Summer 2 – Consolidation and review.</u>
<p>Key NC objectives/ statutory guidance</p> <p><u>Statutory guidance</u> DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><u>Non-statutory guidance</u> PHSE Association Programme of Study</p>	<p><u>Relationships & Sex Education:</u> -Families & people who care for me.</p> <p>Pupils should be taught:</p> <p>*That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. *That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Relationships & Sex Education:</u> -Caring Friendships.</p> <p>Pupils should be taught:</p>	<p><u>Physical Health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>* 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.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Healthy Eating.</p> <p>Pupils should be taught:</p> <p>* What constitutes a healthy diet (including understanding calories and other nutritional content). *The principles of planning and preparing a range of healthy meals. *The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p><u>Relationships & Sex Education:</u> -Online relationships.</p> <p>Pupils should be taught:</p> <p>*That that people sometimes behave differently online, including by pretending to be someone they are not. *That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><u>Relationships & Sex Education:</u> -Being Safe.</p> <p>Pupils should be taught:</p> <p>*That about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * How to recognise and report feelings of being</p>	<p><u>PHSE Association Programme of Study</u> -Relationships. (KS1)</p> <p>Pupils learn:</p> <p>*(R23) To recognize the ways in which they are the same and different to others. *(R25) How to talk about and share their opinions on things that matter to them.</p> <p><u>PSHE Association Programme of Study</u> -Living in the wider world. (KS1)</p> <p>Pupils learn:</p> <p>*(L1) About what rules are, why they are needed and why different rules are needed for different situations. *(L4) About the different groups they belong to. *(L6)To recognize the ways they are the same as, and different to, other people.</p> <p><u>PSHE Association Programme of Study</u></p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS1)</p> <p>Pupils learn:</p> <p>*(L11) That people make different choices about how to save and spend money. *(L12) About the difference between needs and wants; that sometimes people may not always be able to have the things that they want. *(L13) That money needs to be looked after; different ways of doing this.</p> <p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L17) About the different ways to pay for things and the choices people have about this.</p>	<p>Teachers will consolidate learning from the academic year, reviewing and revisiting specific units where the need arises.</p>

	<p>*That 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.</p> <p><u>Relationships & Sex Education:</u> -Respectful relationships.</p> <p>Pupils should be taught:</p> <p>*The conventions of courtesy and manners. *What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships & Sex Education:</u> -Being Safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>* That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,</p>	<p><u>Physical Health & Mental Wellbeing:</u> -Health & Prevention.</p> <p>Pupils should be taught:</p> <p>* About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>unsafe or feeling bad about any adult. * How to ask for advice or help for themselves or others, and to keep trying until they are heard, including having the vocabulary and confidence needed to do so. *Where to get advice e.g. family, school and/or other sources.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Online safety & harms.</p> <p>Pupils should be taught:</p> <p>* About how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Drugs, alcohol & tobacco.</p> <p>Pupils should be taught:</p> <p>* The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><u>Physical Health & Mental Wellbeing:</u></p>	<p>-Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L4) The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>		
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	nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. *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.		-Basic first aid. Pupils should be taught: * The how to make a clear and efficient call to emergency services if necessary. *Concepts of basic first-aid, for example dealing with common injuries, including head injuries.			
Key Concept(s):	Family & relationships	Health & wellbeing	Safety & the changing body	Citizenship	Economic wellbeing	
SKILLS are our SOUTH Key Skills to be taught (Disciplinary knowledge)	<ul style="list-style-type: none"> -Children will understand ways to show respect for different families. -Children will understand difficulties in friendships and be able to discuss action that can be taken. -Children will explore the conventions of manners in different situations. -Children will explore how loss and change can affect us. 	<ul style="list-style-type: none"> -Children will explore the effect that food and drink can have on their teeth. -Children will explore some of the benefits of a healthy balanced diet. -Children will be able to suggest how to improve an unbalanced meal. -Children will explore strategies to manage different emotions. -Children will learn to develop empathy. -Children will explore the need for perseverance and developing a growth mindset. 	<ul style="list-style-type: none"> -Children will learn to understand the concept of privacy. -Children will explore ways to stay safe online. -Children will understand the differences between secrets and surprises. - Children will understand what is meant by private parts. - Children will understand what is meant be safe and unsafe touch. - Children will understand what is meant by consent. 	<ul style="list-style-type: none"> -Children will learn and be able to explain why rules are in place. -Children will learn about the local community -Children will learn about the school council. -Children will learn how to discuss issues of concern with a trusted adult. - Children will understand appropriate ways to share their opinions. -Children will consider the responsibilities that adults and children must maintain children's rights. 	<ul style="list-style-type: none"> -Children will learn to identify whether something is a want or a need. -Children will recognise that people make choices about how to spend money. -Children will consider the advantages and disadvantages of different payment methods. 	
'LINK IT' – what learning has gone before	<p>Children will understand that families look after us.</p> <p>Children will know some words to describe how people are related (E.g. aunty, cousin).</p>	<p>Children will understand that we can limit the spread of germs by having good hygiene.</p>	<p>Children will know that some types of physical contact are never appropriate.</p> <p>Children will know that some things are unsafe to</p>	<p>Children will know the rules in school.</p> <p>Children will understand that people are all different.</p>	<p>Children will know that coins and notes have different values.</p> <p>Children will know some of the ways they may receive money.</p>	

	<p>Children will know that some information about me and my family is personal.</p> <p>Children will understand some characteristics of a positive friendship.</p> <p>Children will understand that friendships can have their problems but that these can be overcome.</p> <p>Children will know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Children will know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Children will know that certain foods and other things can cause allergic reactions in some people.</p> <p>Children will know that strengths are things that they are good at.</p> <p>Children will know that qualities describe what they are like.</p> <p>Children will know the words to describe some positive and negative emotions.</p>	<p>put onto or into their bodies and to ask an adult if they are not sure.</p>		<p>Children will know that it is wrong to steal money.</p>	
N.B: Lesson sequences are adapted from Kapow: RSE & PSHE, condensed version – follow lessons in the order that is given.						
<p>KNOWLEDGE is our NORTH</p> <p>Key knowledge to know:</p> <p>'LEARN IT' – what are we learning NOW</p>	<p>Y2, Lesson 2: Families are all different.</p> <p>Children will: begin to understand the range of families they may encounter now and in the future.</p>	<p>Y2, Lesson 1: Experiencing difficult emotions.</p> <p>Children will: describe a range of feelings and develop simple strategies for managing them.</p>	<p>Y2, Lesson 2: Communicating online.</p> <p>Children will: understand how to stay safe when using the internet.</p>	<p>Y2, Lesson 1: Rules beyond school.</p> <p>Children will: understand the importance of rules.</p>	<p>Y2, Lesson 3: Wants and needs.</p> <p>Children will: understand how saving can help us to buy the things we want.</p>	
	<p>Y2, Lesson 4: Unhappy friendships.</p> <p>Children will: begin to understand that some friendships might make us feel unhappy and how to deal with this.</p>	<p>Y2, Lesson 5: Developing a growth mindset.</p> <p>Children will: learn to identify strategies to help overcome barriers or manage difficult emotions.</p>	<p>Y2, Lesson 3: Secrets and surprises.</p> <p>Children will: begin to understand the difference between secrets and surprises.</p>	<p>Y2 Lesson 4: Job roles in our local community</p> <p>Children will: begin to understand the roles people have in the community.</p>	<p>Y2, Lesson 4: Looking after money.</p> <p>Children will: understand that banks look after money and the benefits of bank accounts.</p>	

		Children will learn to develop a growth mindset.				
	Y2, Lesson 5: Introduction to manners & courtesy. Children will: begin to understand the conventions of courtesy and manners.	Y2, Lesson 6: Healthy diet. Children will: understand what it means to have a healthy diet.	Y2, Lesson 5: Appropriate contact: my private parts are private. Children will: begin to understand the concept of privacy and the correct vocabulary for body parts	Y2, Lesson 5: similar yet different – my local community. Children will: recognise similarities and differences between people in the local community.	Y2, Lesson 5: Jobs Children will: understand the different ways to pay for things and why people might choose them.	
	Y2, Lesson 6: Change & loss. Children will: begin to understand how loss and change can affect us.	Y2, Lesson 7: Looking after our teeth. Children will: learn to understand ways of looking after our teeth.	Y2, Lesson 6: Private parts are private Children will: understand safe and unsafe touches.	Y2, Lesson 6: School Council Children will: begin to understand how democracy works in school		
	Y2, Lesson 7: Gender stereotypes: careers and jobs. Children will: develop an understanding of stereotypes and how these might affect job/career choices.		Y2, Lesson 7: Respecting Personal Boundaries Children will: understand that they can choose what happens to their body. Understand who to talk to if these boundaries are broken	Y2, Lesson 7: Giving my opinion Children will: understand ways to share an opinion		
'SHOW IT'	Complete Families & relationships (Y2) Knowledge Catcher: Look at an image of a family and answer the questions: 1)How might families be different to yours? 2) How do families show care for each other?	Complete Health & Wellbeing (Y2) Knowledge Catcher: Look at an image of a child and answer the questions: 1)What might this child be feeling? 2) What makes you think that?	Complete Safety & the changing body (Y2) Knowledge Catcher: Look at the image and answer the questions: 1)When might we take medicines? 2) Where might we get medicines from?	Complete Citizenship (Y2) knowledge Catcher: Look at the image and answer the questions: 1)What makes an environment a nice place to be? 2) What makes an environment an	Complete Economic wellbeing(Y2) Knowledge Catcher: Look at the image and answer the questions: 1)These people are all nurses. What skills do you think they need to do their job?	

				unpleasant place to be?	2)What other jobs might someone with these skills do? 3)Think of another job and write down four skills that you need for that job.	
'KNOW IT'	Families & relationships, Y2: Unit quiz.	Health & Wellbeing, Y2: Unit quiz.	Safety & the changing body, Y2: Unit quiz.	Citizenship, Y2: Unit quiz.	Economic wellbeing, Y2: Unit quiz.	
EXCELLENCE is our EAST Key vocabulary across the unit	Friendship, love manners,	Diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths,	Medicine, pedestrian, private, secret, surprise, penis, testicles, testes, vulva, vagina	Election, environment, identity, job, opinion, rule, school council, volunteer, vote	Coins, need, notes, priority, want	
WORLDLINESS is our WEST Cultural Capital	<p>Through our PSHE & RSE curriculum, children will:</p> <ul style="list-style-type: none"> • Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Gain an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Gain an ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities. • Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 					

<p>GOLDEN THREADS: VIPs Rich stories</p>	<p>VIPs: Our families</p> <p>Rich stories: <i>We Are Family</i> by Patricia Hegarty</p> <p><i>The Heart and the Bottle</i> by Oliver Jeffers</p> <p><i>Badger's Parting Gifts</i> By Susan Varley</p>	<p>VIPs: Inspiring Sports men and women, Dentist Doctor</p> <p>Rich Stories: <i>Almost Anything</i> by Sophy Henn</p> <p><i>Bears Don't Read</i> by Emma Chichester Clark</p> <p><i>Oh the things You can Do That Are Good For you</i> by Tish Rabe</p> <p><i>I Will Not Ever Never Eat A Tomato</i> by Lauren Childs</p>	<p>VIPs:</p> <p>Rich Stories: <i>Some Secrets Should Never be Kept</i> by Jayneen Sanders</p> <p><i>NO Trespassing – This Is MY Body</i> by Pattie Fitzgerald</p> <p><i>Chicken Clicking</i> by Jeanne Willis & Tony Ross</p> <p><i>Troll Stinks</i> by Jeanne Willis & Tony Ross</p>	<p>VIPs: Local MP</p> <p>Rich Stories: <i>The Class Vote</i> by Deborah Chancellor & Elif Balta Parks</p> <p><i>The Election</i> by Eleanor Levenson & Marek Jagucki</p>	<p>VIPs:</p> <p>Rich Stories: <i>Money Monsters</i> by Okeoma Moronu-Schreiner</p> <p><i>A Chair For My Mother</i> by Vera. B. Williams</p> <p><i>One Cent, Two Cents, Old Cent, New Cents: All About Money</i> by Bonnie Worth</p>	
<p>'LINK IT' – across the curriculum:</p>	<p>English: Reading – considering fictional families and comparing to their own, making inferences about characters' emotions. Spoken language – having collaborative conversations to solve problems, knowing when to use manners.</p>	<p>Science: Animals, including humans – to understand the benefits of exercise.</p>	<p>English: Spoken language – Role playing crossing the road.</p> <p>Science: Animals, including humans – (Y1) Naming the parts of the body including private parts.</p> <p>Art & Design: Designing a road safety poster.</p> <p>Computing: Understanding what the internet is / Online safety.</p> <p>Music: Listening to a road safety song carefully.</p>	<p>English: Writing – Writing a thank you letter, writing a brief description of a job, designing an information leaflet. Spoken language – giving a speech.</p>	<p>Maths: Measurement – recognising the value of different coins and notes, solving problems involving money. Statistics – interpreting and completing a simple table.</p> <p>Science: Animals, including humans – knowing the difference between things we need to survive and things we want.</p>	

2023 – 2024 PSHE & RSE- Year 3/4– Shackleton (Cycle A)

	<u>Autumn 1 – Family and Relationships</u>	<u>Autumn 2 – Health & Wellbeing</u>	<u>Spring 1 – Safety & the changing body</u>	<u>Spring 2 – Citizenship</u>	<u>Summer 1- Economic Wellbeing</u>	<u>Summer 2 – Identity / Consolidation and review.</u>
<p>Key NC objectives/ statutory guidance</p> <p><u>Statutory guidance</u> DFE: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><u>Non-statutory guidance</u> PHSE Association Programme of Study</p>	<p><u>Relationships & Sex Education:</u> -Families & people who care for me.</p> <p>Pupils should be taught:</p> <p>*That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p><u>Relationships & Sex Education:</u> -Respectful relationships.</p> <p>Pupils should be taught:</p> <p>*The conventions of courtesy and manners. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The importance of permission-seeking and</p>	<p><u>Physical Health & Mental Wellbeing:</u> -Health & Prevention.</p> <p>Pupils should be taught:</p> <p>*About dental health & the benefits of good oral hygiene and flossing, including regular check-ups to the dentist.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>*That mental wellbeing is a normal part of daily life, in the same way as physical health. *Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. *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.</p>	<p><u>Relationships & Sex Education:</u> -Online relationships.</p> <p>Pupils should be taught:</p> <p>*How information and data is shared and used online. *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self or others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. *How to recognise and report feelings of being</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L2) To recognise there are human rights, that are there to protect everyone. *(L8) About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. *(L10) About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L20) To recognize that people make spending decisions based on priorities, needs and wants. *(L21) Different ways to keep track of money.</p>	<p><u>PHSE Association Programme of Study</u> -Health & Wellbeing. (KS2)</p> <p>Pupils learn:</p> <p>*(H25) about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Teachers will consolidate learning from the academic year, reviewing and revisiting specific units where the need arises.</p>

	<p>giving in relationships with friends, peers and adults. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships & Sex Education:</u> -Caring friendships.</p> <p>Pupils should be taught:</p> <p>*That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * How to ask for advice or help for self and for</p>	<p>*How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. *Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). *That it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self and others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p>	<p>unsafe or feeling bad about any adult.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Online Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*That for most people, the internet is an integral part of life and has many benefits. *How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Internet Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*Why social media, some computer games and online gaming, for example, are age restricted. *Where and how to report concerns and get support with issues online. *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>			
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	others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		<p>Physical Health & Mental Wellbeing: -Changing Adolescent Body.</p> <p>Pupils should be taught:</p> <p>*Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. *About menstrual wellbeing including the key facts about the menstrual cycle.</p>			
Key Concept(s):	Family & relationships	Health & wellbeing	Safety & the changing body	Citizenship	Economic wellbeing	Identity
SKILLS are our SOUTH Key Skills to be taught (Disciplinary knowledge)	<ul style="list-style-type: none"> -Children will explore physical and emotional boundaries in friendships. -Children will explore the impact that bullying might have. -Children will identify ways to resolve conflict through negotiation and compromise. -Children will discuss how and why respect is an important part of respectful relationships. -Children will identify ways to challenge stereotypes. 	<ul style="list-style-type: none"> -Children will develop independence in looking after their own teeth. --Children will set achievable goals for a healthy lifestyle. -Children will develop a growth mindset and understand that making mistakes is useful. -Children will identify and celebrate different aspects of their identity. - Children will understand what makes them unique. -Children will developing the ability to appreciate the emotions of others in different situations. -Children will learn to take responsibility for their emotions by knowing that 	<ul style="list-style-type: none"> -Children will explore what to do if an adult makes them feel uncomfortable. -Children will learn about the benefits and risks of sharing information online. -Children will develop an understanding of how to ensure relationships online are safe. -Children will discuss some physical and emotional changes during puberty. -Children will identify reliable sources of help with puberty. -Children will discuss problems which might be encountered during 	<ul style="list-style-type: none"> -Children will discuss how we can help to protect human rights. -Children will identify the benefits different groups bring to the local community. -Children will discuss how education and other human rights protect us. -Children will discuss how people can influence what happens in the local council. 	<ul style="list-style-type: none"> -Children can identify how ethics can influence our spending decisions -Children can discuss what makes something good value for money. Children can understand how to put together a budget and understand the importance of keeping track of money. 	<ul style="list-style-type: none"> -Children will create goals to achieve. -Children will understand the strategies people use to cope with change.

		they can control some things but not others.	puberty and use knowledge to help.			
'LINK IT' – what learning has gone before	<p>Children will know that they can talk to trusted adults or services such as Childline if they experience family problems.</p> <p>Children will know that bullying can be physical or verbal.</p> <p>Children will know that bullying is repeated, not a one off event.</p> <p>Children will know that violence is never the right way to solve a friendship problem.</p> <p>Children will know that trust is being able to rely on someone and it is an important part of relationships.</p>	<p>Children will understand ways to prevent tooth decay.</p> <p>Children will understand the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>Children will understand the importance of belonging.</p> <p>Children will understand what a barrier is and that these can be overcome.</p>	<p>Children will understand that cyberbullying is bullying which takes place online.</p> <p>Children will know the rules for being safe near roads.</p> <p>Children will understand that other people can influence our choices.</p> <p>Children will know that it is important to maintain the safety of themselves and others before giving first aid.</p>	<p>Children will understand the UN Convention on the Rights of the Child.</p> <p>Children will know that the local council is responsible for looking after the local area.</p> <p>Children will know that elections are held where adults can vote for local councilors.</p>	<p>Children will understand that there are different ways to pay for things.</p> <p>Children will understand that there are a range of jobs available.</p> <p>Children will understand that some stereotypes can exist around jobs, but these should not affect people's choices.</p>	
N.B: Lesson sequences are adapted from Kapow: RSE & PSHE, condensed version – follow lessons in the order that is given.						
KNOWLEDGE is our NORTH Key knowledge to know:	Y3/4, Lesson 2: Friendship issues Children will: Understand that friendships have ups and downs and that problems can be	Y3/4, Lesson 2: Diet and Dental Health Children will: Understand how we can look after our teeth. Understand and plan	Y3/4, Lesson 1: Be kind online Children will: Understand the benefits and risks of sharing material online.	Y3/4, Lesson 2: Local council and democracy Children will: begin to understand how democracy works in the local area	Y3/4, Lesson 1: Spending choices. Children will: begin to recognise how ethics can influence our spending decisions (Y3)	Y3/4 Lesson 1: Coping Strategies Children will: create goals to achieve in Year 4 (Y3) Understand the strategies people

<p>'LEARN IT' – what are we learning NOW</p>	<p>resolved (Y3). Understand the impact of bullying (Y4).</p>	<p>for a healthy lifestyle.</p>			<p>Begin to understand what makes something good value for money (Y4)</p>	<p>use to cope with change (Y4)</p>
	<p>Y3/4, Lesson 3: Effects of bullying and the responsibility of the bystander. Children will: understand the impact of bullying and the responsibility of bystanders to help</p>	<p>Y3/4, Lesson 4: Wonderful me Children will: Understand the different aspects of my identity</p>	<p>Y3/4, Lesson 2: Cyberbullying Children will: Understand that cyberbullying involves being unkind online</p>	<p>Y3/4, Lesson 4: Rules Children will: understand why we have rules and the consequences of breaking rules at school and home</p>	<p>Y3/4, Lesson 2: Budgeting Children will: understand how to put together a budget (Y3) They will begin to understand the importance of keeping track of money. (Y4)</p>	
	<p>Y3/4, Lesson 6: Healthy friendships Children will: begin to understand the physical and emotional boundaries in friendships</p>	<p>Y3/4, Lesson 5: My superpowers Children will: identify what's important to me and what makes them unique</p>	<p>Y3/4 Lesson 3: Share aware Children will: Understand the benefits and risks of sharing material online</p>	<p>Y3/4, Lesson 5: Rights of the child Children will: begin to understand the UN convention on the rights of the child</p>		
	<p>Y3/4, Lesson 8: Respecting Differences Children will: Begin to understand the differences between people and why it is important to respect these differences (Y3) Begin to understand that families are very varied, in this country and across the world (Y4)</p>	<p>Y3/4, Lesson 6: Celebrating mistakes. Children will: develop a growth mindset and understand that mistakes are useful.</p>	<p>Y4 ONLY, Lesson 7: Introducing Puberty. Children will: Recognise the physical differences between children and adults</p>	<p>Y3/4, Lesson 6: What are human rights? Children will: begin to understand the Human Rights convention.</p>		

		Y3/4, Lesson 7: Communicating my feelings. Children will: recognise when to give consent.	Y3 ONLY, Lesson 7, First Aid: emergencies and calling for help Children will: Understand the role they can take in an emergency situation			
'SHOW IT'	Complete Families & relationships Knowledge Catcher. (Y3/4)	Complete Health and Wellbeing Knowledge Catcher. (Y3/4)	Complete Safety & the Changing Body Knowledge Catcher. (Y3/4)	Complete Citizenship Knowledge Catcher. (Y3/4)	Complete Economic Wellbeing Knowledge Catcher. (Y3/4)	
'KNOW IT'	Families & relationships, Unit quiz. (Y3/4))	Health & Wellbeing, Unit quiz. (Y3/4)	Safety & the Changing Body, Unit quiz. (Y3/4)	Citizenship, Unit quiz. (Y3/4)	Economic Wellbeing, Unit quiz. (Y3/4)	
EXCELLENCE is our EAST Key vocabulary across the unit	Act of kindness, authority, boundaries, bystander, permission, attributes, cyberbullying, conflict, earn, expectation, resolve, respect.	Fluoride, mental health, negative emotions, positive emotions, visualise, fail, protect, responsibility, steps.	Age restriction, law, protect, internet trolling, public, decision, friend, influence, puberty, breasts, penis, testicles, testes, vagina, vulva, vaginal opening, voice breaking, wet dreams, womb, genitals, attraction, menstruation, period, bladder, cervix, clitoris, egg, ova, ejaculation, erection, fallopian tube, labia, nipples, ovary, ovaries, public hair, scrotum,	Authority, cabinet, council, council officer, diversity, environment, human rights, local government, volunteer, protect, community, United Nations/ UN, conflict, earn, expectation, protected characteristics, resolve, respect, stereotype.	Bank balance, bank statement, career, debit card, expenditure, income, interest, repayment, budget.	Identity, body image, influence, media.

			pregnant, conception, fertilisation, sexual intercourse, sperm.			
WORLDLINESS is our WEST Cultural Capital	<p>Through our PSHE & RSE curriculum, children will:</p> <ul style="list-style-type: none"> • Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Gain an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Gain an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Gain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 					
GOLDEN THREADS: VIPs Rich stories	<p>VIPs:</p> <p>Rich stories: <i>The Fox Girl & The White Gazelle</i> by Victoria Williamson</p> <p><i>Max & The Millions</i> by Ross Montgomery <i>The Misadventures of Max Crumbly: Locker Hero</i> by Rachel Renee Russell</p> <p><i>Cloud Busting</i> by Malorie Blackman</p> <p><i>All the Things That Could Go Wrong</i> by Stewart Foster</p>	<p>VIPs:</p> <p>Rich stories: <i>A Shelter For Sadness</i> by Anne booth & David Litchfield</p> <p><i>The Invisible</i> by Tom Percival</p>	<p>VIPs:</p> <p>Rich stories: <i>The Extremely Embarrassing Life Of Lottie Brooks</i> by Katie Kirby</p> <p><i>The Private Blog of Joe Cowley</i> by Ben Davis</p> <p><i>Some Secrets Should Never be Kept</i> by Jayneen Sanders</p>	<p>VIPs:</p> <p>Rich stories: <i>The War Next Door</i> by Phil Earle & Sara Ogilvie</p> <p><i>Wonder</i> by R. J. Palacio <i>Vote for Effie</i> by Laura Wood & Mirelle Ortega</p>	<p>VIPs:</p> <p>Rich stories: <i>Grandpa's Fortune Fables</i> by Will Rainey</p> <p><i>Money For Beginners</i> by Eddie Reynolds</p>	<p>VIPs:</p> <p>Rich stories: <i>Perfectly Norman</i> by Tom Percival</p> <p><i>The Boy in the Dress</i> by David Walliams & Quentin Blake</p>

<p>'LINK IT' – across the curriculum:</p>	<p>English: Spoken language - listening and speaking respectfully to adults. Role- playing how to speak to the bereaved. Creating a piece of media to encourage thinking about stereotypes. Reading – Inferring characters' feelings and motives from their actions. Exploring fictional characters. Researching a person. Writing - writing a guide to resolving conflict. Computing: Creating a piece of media to encourage thinking about stereotypes.</p>	<p>English: Spoken language - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. Acting in role as a doctor or nurse explaining why immunisation is important. Reading- considering the message of a story about growth mindset, considering characters' feelings. Science: Animals, including humans – Learning about how to keep teeth healthy. Planning for a healthy lifestyle; identifying good and bad habits. Computing: Learning about the impact of screen time on our health. Music: Listening to a song to prompt discussion.</p>	<p>English: Spoken language - Holding a debate, having collaborative conversations. Science: Animals, including humans (Y5) – Learning about the changes that happen in puberty. Learning about the impact of alcohol and drugs (Y6). Knowing some of the changes of puberty. Art and Design: Choosing their medium to create a self-portrait. Computing: Learning about sharing online and search engines. Learning how to check if something online is true. Knowing to treat people respectfully on social media.</p>	<p>English: Spoken language - Role playing an MP surgery meeting. Writing - writing a story or newspaper article based on the story of Malala Yousafzai. Writing a letter to a government minister. Computing: Researching community groups. Researching a person on the internet.</p>	<p>Maths: Solve number and practical problems - keeping track of money. Measurement - learning to track income and expenditure, devising a budget.</p>	
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2023-2024 - PSHE & RSE- Year 4/5 – Attenborough

	<u>Autumn 1 – Family and Relationships</u>	<u>Autumn 2 – Health & Wellbeing</u>	<u>Spring 1 – Safety & the changing body</u>	<u>Spring 2 – Citizenship</u>	<u>Summer 1- Economic Wellbeing</u>	<u>Summer 2 – Identity / Consolidation and review.</u>
<p>Key NC objectives/ statutory guidance</p> <p><u>Statutory guidance</u> DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><u>Non-statutory guidance</u> PHSE Association Programme of Study</p>	<p><u>Relationships & Sex Education:</u> -Families & people who care for me.</p> <p>Pupils should be taught:</p> <p>*That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p><u>Relationships & Sex Education:</u> -Respectful relationships.</p> <p>Pupils should be taught:</p> <p>*The conventions of courtesy and manners. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The importance of permission-seeking and</p>	<p><u>Physical Health & Mental Wellbeing:</u> -Health & Prevention.</p> <p>Pupils should be taught:</p> <p>*About dental health & the benefits of good oral hygiene and flossing, including regular check-ups to the dentist.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>*That mental wellbeing is a normal part of daily life, in the same way as physical health. *Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. *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.</p>	<p><u>Relationships & Sex Education:</u> -Online relationships.</p> <p>Pupils should be taught:</p> <p>*How information and data is shared and used online. *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self or others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. *How to recognise and report feelings of being</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L2) To recognise there are human rights, that are there to protect everyone. *(L8) About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. *(L10) About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L20) To recognize that people make spending decisions based on priorities, needs and wants. *(L21) Different ways to keep track of money.</p>	<p><u>PHSE Association Programme of Study</u> -Health & Wellbeing. (KS2)</p> <p>Pupils learn:</p> <p>*(H25) about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Teachers will consolidate learning from the academic year, reviewing and revisiting specific units where the need arises.</p>

	<p>giving in relationships with friends, peers and adults. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships & Sex Education:</u> -Caring friendships.</p> <p>Pupils should be taught:</p> <p>*That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * How to ask for advice or help for self and for</p>	<p>*How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. *Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). *That it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self and others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p>	<p>unsafe or feeling bad about any adult.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Online Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*That for most people, the internet is an integral part of life and has many benefits. *How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Internet Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*Why social media, some computer games and online gaming, for example, are age restricted. *Where and how to report concerns and get support with issues online. *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>			
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	others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		<u>Physical Health & Mental Wellbeing:</u> -Changing Adolescent Body. Pupils should be taught: *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. *About menstrual wellbeing including the key facts about the menstrual cycle.			
Key Concept(s):	Family & relationships	Health & wellbeing	Safety & the changing body	Citizenship	Economic wellbeing	Identity
SKILLS are our SOUTH Key Skills to be taught (Disciplinary knowledge)	<ul style="list-style-type: none"> -Children will explore physical and emotional boundaries in friendships. -Children will explore the impact that bullying might have. -Children will discuss how and why respect is an important part of respectful relationships. -Children will understand how our behaviour can affect others. -Children will identify ways to challenge stereotypes. 	<ul style="list-style-type: none"> -Children will identify what is important to them and what makes them unique. -Children will understand a range of emotions -Children will use vocabulary to describe their emotions and take responsibility for them. -Children will understand the purpose of failure. -Children will learn how to set short-term, medium-term and long-term goals. 	<ul style="list-style-type: none"> -Children will discuss how to seek help if they need to. -Children will explore what to do if an adult makes them feel uncomfortable. -Children will learn about the benefits and risks of sharing information online. -Children will develop an understanding of how to ensure relationships online are safe. -Children will discuss some physical and emotional changes during puberty. -Children will identify reliable sources of help with puberty. 	<ul style="list-style-type: none"> -Children will understand of reusing items is good for the environment. -Children will understand the benefits of diversity in the local community. -Children will recognise the role of pressure groups. -Children will discuss how people can influence what happens in parliament. 	<ul style="list-style-type: none"> -Children will understand income and expenditure and the importance of keeping track of money -Children can discuss the risks associated with money. 	

			-Children will discuss problems which might be encountered during puberty and use knowledge to help.			
'LINK IT' – what learning has gone before	<p>Children will understand how our behaviour can affect others</p> <p>Children will understand gender stereotypes in fictional characters</p> <p>Children will understand the impact of stereotypes can lead to discrimination. Children will know that bullying can be physical or verbal.</p> <p>Children will know that bullying is repeated, not a one-off event.</p> <p>Children will know that violence is never the right way to solve a friendship problem.</p> <p>Children will know that trust is being able to rely on someone and it is an important part of relationships.</p>	<p>Children will identify what is important to them.</p> <p>Children will understand a range of emotions.</p> <p>Children will use vocabulary to describe their feelings and take ownership of them.</p> <p>Children will understand the purpose of failure.</p> <p>Children will learn how to set short-term, medium-term and long-term goals.</p>	<p>Children will understand that cyberbullying is bullying which takes place online.</p> <p>Children will recognise the physical differences between children and adults.</p> <p>Children will understand the physical and emotional changes that happen during puberty.</p> <p>Children will understand the menstrual cycle.</p>	<p>Children will understand that caring for the environment is important.</p> <p>Children will understand the value of diversity in the community.</p> <p>Children will begin to understand how parliament works.</p> <p>Children will recognise the role of pressure groups.</p>	<p>Children will understand income and expenditure and keeping track of money.</p> <p>Children will understand some of the risks that are associated with using money.</p>	
N.B: Lesson sequences are adapted from Kapow: RSE & PSHE, condensed version – follow lessons in the order that is given.						

<p>KNOWLEDGE is our NORTH Key knowledge to know:</p> <p>'LEARN IT' – what are we learning NOW</p>	<p>Y4, Lesson 3: How our behaviour affects others Children will: Understand how their behaviour can affect the people around them.</p>	<p>Y4, Lesson 5: My happiness. Children will: identify what's important to me and to take responsibility for my own happiness.</p>	<p>Y4, Lesson 1: Internet safety: age restrictions / Y4 Lesson 2: Share Aware. Children will: Understand that age restrictions are designed to protect us. Understand the benefits and risks of sharing material online.</p>	<p>Y4, Lesson 2: Caring for the environment Children will: begin to understand how reusing items is good for the environment</p>	<p>Y5, Lesson 2: Income and Expenditure Children will: begin to understand income and expenditure and keeping track of money.</p>		
	<p>Y4, Lesson 5: Stereotypes Children will: Understand gender stereotypes in fictional characters</p>	<p>Y4, Lesson 6: Emotions. Children will: understand a range of emotions</p>	<p>Y5, Lesson 1: Online friendships / Y5, Lesson 2: Staying safe online. Children will: understand some issues related to online friendships including the impact of their actions and learn about staying safe online.</p>	<p>Y4, Lesson 5: Diverse Communities Children will: understand the value of diversity in the community</p>	<p>Y5, Lesson 3: Risks with money. Children will: understand some of the risks associated with money</p>		
	<p>Y5, Lesson 6: Bullying. Children will: understand more about bullying and how to get help</p>	<p>Y4 Lesson 7: My mental health Children will: use vocabulary to describe their feelings and take responsibility for them.</p>	<p>Y4, Lesson 7: Introducing Puberty. Children will: recognise the physical differences between children and adults</p>	<p>Y5, Lesson 5, Pressure groups Children will: Recognise the role of pressure groups</p>			
	<p>Y5, Lesson 8: Stereotypes: Race & religion Children will: explore the impact of stereotypes and how it can lead to discrimination.</p>	<p>Y5 Lesson 3: Embracing failure Children will: Understand the purpose of failure.</p>	<p>(Y5 ONLY) Y5, Lesson 3: Puberty. Children will: Understand the physical and emotional changes during puberty.</p>	<p>Y5 Lesson 6: Parliament Children will: begin to understand how parliament works</p>			
		<p>Y5 Lesson 4: Going for goals</p>	<p>(Y5 ONLY) Y5, Lesson 4: Menstruation.</p>				

		Children will: Learn how to set short-term, medium-term and long-term goals.	Children will: understand the menstrual cycle			
'SHOW IT'	Complete Families & relationships Knowledge Catcher. (Y4/5 as appropriate)	Complete Health and Wellbeing Knowledge Catcher. (Y4/5 as appropriate)	Complete Safety & the Changing Body Knowledge Catcher. (Y4/5 as appropriate)	Complete Citizenship Knowledge Catcher. (Y4/5 as appropriate)	Complete Economic Wellbeing Knowledge Catcher. (Y4/5 as appropriate)	
'KNOW IT'	Families & relationships, Unit quiz. (Y4/5 as appropriate)	Health & Wellbeing, Unit quiz. (Y4/5 as appropriate)	Safety & the Changing Body, Unit quiz. (Y4/5 as appropriate)	Citizenship, Unit quiz. (Y4/5 as appropriate)	Economic Wellbeing, Unit quiz. (Y4/5 as appropriate)	
EXCELLENCE is our EAST Key vocabulary across the unit	Act of kindness, authority, boundaries, bystander, permission, attributes, cyberbullying, conflict, earn, expectation, resolve, respect.	Mental health, negative emotions, positive emotions, visualise, fail, protect, responsibility, resilience, steps.	Age restriction, law, protect, internet trolling, public, decision, friend, influence, puberty, breasts, penis, testicles, testes, vagina, vulva, vaginal opening, voice breaking, wet dreams, womb, genitals, attraction, menstruation, period, bladder, cervix, clitoris, egg, ova, ejaculation, erection, fallopian tube, labia, nipples, ovary, ovaries, public hair, scrotum, pregnant, conception,	Authority, cabinet, council, council officer, diversity, environment, human rights, local government, volunteer, protect, community, United Nations/ UN, conflict, earn, expectation, protected characteristics, resolve, respect, stereotype.	Bank balance, bank statement, career, debit card, expenditure, income, interest, repayment, budget.	
WORLDLINESS is our WEST	Through our PSHE & RSE curriculum, children will: <ul style="list-style-type: none"> Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. 					

<p>Cultural Capital</p>	<ul style="list-style-type: none"> • Gain an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Gain an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Gain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 					
<p>GOLDEN THREADS: VIPs Rich stories</p>	<p>VIPs:</p> <p>Rich stories: <i>The Fox Girl & The White Gazelle by Victoria Williamson</i></p> <p><i>Max & The Millions by Ross Montgomery</i> <i>The Misadventures of Max Crumbly: Locker Hero by Rachel Renee Russell</i></p> <p><i>Cloud Busting by Malorie Blackman</i></p> <p><i>All the Things That Could Go Wrong by Stewart Foster</i></p>	<p>VIPs:</p> <p>Rich stories: <i>A Shelter For Sadness by Anne booth & David Litchfield</i></p> <p><i>The Invisible by Tom Percival</i></p>	<p>VIPs:</p> <p>Rich stories: <i>The Extremely Embarrassing Life Of Lottie Brooks by Katie Kirby</i></p> <p><i>The Private Blog of Joe Cowley by Ben Davis</i></p> <p><i>Some Secrets Should Never be Kept by Jayneen Sanders</i></p>	<p>VIPs:</p> <p>Rich stories: <i>The War Next Door by Phil Earle & Sara Ogilvie</i></p> <p><i>Wonder by R. J. Palacio</i> <i>Vote for Effie by Laura Wood & Mirelle Ortega</i></p>	<p>VIPs:</p> <p>Rich stories: <i>Grandpa's Fortune Fables by Will Rainey</i></p> <p><i>Money For Beginners by Eddie Reynolds</i></p>	<p>VIPs:</p> <p>Rich stories: <i>Perfectly Norman by Tom Percival</i></p> <p><i>The Boy in the Dress by David Walliams & Quentin Blake</i></p>
<p>‘LINK IT’ – across the curriculum:</p>	<p>English: Spoken language - listening and speaking respectfully to adults. Role- playing how to speak to the bereaved. Creating a piece of media to encourage thinking about stereotypes. Reading –</p>	<p>English: Spoken language - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. Acting in role as a doctor or nurse explaining why immunisation is important. Reading- considering the message of a story about</p>	<p>English: Spoken language - Holding a debate, having collaborative conversations. Science: Animals, including humans (Y5) – Learning about the changes that happen in puberty.</p>	<p>English: Spoken language - Role playing an MP surgery meeting. Writing - writing a story or newspaper article based on the story of Malala Yousafzai. Writing a letter to a government minister. Computing:</p>	<p>Maths: Solve number and practical problems - keeping track of money. Measurement - learning to track income and expenditure, devising a budget.</p>	

	<p>Inferring characters' feelings and motives from their actions. Exploring fictional characters. Researching a person. Writing - writing a guide to resolving conflict.</p> <p>Computing: Creating a piece of media to encourage thinking about stereotypes.</p>	<p>growth mindset, considering characters' feelings.</p> <p>Science: Animals, including humans – Learning about how to keep teeth healthy. Planning for a healthy lifestyle; identifying good and bad habits.</p> <p>Computing: Learning about the impact of screen time on our health.</p> <p>Music: Listening to a song to prompt discussion.</p>	<p>Learning about the impact of alcohol and drugs (Y6). Knowing some of the changes of puberty.</p> <p>Art and Design: Choosing their medium to create a self-portrait.</p> <p>Computing: Learning about sharing online and search engines. Learning how to check if something online is true. Knowing to treat people respectfully on social media.</p>	<p>Researching community groups. Researching a person on the internet.</p>		
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2023-2024 - PSHE & RSE- Year 5/6 (Cycle A) – Pankhurst

	<u>Autumn 1 – Family and Relationships</u>	<u>Autumn 2 – Health & Wellbeing</u>	<u>Spring 1 – Safety & the changing body</u>	<u>Spring 2 – Citizenship</u>	<u>Summer 1- Economic Wellbeing</u>	<u>Summer 2 – Identity / Consolidation and review.</u>
<p>Key NC objectives/ statutory guidance</p> <p><u>Statutory guidance</u> DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><u>Non-statutory guidance</u> PHSE Association Programme of Study</p>	<p><u>Relationships & Sex Education:</u> -Families & people who care for me.</p> <p>Pupils should be taught:</p> <p>*That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p><u>Relationships & Sex Education:</u> -Respectful relationships.</p> <p>Pupils should be taught:</p> <p>*The conventions of courtesy and manners. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * The importance of permission-seeking and</p>	<p><u>Physical Health & Mental Wellbeing:</u> -Health & Prevention.</p> <p>Pupils should be taught:</p> <p>*About dental health & the benefits of good oral hygiene and flossing, including regular check-ups to the dentist.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Mental Wellbeing.</p> <p>Pupils should be taught:</p> <p>*That mental wellbeing is a normal part of daily life, in the same way as physical health. *Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. *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.</p>	<p><u>Relationships & Sex Education:</u> -Online relationships.</p> <p>Pupils should be taught:</p> <p>*How information and data is shared and used online. *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self or others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. *How to recognise and report feelings of being</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L2) To recognise there are human rights, that are there to protect everyone. *(L8) About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. *(L10) About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p><u>PHSE Association Programme of Study</u> -Living in the wider world. (KS2)</p> <p>Pupils learn:</p> <p>*(L20) To recognize that people make spending decisions based on priorities, needs and wants. *(L21) Different ways to keep track of money.</p>	<p><u>PHSE Association Programme of Study</u> -Health & Wellbeing. (KS2)</p> <p>Pupils learn:</p> <p>*(H25) about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Teachers will consolidate learning from the academic year, reviewing and revisiting specific units where the need arises.</p>

	<p>giving in relationships with friends, peers and adults. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships & Sex Education:</u> -Caring friendships.</p> <p>Pupils should be taught:</p> <p>*That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * How to ask for advice or help for self and for</p>	<p>*How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. *Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). *That it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</p> <p><u>Relationships & Sex Education:</u> -Being safe.</p> <p>Pupils should be taught:</p> <p>*How to ask for advice or help for self and others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p>	<p>unsafe or feeling bad about any adult.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Online Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*That for most people, the internet is an integral part of life and has many benefits. *How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p><u>Physical Health & Mental Wellbeing:</u> -Internet Safety & Harms.</p> <p>Pupils should be taught:</p> <p>*Why social media, some computer games and online gaming, for example, are age restricted. *Where and how to report concerns and get support with issues online. *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>			
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	others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		<p>Physical Health & Mental Wellbeing: -Changing Adolescent Body.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. *About menstrual wellbeing including the key facts about the menstrual cycle. 			
Key Concept(s):	Family & relationships	Health & wellbeing	Safety & the changing body	Citizenship	Economic wellbeing	Identity
SKILLS are our SOUTH Key Skills to be taught (Diciplinary knowledge)	<ul style="list-style-type: none"> -Children will explore physical and emotional boundaries in friendships. -Children will explore the impact that bullying might have. -Children will identify ways to resolve conflict through negotiation and compromise. -Children will discuss how and why respect is an important part of respectful relationships. -Children will identify ways to challenge stereotypes. 	<ul style="list-style-type: none"> -Children will understand the importance of sleep -Children will understand the purpose of failure. -Children will develop a growth mindset. -Children will learn how to set themselves short term, medium term and long-term goals. -Children will use their knowledge of food groups to plan healthy meals. -Children will learn how to keep themselves safe whilst in the sun. 	<ul style="list-style-type: none"> -Children will explore what to do if an adult makes them feel uncomfortable. -Children will learn about the benefits and risks of sharing information online. -Children will understand the risks of alcohol. -Children will understand the influence others have on us and how we make our own decisions. -Children will discuss some physical and emotional changes during puberty. -Children will identify reliable sources of help with puberty. 	<ul style="list-style-type: none"> -Children will discuss how we can help to protect human rights. -Children will identify the benefits different groups bring to the local community. -Children will identify the positives diversity brings to a community. -Children will discuss how education and other human rights protect us. -Children will discuss how people can influence what happens in parliament. -Children will discuss ways to challenge 	<ul style="list-style-type: none"> -Children can identify negative and positive influences that can affect our career choices. -Children can discuss the risk associated with money. 	<ul style="list-style-type: none"> -Children will explore how the media might influence our identity.

			-Children will discuss problems which might be encountered during puberty and use knowledge to help.	prejudice and discrimination.		
'LINK IT' – what learning has gone before	<p>Children will know that they can talk to trusted adults or services such as Childline if they experience family problems.</p> <p>Children will know that bullying can be physical or verbal.</p> <p>Children will know that bullying is repeated, not a one off event.</p> <p>Children will know that violence is never the right way to solve a friendship problem.</p> <p>Children will know that trust is being able to rely on someone and it is an important part of relationships.</p>	<p>Children will understand the importance of rest in a healthy lifestyle.</p> <p>Children will understand the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>Children will understand the importance of belonging.</p> <p>Children will understand what a barrier is and that these can be overcome.</p>	<p>Children will understand that cyberbullying is bullying which takes place online.</p> <p>Children will understand that other people can influence our choices.</p> <p>Children will know that it is important to maintain the safety of themselves and others before giving first aid.</p>	<p>Children will understand the UN Convention on the Rights of the Child.</p> <p>Children will know that the local council is responsible for looking after the local area.</p> <p>Children will know that elections are held where adults can vote for local councilors.</p> <p>Children will understand the role of charities in the community.</p>	<p>Children will understand that there are different ways to pay for things.</p> <p>Children will understand that there are a range of jobs available.</p> <p>Children will understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>	
N.B: Lesson sequences are adapted from Kapow: RSE & PSHE, condensed version – follow lessons in the order that is given.						
KNOWLEDGE is our NORTH Key knowledge to know:	Y5/6, Lesson 2: What makes a good friend Children will: Understand how to form and maintain positive relationships	Y5/6, Lesson 2: The importance of rest Children will: Understand and communicate the benefits of sleep	Y5/6, Lesson 2: Staying safe online. Children will: understand some issues related to online friendships including the impact of their	Y5/6 Lesson 1: Breaking the law Children will: begin to understand what happens when the law is broken	Y5/6 Lesson 1: Borrowing Children will: Understand that a loan can be a way to pay for things but that it needs to be	Y6 ONLY Lesson 1: What is identity? Children will: understand what factors contribute to identity.

<p>'LEARN IT' – what are we learning NOW</p>			actions and learn about staying safe online.		repaid	
	<p>Y5/6, Lesson 3: Respect Children will: Understand what we mean by respect and why it is important (Year 5) Understand that respect is two-way and how we treat others is how we can expect to be treated (Year 6)</p>	<p>Y5/6, Lesson 3: Embracing failure Children will: Understand the purpose of failure</p>	<p>Y5/6, Lesson 4: Alcohol Children will: begin to understand the risks of alcohol</p>	<p>Y5/6, Lesson 2: Prejudice and discrimination Children will: Recognise prejudice and discrimination and learn how this can be challenged</p>	<p>Y5/6, Lesson 2: Income and Expenditure Children will: Understand income and expenditure and how to track money</p>	
	<p>Y5/6, Lesson 6: Bullying. Children will: understand the impact of bullying and the responsibility of bystanders to help</p>	<p>Y5/6, Lesson 4: Going for goals Children will: Learn how to set short-term, medium-term and long-term goals</p>	<p>Y5/6, Lesson 3: Drugs, alcohol and tobacco; influences Children will: begin to understand the influence others have on us and how we can make our own decisions</p>	<p>Y5/6, Lesson 3: Protecting the planet Children will: Understand how reducing our use of materials and energy will help the environment</p>		
	<p>Y5/6, Lesson 7: Challenging Stereotypes. Children will: Explore the impact of stereotypes and how they can lead to discrimination.</p>	<p>Y5/6, Lesson 6: Healthy meals Children will: use their knowledge of food groups to plan healthy meals</p>	<p>Y5, Lesson 3: Puberty. Children will: Understand the physical and emotional changes during puberty.</p>	<p>Y5/6, Lesson 6: Parliamentary and national democracy Children will: Begin to understand how parliament works</p>		
		<p>Y5/6, Lesson 7: Sun Safety Children will: Understand how to keep safe in the sunshine</p>	<p>Y5, Lesson 4: Menstruation. Children will: understand the menstrual cycle</p>			
			(Y6 ONLY)			

			Y6, Lesson 4: Physical & emotional changes of puberty. Children will: understand the changes that happen during puberty.			
			(Y6 ONLY) Y6, Lesson 5: Conception. Children will: understand the biology of conception			
			(Y6 ONLY) Y6, Lesson 6: Pregnancy & Birth. Children will: understand the development of the baby during pregnancy			
'SHOW IT'	Complete Families & relationships Knowledge Catcher. (Y 5/6)	Complete Health and Wellbeing Knowledge Catcher. (Y5/6)	Complete Safety & the Changing Body Knowledge Catcher. (Y5/6)	Complete Citizenship Knowledge Catcher. (Y5/6)	Complete Economic Wellbeing Knowledge Catcher. (Y5/6)	
'KNOW IT'	Families & relationships, Unit quiz. (Y5/6)	Health & Wellbeing, Unit quiz. (Y5/6)	Safety & the Changing Body, Unit quiz. (Y5/6)	Citizenship, Unit quiz. (Y5/6)	Economic Wellbeing, Unit quiz. (Y5/6)	
EXCELLENCE is our EAST Key vocabulary	Act of kindness, authority, boundaries, bystander, permission, attributes, cyberbullying, conflict,	Fluoride, mental health, negative emotions, positive emotions, visualise, fail, protect, responsibility, steps.	Age restriction, law, protect, internet trolling, public, decision, friend, influence, puberty,	Authority, cabinet, council, council officer, diversity, environment, human rights, local	Bank balance, bank statement, career, debit card, expenditure,	Identity, body image, influence, media.

<p>across the unit</p>	<p>earn, expectation, resolve, respect.</p>		<p>breasts, penis, testicles, testes, vagina, vulva, vaginal opening, voice breaking, wet dreams, womb, genitals, attraction, menstruation, period, bladder, cervix, clitoris, egg, ova, ejaculation, erection, fallopian tube, labia, nipples, ovary, ovaries, public hair, scrotum, pregnant, conception, fertilisation, sexual intercourse, sperm.</p>	<p>government, volunteer, protect, community, United Nations/ UN, conflict, earn, expectation, protected characteristics, resolve, respect, stereotype.</p>	<p>income, interest, repayment, budget.</p>	
<p>WORLDLINESS is our WEST Cultural Capital</p>	<p>Through our PSHE & RSE curriculum, children will:</p> <ul style="list-style-type: none"> • Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Gain an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Gain an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 					
<p>GOLDEN THREADS: VIPs Rich stories</p>	<p>VIPs: Rich stories: <i>The Fox Girl & The White Gazelle</i> by Victoria Williamson <i>Max & The Millions</i> by Ross Montgomery</p>	<p>VIPs: Rich stories: <i>A Shelter For Sadness</i> by Anne booth & David Litchfield <i>The Invisible</i> by Tom Percival</p>	<p>VIPs: Rich stories: <i>The Extremely Embarrassing Life Of Lottie Brooks</i> by Katie Kirby</p>	<p>VIPs: Rich stories: <i>The War Next Door</i> by Phil Earle & Sara Ogilvie <i>Wonder</i> by R. J. Palacio</p>	<p>VIPs: Rich stories: <i>Grandpa's Fortune Fables</i> by Will Rainey <i>Money For Beginners</i> by Eddie Reynolds</p>	<p>VIPs: Rich stories: <i>Perfectly Norman</i> by Tom Percival <i>The Boy in the Dress</i> by David Walliams & Quentin Blake</p>

	<p><i>The Misadventures of Max Crumbly: Locker Hero</i> by Rachel Renee Russell</p> <p><i>Cloud Busting</i> by Malorie Blackman</p> <p><i>All the Things That Could Go Wrong</i> by Stewart Foster</p>		<p><i>The Private Blog of Joe Cowley</i> by Ben Davis</p> <p><i>Some Secrets Should Never be Kept</i> by Jayneen Sanders</p>	<p><i>Vote for Effie</i> by Laura Wood & Mirelle Ortega</p>		
<p>‘LINK IT’ – across the curriculum:</p>	<p>English: Spoken language - listening and speaking respectfully to adults. Role- playing how to speak to the bereaved. Creating a piece of media to encourage thinking about stereotypes. Reading – Inferring characters' feelings and motives from their actions. Exploring fictional characters. Researching a person. Writing - writing a guide to resolving conflict.</p> <p>Computing: Creating a piece of media to encourage thinking about stereotypes.</p>	<p>English: Spoken language - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. Acting in role as a doctor or nurse explaining why immunisation is important. Reading- considering the message of a story about growth mindset, considering characters' feelings.</p> <p>Science: Animals, including humans – Learning about how to keep teeth healthy. Planning for a healthy lifestyle; identifying good and bad habits.</p> <p>Computing: Learning about the impact of screen time on our health.</p> <p>Music: Listening to a song to prompt discussion.</p>	<p>English: Spoken language - Holding a debate, having collaborative conversations.</p> <p>Science: Animals, including humans (Y5) – Learning about the changes that happen in puberty. Learning about the impact of alcohol and drugs (Y6). Knowing some of the changes of puberty.</p> <p>Art and Design: Choosing their medium to create a self-portrait.</p> <p>Computing: Learning about sharing online and search engines. Learning how to check if something online is true. Knowing to treat people respectfully on social media.</p>	<p>English: Spoken language - Role playing an MP surgery meeting. Writing - writing a story or newspaper article based on the story of Malala Yousafzai. Writing a letter to a government minister.</p> <p>Computing: Researching community groups. Researching a person on the internet.</p>	<p>Maths: Solve number and practical problems - keeping track of money. Measurement - learning to track income and expenditure, devising a budget.</p>	

