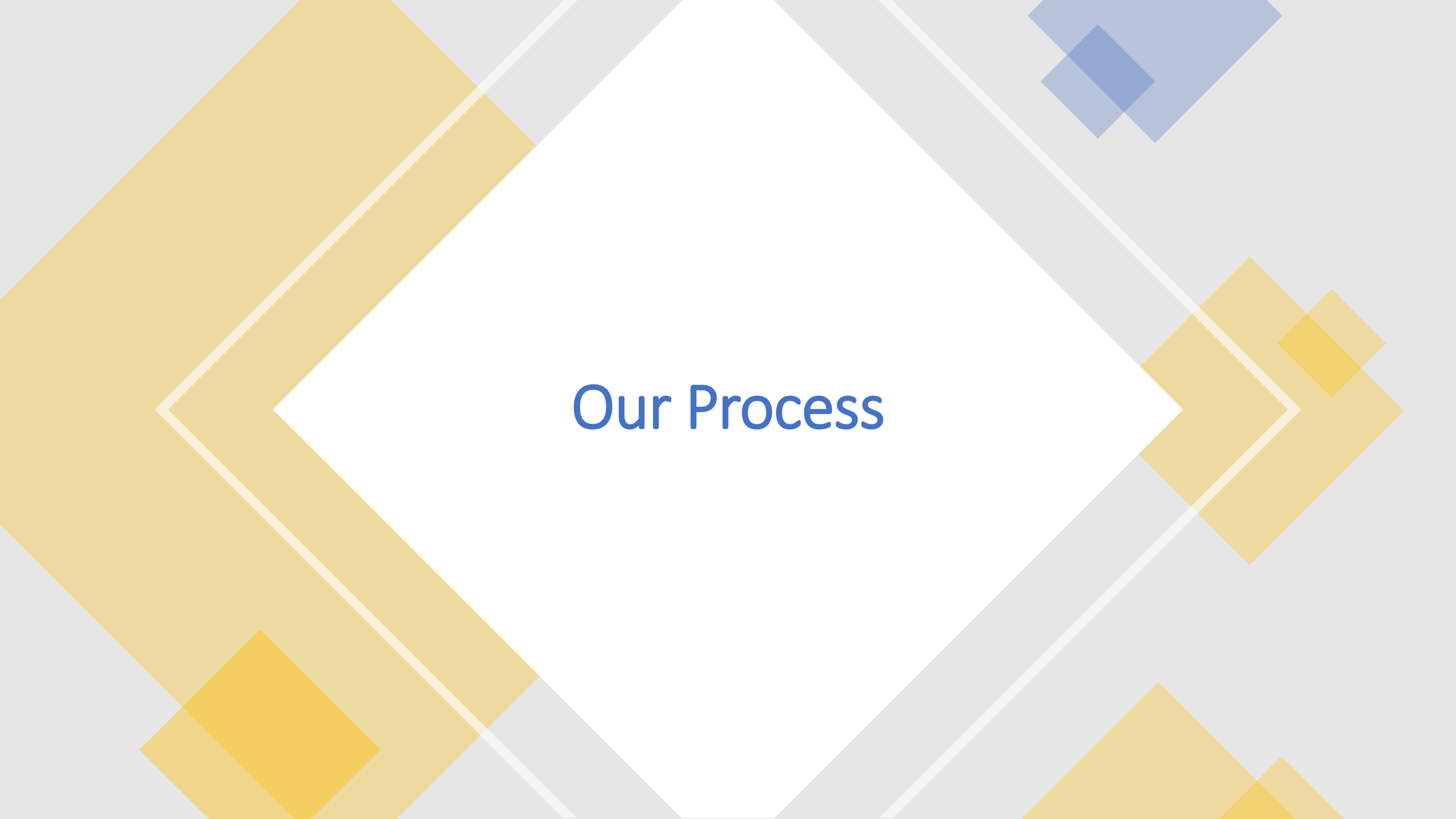


The background features a light gray field with several overlapping diamond shapes in yellow and blue. A large white diamond is positioned on the right side, containing the title text. In the upper-left area, there is a smaller diamond containing a bokeh image of city lights at night.

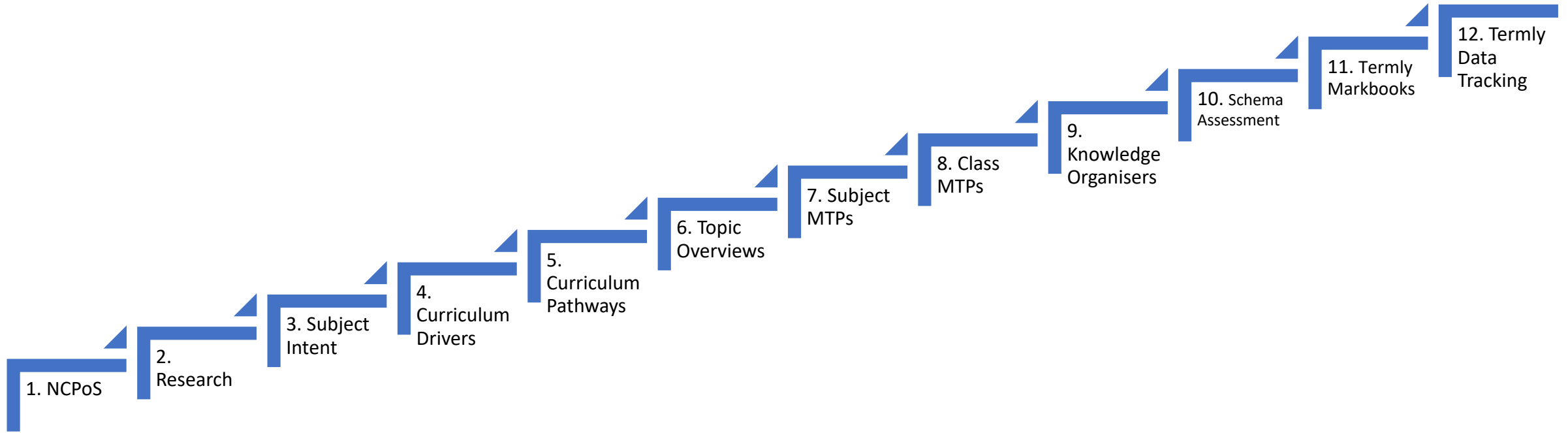
PSHE at Peters Hill



Our Process

The Process at Peters Hill

Our 12 step approach



INTENT

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Peters Hill Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed and adapted from the **PSHE** Association's Primary Scheme of Work, which is recommended by the Department for Education.

Our programme of Study not only reflects the specific needs of the pupils of Peters Hill but also reflects the universal needs shared by all pupils.

Our school's overarching intent for our pupils is to provide a personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

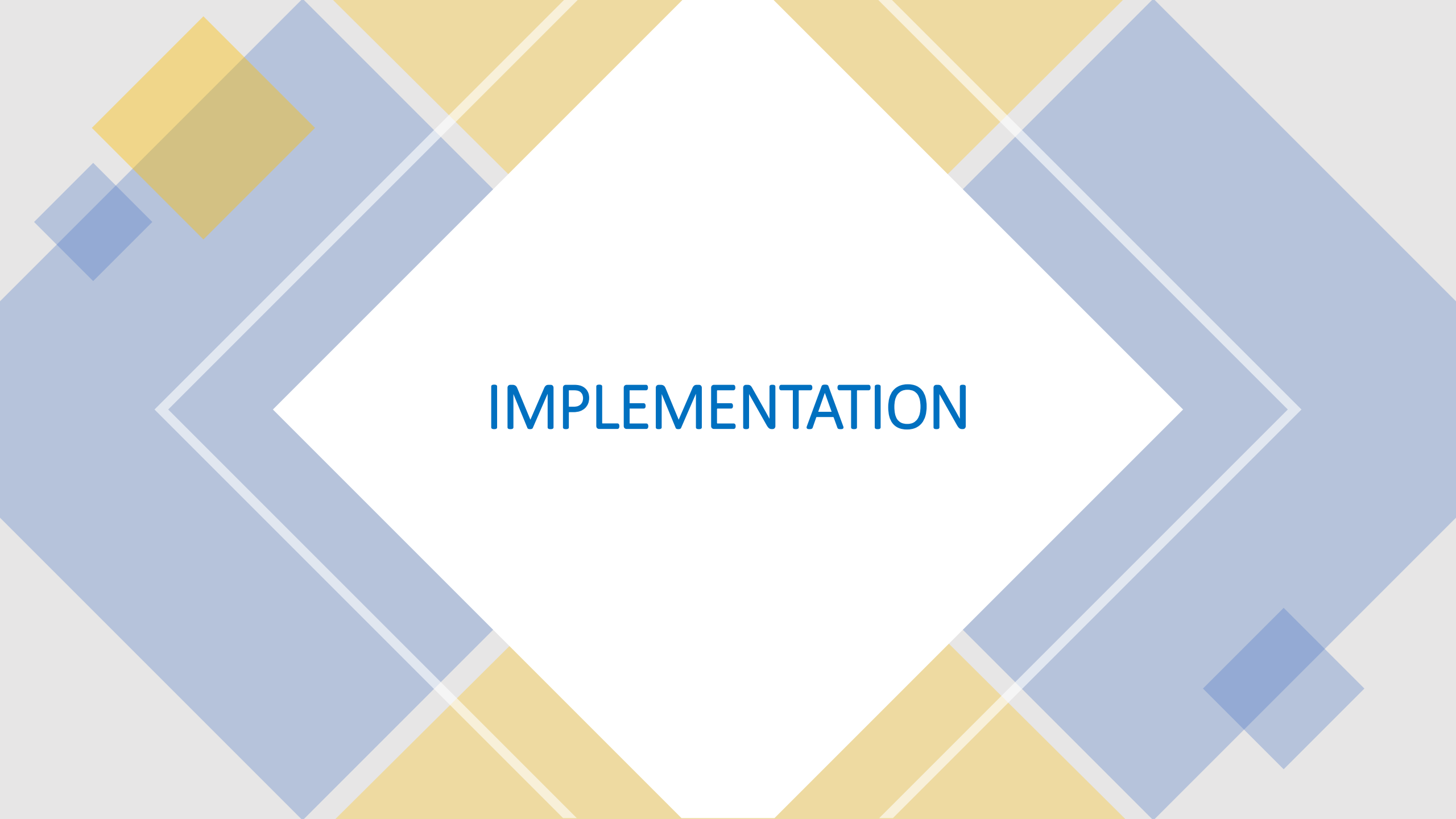
Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.



IMPLEMENTATION

PSHE Curriculum

The scheme of work has three core themes, the same for each key stage. The scheme of work can be viewed on our website. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Healthy lifestyles – Living long living strong

Keeping safe – Dear diary / Say no / Safety First

Growing and changing – Growing up

Core Theme 2: Relationships

Healthy Relationships – Daring to be different / Be friendly be wise / People around us

Feelings and emotions - Daring to be different / Be friendly be wise / People around us

Valuing difference - Daring to be different / Be friendly be wise / People around us

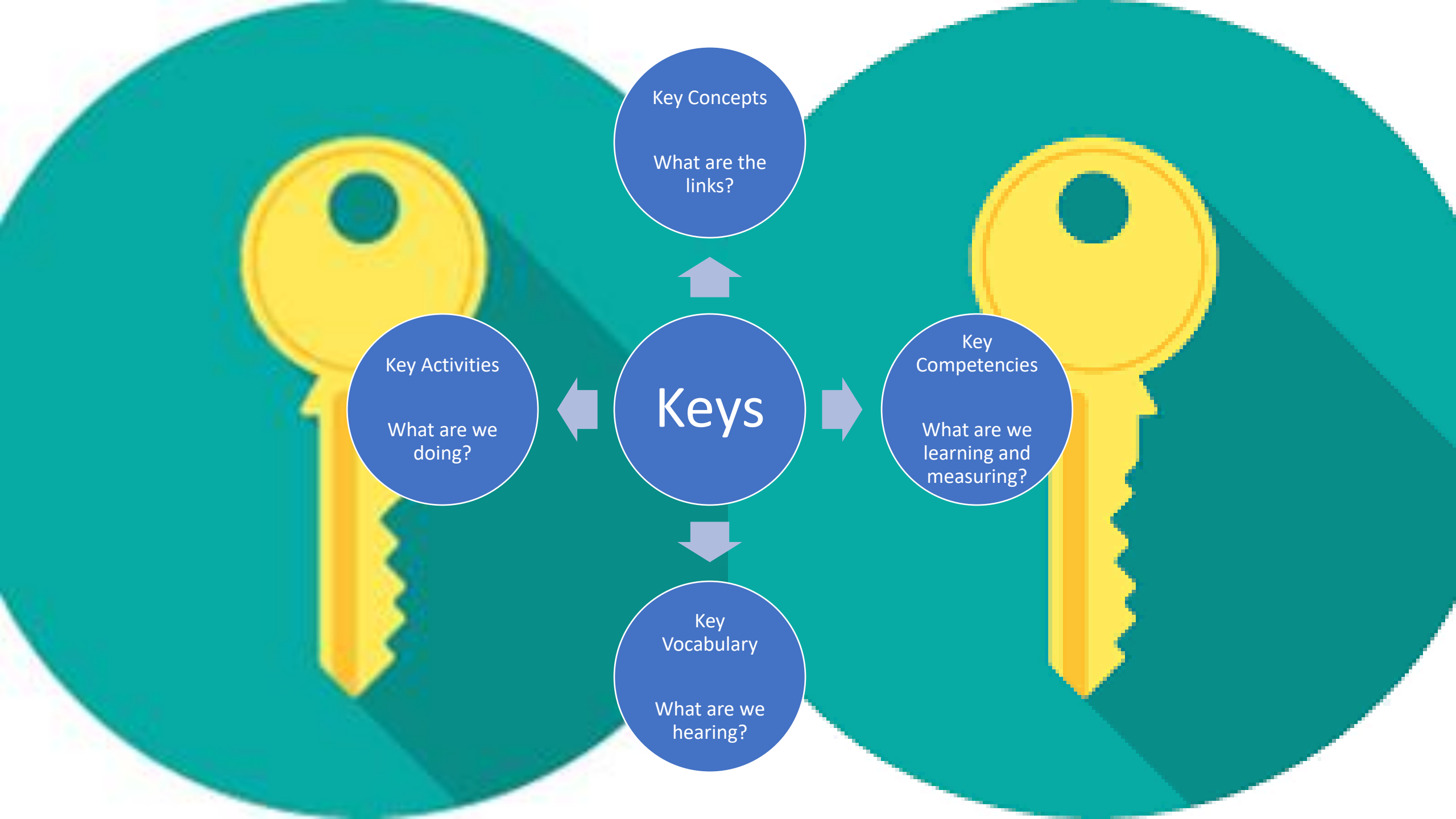
Core Theme 3: Living in the Wider World

Rights and responsibilities – We're all stars/It's our world

Taking care of the environment – Who likes chocolate / Joining in and joining up

Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.



PSHE and SMSC Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	We're all stars!	Be friendly be wise	Living long Living strong	Daring to be different	Safety First	Joining in and joining up
Year 1	Community	Making and sustaining friendships	Growing and caring for ourselves	Identity and self esteem	Lessons focus on staying safe: outside; rail; water; road;	Needs and responsibilities
Year 3	Rights and responsibilities	Conflict resolution	Valuing differences	Difference and diversity	staying safe in the home	Participation
Year 5	Getting to know each other	Anti-bullying	Healthy eating and exercise	Peer influence and assertiveness	staying safe online	Local democracy
	Working together		Goal setting and motivation		Staying safe around strangers	Voluntary groups
					First aid	Fund raising activities
Year B	It's our world!	SAY NO!	Dear Diary	Money Matters	People Around us	Growing up
Year 2	The wider community and local democracy	Drugs Education medicines and legal drugs	Emotional well being	Understanding finance and money	Global citizenship	Growing up puberty - physically and emotionally as we grow
Year 4	Rights and responsibilities	Drugs illegal drugs - vaping, smoking and	Anxiety and worries	Shopping and budgeting	Different identities around the world	Managing change
Year 6		risk taking behaviour	Comfortable and uncomfortable feelings	Risk and debt	Challenging prejudice	Preparing for transition

	Environmental awareness and sustainability issues	Feeling safe Making healthy choices Anti- bullying	Help and support	Goal setting and motivation Fair trade globalisation inequalities Hunger and poverty	Support networks – relationships and families	
Whole School Focus	Rewards and consequences School rules Black history month One World Week International Peace Day Hello Yellow Day	National Anti-bullying Week Bonfire night UK Parliament Week Road Safety week Sustainable development day International children's day Human Rights Day	UNICEF Day of change Walk to school week Recycling week Holocaust Memorial Day Martin Luther King Day <u>Childrens Mental Health Week</u> Online Safety Day	International women's day Mother's Day Red Nose day Fairtrade fortnight International book day Down Syndrome Day	Father's Day Family week National children's day Disability awareness week Jeans for Genes day Pet Week	Refugee Week World Environment Day Summer Fayre International Week My Money Week

Living in the Wider World

Relationship Education

Health and Well being



Year I

PSHE – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships—children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	Living Long Living Strong To know we are all different To understand the term 'touch' and when appropriate To know who my family is To understand what things make me happy To understand some ways to keep ourselves healthy To set myself a goal and discuss how I can achieve this	Fair – rules are made and are the same for everyone. Safe – protected from any danger or risk. Friendship – a good relationship between friends Different – not the same as each other Family tree – a picture that shows the relationships between people in a family Emotion – a strong feeling Goal – to try hard and achieve something new	1. What would make our classroom a safe and happy place to be? Children work together to recognise things that make a classroom fair and safe. Talk about the right things to do and together create a class charter of rules. Together display these rules with a theme and put them up within the classroom. 2. How can we be a good friend to others? Look at different scenerios and identify what makes a good friendship. Read the story 'Starry Eyed Stan' and describe the characters personalities. Children to talk about different scenarios within the story and sort them into the correct category. 3. What makes me unique? Read the story 'We are all different' and discuss what makes the characters different from each other. Chn to draw a picture of themselves and things they like. Identify and compare appearance and likes, looking at similarities and differences within the class. 4. Why is my family important to me? Revisit story from the previous week and describe the different kinds of families. Chn to learn about what a family tree is and create their own family tree. Discuss and celebrate different families within the class.

PSHE – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships—children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issue	Living Long Living Strong To know we are all different To understand the term ‘touch’ and when appropriate To know who my family is To understand what things make me happy To understand some ways to keep ourselves healthy To set myself a goal and discuss how I can achieve this	Fair – rules are made and are the same for everyone. Safe – protected from any danger or risk. Friendship – a good relationship between friends Different – not the same as each other Family tree – a picture that shows the relationships between people in a family Emotion – a strong feeling Goal – to try hard and achieve something new	5. What makes me smile? Discuss the emotion 'happy' and what it means for different people. Together list things that make us happy and share some of their favourite things in show and tell in small groups. 6. How do we get better at things? Together generate personal and achievable goals in Year 1. Children to select one that relates to them and draw it on a balloon. Display balloons for the children to refer to throughout the year.

PSHE – Autumn 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships—children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	We're all stars To help make my class a safe and fair place. To find out about other people by asking questions. To know how to solve problems. To know how people are feeling and how to make them feel better. To know what makes a happy playtime. To know how to make choices.	Question - a sentence that asks for a reply Listen - to pay attention to. Response - a written or spoken answer. Problem - something that is difficult to understand or to deal with. Solution - the act or process of solving a problem or question. Include - to put in a group or class. Safe - protected from harm, loss, or danger. Rule - a law or direction that guides behavior or action. Positive - something that is good or helpful. Negative - a statement, action, or gesture showing that one refuses or is against something.	1. How do we keep safe on Bonfire night? As a class create a list of things we can do to protect ourselves when around fireworks and fire. Children to create safety videos using Kindle tablets 2. How are we alike? Children to find out more about each other by asking appropriate questions. As a class list questions to ask. Time, Pair, Share: Children to pair up ask a question and feedback the response to the class. 3. Anit-Bullying Week: One Kind Word Kindness Children to wear odd socks at the start of the week to raise awareness of bullying. Children to learn about what bullying is and create one kind word cards to be put in a jar and use. 4. How can I help my friends? Identify emotions in a range of photo cards. Use the feelings detective poster to explore how the people in each photo are feeling and why. Introduce a puppet and explain that they are new to our class just like they were. Children to recognise how the puppet must feel and create a welcome to our class poster.

PSHE – Autumn 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships— children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	We're all stars To help make my class a safe and fair place. To find out about other people by asking questions. To know how to solve problems. To know how people are feeling and how to make them feel better. To know what makes a happy playtime. To know how to make choices.	Question - a sentence that asks for a reply Listen - to pay attention to. Response - a written or spoken answer. Problem - something that is difficult to understand or to deal with. Solution - the act or process of solving a problem or question. Include - to put in a group or class. Safe - protected from harm, loss, or danger. Rule - a law or direction that guides behavior or action. Positive - something that is good or helpful. Negative - a statement, action, or gesture showing that one refuses or is against something.	5. How can we make playtime safe for everyone? Children to sort pictures into two groups- good playground behaviour and not good playtime behaviour. Refer back to class charter discussing rules during playtime. Discuss why it is important to line up sensibly at the end of playtimes. Practise lining up outside. 6. What is the right choice? Use the peaceful problem solving poster to discuss playground behaviours. Children to work in pairs to act out a given problem and to try to solve it using the peaceful problem solving script. Children to share their ideas and role play with the class.

PSHE – Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	Daring to be different To know my own likes and dislikes To understand what it feels like to be proud To understand the term ‘special’ To recognise my own worries To know ways I can stay calm and relaxed To know the right ways to stand up for myself	Unique: Only one of its kind Different: Not the same as each other In common: Something that is shared with another Interests: Wanting to be involved or know more about something Hobby: An activity done often for enjoyment Proud: Feeling happy when achieving something Influence: To have an effect on someone Special: Better or different from what is usual Important: Something of great significance Talents: A natural skill Strengths: Things that you do well	1. What do I like and dislike? Children to work in pairs and find a hobby that they both like doing (prompts provided). Compile a tally chart showing everybody’s hobbies - discuss how this shows our differences/similarities with our likes. 2. How does it feel to be proud? SEAL story – Proud Children to create freeze frames to show things they are proud of. Children to role play scenes from the story and how they would react to scenarios. 3. What makes me special? SEAL story – Mouse Children to talk about what makes them special. Children to bring in a item from home which is special to them to discuss in circle time. Children to be given the opportunity to showcase any talent. 4. How does it feel to be worried? SEAL Story – The Wobbly Tooth Demonstrate hot seating as Jamima. Children to ask questions and take it in turns to play the role of Jamima. Children to discuss ways to help people deal with worries. 5. How can I calm myself and feel relaxed? Children to explore a range of strategies to relax. Talk about how everyone is different and which strategies they found most effective. 6. How can I stand up for myself? Children to look at a range of scenarios and discuss the things that are wrong. Children to role play those scenarios and talk about appropriate things they could say in those situations.

PSHE – Spring 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Living long Living strong Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	Living Long Living Strong To know we are all different To understand the term ‘touch’ -and when appropriate To know who my family is To understand what things make me happy To understand some ways to keep ourselves healthy To set myself a goal and discuss how I can achieve this	Personal hygiene: the practice of keeping clean to stay healthy and prevent disease Healthy: doing things that are good for your body. Well being: the state of being comfortable, healthy, or happy. Clean: free from dirt Germs: tiny organisms, or living things, that can cause disease. Decay: to rot or become rotted Goal: something that you determine you want, and you work hard to achieve it Achieve: to do or carry out successfully; accomplish.	1. Why is it important to keep clean? Children will explore what personal hygiene identifying brushing teeth, clean clothes , washing and bathing regularly etc... Children will create a personal hygiene poster 2. How do I look after my teeth? Children to explore the importance of looking after their teeth and how- what could happen if they don't? Apply knowledge to sequence steps of how to brush teeth and generate two rules of looking after your teeth. 3. How can I stay healthy? Children explore what does healthy mean and explore different ways of doing so. Children will list ways to stay healthy. 4. What can I improve? Children will explore the concept of determination and what a goal is. Children individually to think of a simple goal they would like to achieve to help them become healthier eg. eat more fruit. Share their goal with a partner & video these on ipads.

PSHE – Spring 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Living long Living strong Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	Living Long Living Strong To know we are all different To understand the term ‘touch’ -and when appropriate To know who my family is To understand what things make me happy To understand some ways to keep ourselves healthy To set myself a goal and discuss how I can achieve this	Personal hygiene: the practice of keeping clean to stay healthy and prevent disease Healthy: doing things that are good for your body. Well being: the state of being comfortable, healthy, or happy. Clean: free from dirt Germs: tiny organisms, or living things, that can cause disease. Decay: to rot or become rotted Goal: something that you determine you want, and you work hard to achieve it Achieve: to do or carry out successfully; accomplish.	5. How do our families compare? Using the online story 'The Family Book' by Todd Parr children will explore the different types of families. Look at media examples. Children will explain who is in their own family by drawing a picture and discussing with partners. 6. How can I use my hands?

PSHE – Summer 1

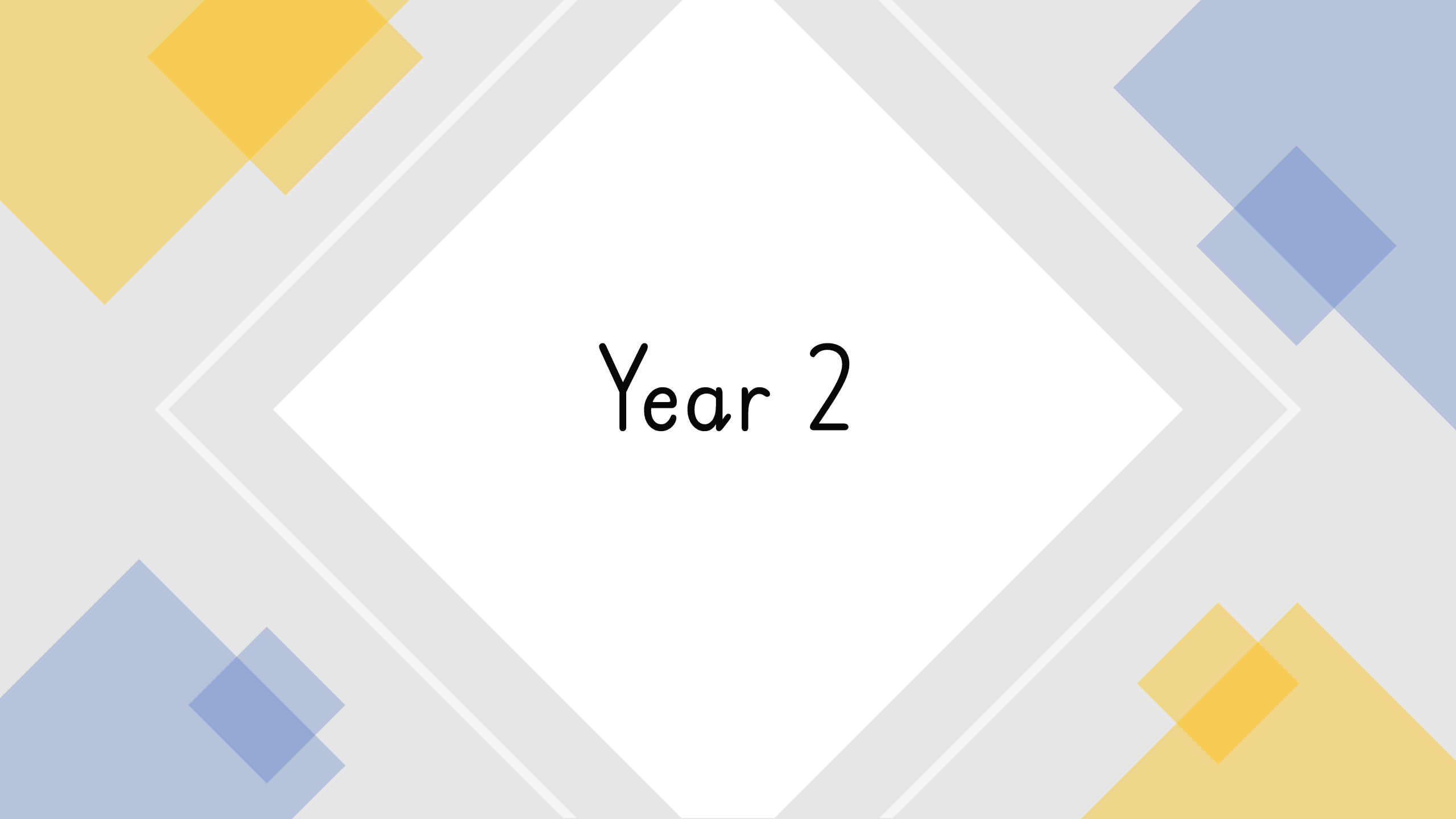
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	<u>Dear Diary</u> To know where to go for help To have some understanding of the word responsibility To know about right and wrong choices To know its ok to feel sad To know what a worry is and who to ask for help To know a way to help support each other	Help- make it easier or possible for (someone) to do something by offering assistance. Sadness/ sad- feeling or showing sorrow or unhappiness. Emotions - the feeling of someone's circumstances, mood, or relationships with others. Express - convey (a thought or feeling) in words or by gestures and conduct. Support- give assistance/ help to someone. Responsibility- having a duty for something.	1. Who can I ask for help? Group work: list people they know who wear uniforms. Chn will draw a picture of a person in uniform and write a sentence explaining how they help us. 2. Is it ok to feel sad? Read the story about Pam who was feeling sad. How can we help others? Mind map ideas about what they should do to make Pam feel better in parts of the story. What could she do to stop things getting worse. 3. How can we support each other? Look at photos and explore the feelings. Read the story 'Larry's left out'. Chn will work with shoulder partner to create a poster to let everyone in the class know what you might do to help anyone who is feeling lonely at our school. 4. What am I responsible for? What does it mean? Chn to list things they think they are responsible for in school. Talk about ways we can show responsibility for things that may happen.

PSHE – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	<u>Pathway 3 – Living in the Wider world</u> Joining in and joining up To know how to listen effectively To express my own opinion To know the difference between right and wrong To understand the needs of living things To know what to do to develop responsibility –looking after animals To know who else looks after living things	Opinion- a view or judgement formed about something, not necessarily based on fact or knowledge. Right- morally good, justified, or acceptable Wrong- unjust, dishonest, or immoral. Responsibility- having a duty for something.	1. What is effective listening? Timed pair share- What sorts of things might stop you from <u>listening</u> to the person talking to you? Mind map- why is it important to listen? Discuss signs of good listening. Listening game- children will need to listen carefully to correctly colour different pictures in the correct colour. 2. What makes a choice right or wrong? Discuss how every day we need to make choices, some are right and some are wrong. Watch a story & discuss what good choices could the character make. Give children scenarios & ask them to role play what decision they would make. 3. What do animals need to survive? Recap what we as humans need to survive and compare this to what we think animals need. Children to work in groups to mindmap what different animals need to survive, feedback too class. 4. How do you take care of a pet? Explore what animals could be pets and why? Discuss and explore the needs of these pets, how do we look after them? Explore who else looks after living things. Children to draw a pet and write key points of how to look after them.

PSHE – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Identity and self esteem Difference and diversity Peer influence and assertiveness	Relationships – Children should be able to understand respectful relationships. Health and Well being - Children will know how to make the right choices to look after themselves. Living in the wider world - Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues.	<u>Pathway 3 – Living in the Wider world</u> Joining in and joining up To know how to listen effectively To express my own opinion To know the difference between right and wrong To understand the needs of living things To know what to do to develop responsibility –looking after animals To know who else looks after living things	Opinion- a view or judgement formed about something, not necessarily based on fact or knowledge. Right- morally good, justified, or acceptable Wrong- unjust, dishonest, or immoral. Responsibility- having a duty for something.	5. What is my opinion? Discuss the difference between opinion and facts. Identify if statements are facts or opinions. Timed pair share- what do you enjoy at school? What have you enjoyed the most this year? what has been your best memory? Explain that this is an opinion and maybe be different to other people. Children draw their favourite moment in Year 1.



Year 2

PSHE It's our world!

People around us! - Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocab	Activity
N/A	Relationships – children should be able to understand respectful relationships Health and Well-being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	I can make simple rules. I can talk about right and wrong choices and apply my knowledge to real life scenarios. (link to RE-Good Samaritan) To be able to set a simple goal To know we are connected in different ways. To explain how I am the same and different from my friends. I can express an opinion and explain my choices I can identify things that I can and can't control and explain my reasoning To explain ways to work co-operatively successfully. I can explain how I feel and identify things that make me feel happy To compare the differences between a want and a need (Link to Project Gambia shoe box	Right Wrong Choices Rules Class charte r Similarities Differences Community Values Ambition Pride Belief Respect Compassion Goal Aim Steps Success Mistakes Connections Energy Recycling Re-use Litter Pollution	• Why do we need rules in life? Discuss what rules are and why we need them. Encourage children to think of the rules we need in the classroom to ensure everyone is safe and happy. As a class, create a class charter to be displayed in the classroom. Create posters to put on display in class. • What are my goals for Year 2? Talk about the word goal and the meaning-what do we want to improve and get better at in school? Model own ideas first. On PH kite, children to identify three things they would like to get better at. Use their own illustrations as a prompt to explain their ideas. Review at the end of the unit-are we meeting our goals? What steps do we need to put in place? • What are our school values? Explore this together as a class during class assembly times-create an active display in classroom where children share their ideas of how to demonstrate these in and around school. • How are we connected? Talk about our similarities and differences-play drama game 'The sun shines on'. What would the world be like if we all looked the same and liked the same things? Talk about 2KA-make links with puzzle pieces. We are all different but together we make our own unique class. Children to create 'pieces of me' artwork to be displayed in classroom-then in cloakroom. • How can we improve our local area? PSHE and DT-(see DT lesson one) The secret sky garden book-Talk together about any similarities or differences between the setting of the story and your own local environment. How do you feel about your local area? Is there anything that you wish was different? <i>Ways to improve our local area-link to work in DT about multi-storey car park.</i> • How to have a good playtime. National Poetry Day-Link to theme-choice. Watch the video below with the children and pause to discuss the questions; what would you do if you found the ring of invisibility? What would be the right thing to do? Is it ok to make wrong choices if you don't get caught? Does making the right choices make us happy? Playground scenarios- give each table a different scenario to discuss what the right choice would be. Children create a poster to promote positive playtime behaviour. • What am I in control of? Different scenarios-what are children in control of? E.g.-the weather, pencil breaking, kind words etc. Partner work to promote discussion and explanation of choices. • What's Your Yellow? World Mental Health Day Who are your yellow people? Explore worries using Ruby's Worry text. How can we change our mood and what do we do to get rid of worries. Children giving option of creating self-sooth boxes or calm models. Then create a 'yellow' toolkit. <i>Charity launch day-Mrs Hodt comes and sets Christmas shoebox campaign-each class will make a</i>

PSHE It's our world! – Autumn 2

People around us!

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocab	Activity
N/A	Relationships – children should be able to understand respectful relationships Health and Well-being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	I can explain how to keep safe when using fireworks. To know that there are different job types To understand real and imaginary hazards I can explain what bullying means I can justify what is right or wrong I can identify which household items are safe and unsafe I know the dangers of smoking I know the dangers of alcohol	Safe Fire Fire safety Responsibility Dangerous Hazards Flammable Extinguisher Bullying Lonely Upset Feelings Change Different Individual Equal	How to stay safe when using fireworks: Discuss with the class the dangers of fireworks and bonfires. Children to watch a video about firework safety and discuss how we can keep safe when using fireworks. Children then create a firework safety poster for people to use to understand how to keep safe when using fireworks. The children then take part in a firework safety quiz to consolidate understanding. (Assessment opportunity) Firefighters – Past and Present: Discuss what firefighting was like in the 1600's. Show children the attire and equipment firefighters would have used in the past. Discuss how an alarm would have been raised, how locals would have helped to put out the fire. Model the chain that was made to pass the leather buckets/fire squirt from the river up to the burning buildings. Discuss how firefighting has changed, what was introduced because of the great fire of London (no buildings to be made out of timber/wattle and daub – apart from the Globe Theatre). What do we have now to alert us to fire? - Smoke Detectors and fire alarms. What don we have now to help us put out fires? Hose, fire extinguisher, fire blankets. Have an image of a firefighter in the past and in the present. Allow children time to discuss and compare what is different. Children to sort images of firefighters equipment from the past and present. What are the differences between being a fire-fighter then and now? Share the children's responses. Odd socks/anti bullying 18th November 'One Kind Word' theme. Ask the children to think of all the words that bullying can make a person feel. You could write them on a board or just ask them to shout out the word. Tell students that these feelings are not what we want you to feel while you're at school and it's important we all work to make sure no one feels like this. Tell students that this year's Anti-Bullying Week has the theme 'One Kind Word' Role play- Put children into small groups. Give each group a different scenario for them to act out. What changes could they make to help each scenario? What difference would these changes make? Discuss how each character would feel in that scenario. Have you ever met a similar problem? What could you do to resolve the issue? Hazards: What is a hazard? A hazard is any source of potential damage, harm or adverse health effects on something or someone. Children discuss hazards that can be found in the home. Many hazards can then cause fires. Ask the children what they think they'd need to do if they had a fire at their home. Go through the rules of what to do e.g. raise the alarm, stay low, call 999, don't go back into the building, stop, drop and roll, have a meeting point etc. Discuss each rule to make sure that children understand the rule and why it must be followed. Explain to children that we only call 999 in case of an emergency. Provide examples of emergencies. Children to create own Fire Safety Poster in project book, identifying the rules that must be followed. Hazards around the home:Recap previous learning of fire safety. What is the difference between something being safe and unsafe mean? https://www.youtube.com/watch?v=UGnW8yQBeN0 Discuss how our homes are full hazards that can lead to harm including ones that can start fires as well as other harm e.g. burn, cut, poison, harm, drown, fall, choke. We can encounter so many hazards like the risks from electricity, medicines, poisons and chemicals, garden ponds and dangers in the kitchen.https://www.essex-fire.gov.uk/homesafety/ Look at each room in the house and allow children to identify the hazards with their partner before clicking on each danger/risk in the house. Important when looking at the lounge – discuss the alcohol and cigarettes. In the kitchen there is also mention of a very modern safety problem and that is 'distractions'; back in the day our relatives did not have the distraction of (sometimes several) screens in the kitchen which are constantly demanding our attention. Due to the time of year, there are new hazards that are added to our houses, what could it be? Christmas trees and lights. We must remember to turn our lights off as they can burn out!

PSHE - Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
N/A	Relationships – children should be able to understand respectful relationships Health and Well-being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	- To explain why we have money -To recognise how we keep money safe -To recognise how sometimes things are not always affordable -To argue the difference between wants and needs -To outline what it means to be rich -To be able to create a simple goal	Money Value Affordable Expensive Rich Wealthy Want Need Importance Prioritise Goal Achievement	1. Why does money matter? Discuss where children may get money from. Discuss how adults may gain money. Group work- set up shop role play and practice buying and selling items. Discuss change and how important it is to be careful when buying items. 2. How do we keep money safe? Discuss what the safe way to bring money into school is/how to store it safely at home and how most adults keep their money safe. Create a list of ways to keep money safe and number them in terms of effectiveness. Discuss the importance of money. 3. Why are some objects not always affordable? Show pictures of objects. Children to estimate how much they think each item may cost. Discuss why some objects are worth/cost more money than others. Introduce the word –prioritise/priorities. 4. What do we need and want? https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 -share story. Using pictures, Discuss which ones are important and not important. Using cards, ask the children to work in groups and try to place them into a diamond formation, putting the things that are the most important at the top and the things that are less important at the bottom. 5. Introduce the word goal. Allow children to say what they think it means. Explain that people have many different goals. Some goals involve something they want to buy. Children to feedback something they would like to aim for. Discuss ways in which they can achieve this goal eg. If the goal is to become a brilliant reader, you would need to practise reading each day. If you wanted to buy a toy, you may need to save your pocket money.

PSHE – Spring 2

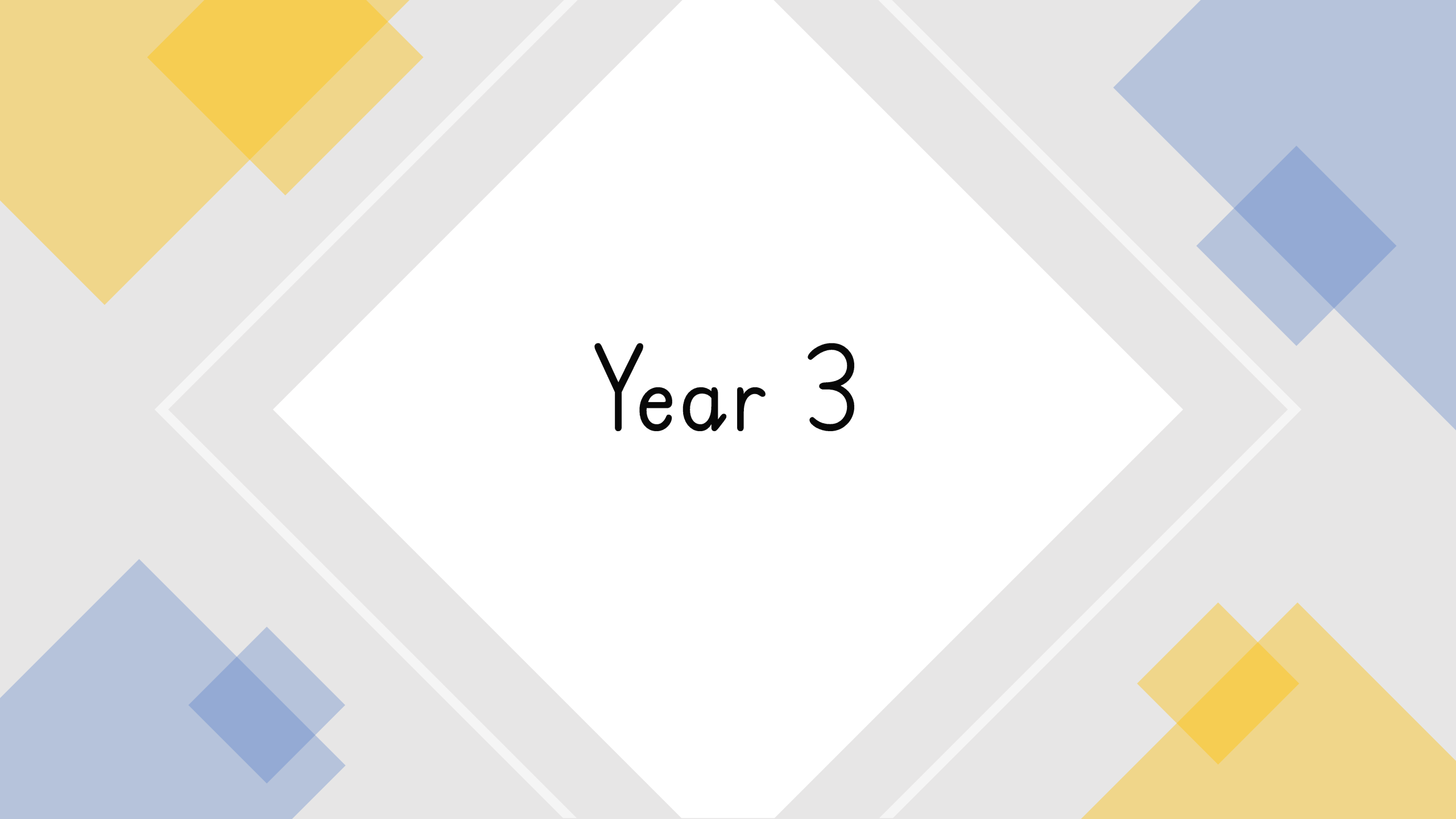
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
N/A	Relationships – children should be able to understand respectful relationships Health and Well-being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	To understand about foods from around the world To know about different customs and rituals To know about special days of food and celebrations To think about chocolate and how much we eat. To know where chocolate comes from To understand fair trade principles	Shopping Local Import Farmer country of origin Chocolate Trees Cacao Seeds Pods ripe Fair Unfair farmer, Wage Trade Price Principle Rich Poor Cooperative Business Shop Factory packaging	<u>Lesson 1: Food from around the world.</u> Present the children with a shopping basket which contents are chocolate, sugar, coffee beans, wheat, rice, oranges etc. Ask where they think these items originally came from? Food we often like to eat comes from warmer countries. Look at each item and identify the country of origin from the label. Do they know where this country is? Give clues or let them look it up in an atlas and map it on a big world map. Group work: Provide class with a world map and images of the food items. Children to work as a class to identify countries and stick food items from where they are made on the map. Provide children with maps or atlases to find countries. Banana - Nicaragua, Uganda Coffee Brazil, Colombia Sugar India, South Africa Flowers Zimbabwe, Israel Tea Sri Lanka, China Orange juice Spain, Mexico, Brazil Cocoa (chocolate) Côte d'Ivoire, Indonesia Rice Thailand, Vietnam. <u>Lesson 2: Customs and rituals</u> Thought shower: when do you celebrate in your family? (birthdays, Christmas, Eid, Diwali etc.). What do you wear? Who is with you? Did you play games? Did you sing song or listen to music? What kind of foods do you eat? Use pictures/photographs of special events or invite some of the children to come in special dress and talk about how they celebrate in their family. Make a list of foods associated with special days e.g. Christmas, Eid, Diwali – turkey, Christmas pudding, nuts, cakes, sweets, biscuits etc. When do we eat or give chocolate? - Easter eggs, Valentine’s Day, birthdays etc. What does chocolate contain? (Cocoa, milk, sugar) Why is it seen as so special? Sweet and velvety, seen as indulgent in developed countries or as a treat, many people think it is delicious. Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year! Conduct a class survey of how much chocolate they eat over a week and which types they prefer. Lesson 3: Where does chocolate come from? https://schools.fairtrade.org.uk/teaching-resources/the-story-of-chocolate-unwrapping-the-bar/ Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year! Conduct a class survey of how much chocolate they eat over a week and which types they prefer. Using a world map or globe, show the countries where chocolate comes from – Ivory Coast, Ghana, Indonesia, Nigeria, Brazil etc. Give facts about chocolate – cocoa beans are grown on trees, in pods. They start off green and turn yellow when ripe. When ripe, farmers pick them open and take out the white seeds (cocoa beans). Seeds are left to ferment in plantain leaves for 7 days until turn brown and start to develop chocolatey smell, then laid out in sun to dry for another week. www.christianaid.org.uk/learn - primary teaching resources - assemblies - ‘Fair’s Fair’ and the Chocolate Trade Game - 98 - Write a few sentences about where chocolate comes from and how it is grown

PSHE – Summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
N/A	Relationships – children should be able to understand respectful relationships Health and Well-being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	Lesson 1: To know the scientific names for the human body parts. To understand that males and females have some body parts that are the same and some body parts that are different. Lesson 2: To know what is meant by ‘personal space.’ To understand why personal space is important and how it might make others feel if you are in their personal space. Lesson 3: To be able to explain what a family is and why they are important. To understand that there are different roles within families. To understand that there are different varieties of families	Male Female Body Personal space Personal bubble Uncomfortable Comfortable Family Friends Strangers Family Roles Importance Love Trust	1. What is the difference between a boy and a girl? Discuss the main parts of our bodies e.g. arms, legs etc. Then discuss the question ‘Are boys and girls the same?’ as a class. Using an outline of a boy and an outline of a girl write down the names of the body parts on post-it notes and stick them onto the outlines. Discuss the fact that it is not only male and female humans that have different bodies. Look at images of animals and spot the differences e.g. different colours. Discuss whether there may be differences that we can’t see in the images. 2. What is personal space? Using a hula hoop, have children hold the hula hoop around their waists and then walk around the space, seeing when their hula hoops bump. Discuss that this is likely where someone’s personal space bubble would be. If you get much closer, the other person would probably be uncomfortable. Children to demonstrate their personal space by going onto the playground and sitting in their own space using string or chalk to demonstrate their personal space bubble by arranging the string, or chalk around them, forming a circle whatever size they want. Look at children’s space bubbles. Are some bigger/smaller than others? Why might this be? Discuss when it might be ok to be closer to someone and when it might be appropriate to make sure you are not in their personal space. 3. What is a family and why are they important? Ask the children to jot down what they think a family is. Share their ideas with a partner and add any changes. Children to draw and label their family. Why is each person in your family important? What roles do they have? Discuss that there are many different varieties of families e.g. single parent families, small families, large families, two dads and no mummy etc. Discuss what makes people a family. Suggested Activities: Read 'Part of the party' and discuss why Karri did not want to go to the party. How did Karri feel? Why might she have felt that way? What could the characters do to make Karri and her family feel included?

PSHE – Say No! – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
N/A	Health and Well being - children will know how to make the right choices to look after themselves.	To understand that medicines are types of drugs To describe which household items are safe and unsafe To explain the dangers of smoking and apply To know the dangers of alcohol To apply my understanding of hazards to explain real and imaginary hazards	medicine ill cream pill tablet ointment dose symptoms safe doctor nurse welfare swallow inhale household substances safe dangerous risk smoking cigarettes heart Lungs breathing dependent habit alcohol drinking drunk headache damage pressure	1. Discussion: remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are not ill? Show a range of empty medicine boxes (with labels still on) eg. Calpol, Junior Aspirin, asthma inhaler, tissues, etc. Pairs/group work: on an outline of the human body, children decide whether the medicines they have discussed go inside or on the outside of the body, then write or stick pictures of them in the appropriate place. Discuss why medicines come with instructions and make a list of general safety rules. Group activity: Pupils give each pair a scenario where a medicine safety rule has been broken, what might happen and what can the person do? 2. Thought shower: Show pictures of a range of substances kept in the home eg. bleach, glue, cleaning fluids, aspirin, toiletries etc. Discuss what they are used for and that can be harmful if not used properly. Sorting activity: divide into 3 piles – safe to touch, unsafe to touch, don't know. Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage. Paired work: write a story or role-play a situation where a younger child has found a household substance, explain its purpose and how to use it safely. 3. Circle time: Ask pupils to think of how they feel when someone they know smokes? Ask pupils why they think people smoke even when they know it is not healthy? Introduce the idea of being dependent on something and the idea of a habit. Individual round: "my reason for saying no to a cigarette is ..." As a class "my reason for saying no to a cigarette is ..." Group work: make a 'say no to smoking' poster. 4. Using a range of picture cards of beer, wine, lemonade, water, soft drinks etc. Ask which contain alcohol and group into alcoholic and non -alcoholic drinks. Ask what happens to people when they drink alcohol? When might people drink alcohol? What does it do to the body if someone drinks too much alcohol? Group role -play: resisting pressure. What would you say to someone who dared you to drink something alcoholic? Present to the class. 5. Individual activity: draw pictures and label things they feel or know they have to keep safe from eg. ghosts, bullies, the dark, cars, strangers. Thought shower some ideas and feelings first. Sharing drawings as a class: why are these things scary or dangerous. Group work: role play a scary situation and practice key messages eg. not wandering off with older children or people they don't know, saying 'no' or 'please help me', telling a safe adult.



Year 3

PSHE – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should know - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners. - the importance of self-respect and how this links to their own happiness. - 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.	Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. We're all stars! - Community - Rights and responsibilities - Getting to know each other - Working together	We are all stars. To develop a class charter to make my class a fair and safe place. To understand that we all have qualities and skills To explore feelings. To work cooperatively in a group. To understand how to create a happy playtime. To express ideas and opinions.	<u>Rights</u> – moral entitlements <u>Responsibility</u> - the obligation to behave correctly <u>Irresponsibility</u> - not behaving correctly <u>Strengths</u> – what someone is good at <u>Qualities</u> – a positive characteristic of a person. <u>Skill</u> – the ability to do something well. <u>Empathy</u> – the ability to understand and share the feelings of another person. <u>Support</u> – give approval, comfort or encouragement to. <u>Communication</u> – the exchange of information using speaking, writing etc.	Children will consider how we can make our classrooms great places to be. They will discuss and order 9 suggested school 'rights' from most to least important in their view. The class will vote on the most important 5. They will then analyse how they, as part of the class, have the responsibility to make them possible. The 5 rights the class have chosen will be put into a book and they will all sign the charter that is agreed which considers the responsibilities of everyone to make things work. The children will identify and describe a range of personal qualities and consider which of these they may have. They will analyse and relate how each quality is shown and analyse how they could make improvements during the year to these personal qualities. They then consider what we mean by a skill, and how they improve that skill. Children listen to a story and consider how the character is feeling at different points in the story. They consider the cause of these feelings. They consider ways that they might have avoided this character feeling these negative feelings. Following the work of the previous week, the children will discuss how we could avoid a new child feeling the way the character did. They will then work, as a class to plan and create a booklet explaining, to new members, how we work and play in our class. They consider how they can use their own skills to the best of their ability. Children think again about how Sami was feeling - this time at playtime. They will compare and contrast these feelings to their own playtimes and formulate ideas to improve playtimes? Children recap their ideas for making playtimes happier. Together, the class design and create a 'happy playtimes' poster for their own classroom.

PSHE – Autumn 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Caring friendships By the end of Year 4, Pupils should know: • 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 • that most friendships have ups and downs, and that these can often be worked through, and that resorting to violence is never right • 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	Relationships – children should be able to understand respectful relationships.	Be Friendly Be Wise • To know the importance of friends • To find a solution when we fall out with friends • To develop strategies to stay calm in situations • To develop strategies to prevent bullying • To know what to do in an emergency • <i>To know how to stay safe on the internet – cross curricular – covered during computing lessons – 1 per half term.</i>	Respect Trust Loyalty Positive Negative Inclusive Exclusive Agreement Disagreement	1. Children consider what they do for their friends and what they do for them. They write a list of reasons they need friends for. 2. Children think about times that they have had 'fall outs' with their friends. What caused them? They will share a story to see two sides to an argument. Then consider and share ideas for overcoming the disagreement. 3. One part of the solutions last week was to calm down. Children consider other things that they can do to calm down when feeling 'hot under the collar'. Practise some counting and breathing strategies. Children to write instructions for their favourite. 4. Recap what we mean by bullying. Apple activity where children see that pain and damage is not always shown on the outside. 5. Story showing how children can be the brave one when gang are excluding 1 child – stepping aside and not follow the crowd. 6. Discuss different types of emergencies. Ask if any children have experienced any kind of emergency and are happy to share experiences. How do we handle these emergencies. Who can we share the information with? What if no one else is there? Discuss procedure for emergency 999. Children to role play the call. Create class instructions for the call.

PSHE – Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;		Relationships – children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves To know the difference between males and females To recognise similarities and differences between us To consider touch and personal space To explore different families To understand what makes people feel happy	Family Relationship Marriage Gender Stereotypes Personal space	- Differences we can see and those we cannot. Children look at photographs and think about the people shown. How are they different? How are they the same? Can we see all differences? How do we show respect for the differences? - Discuss what each gender can/cannot do. Explain and discuss stereotypes. Sort cards into male/female before and after discussion. Children draw what they think a nurse, beautician, doctor and footballer look like. They watch videos of people who have chosen work and hobbies that are not considerer typical. 2 weeks work - What touches are good and bad? How close is comfortable? Discussions and draw attention to the fact that we are different, but that there are some body areas which are private. Share how we have the right to tell others that somethings makes us feel uncomfortable. Play game – space invaders. - Using a video, explore different family types. Children discuss families they may know of and think about the differences between their own families and those discussed. - Explore what ‘being in a relationship’ means. Discuss the legal side of marriage. Children draw a picture of their own family and write about who they consider to be in their family. They then write about other families and compare them to their own. - Children discuss changes to family life – good and bad and consider ways to cope. They watch and listen to stories about some changes – older sibling leaving the family home and a family split. Children discuss how the children have coped with these changes and how some changes take a while to sort themselves out.

PSHE – Daring to be different – Spring 2

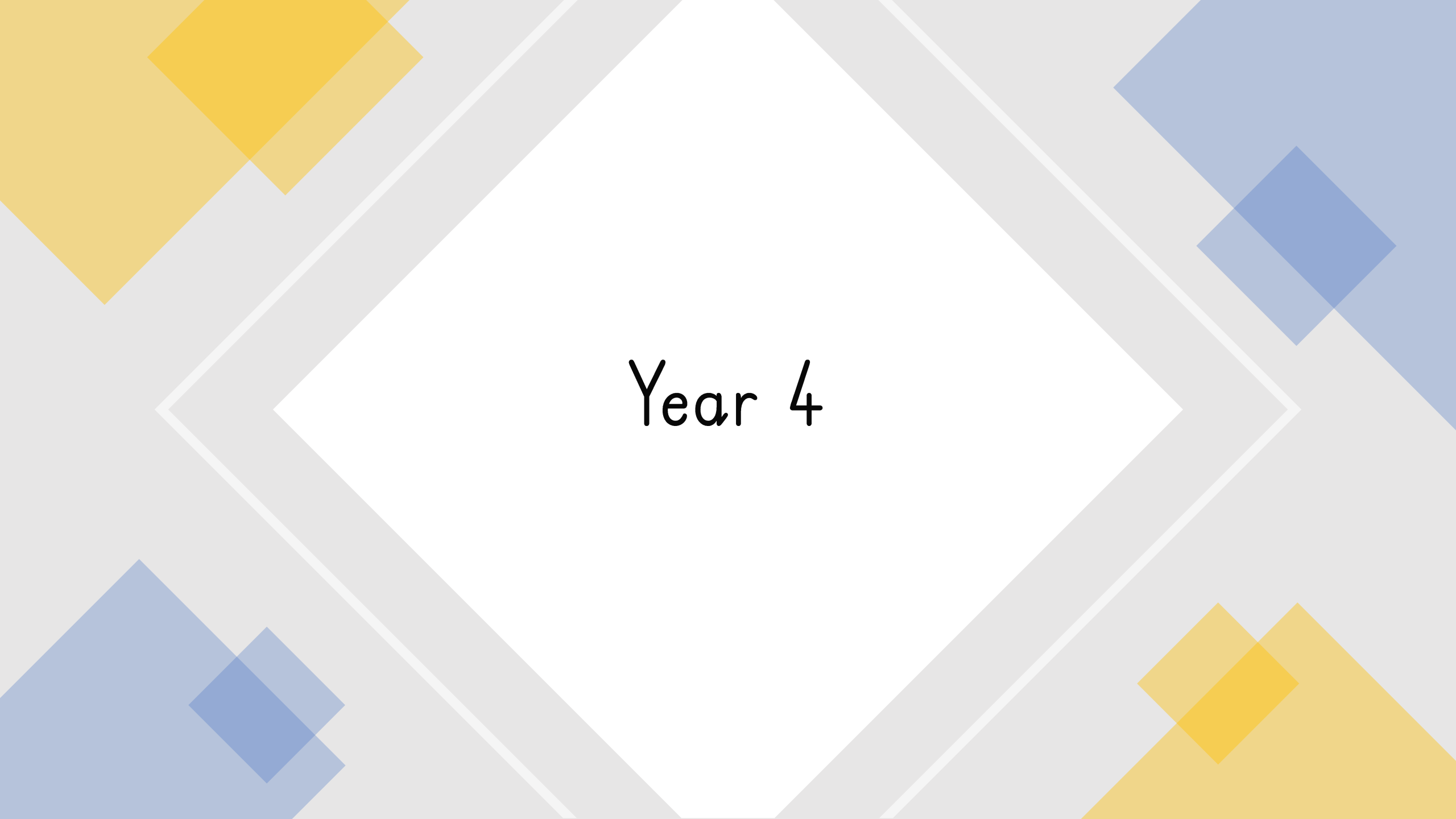
NC PoS	Key Concept s Link	Key Knowledge and Pathway	Vocabulary	Activity
Respectful relationships The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Relationships – children should be able to understand respectful relationships	Daring to be different To recognise similarities and differences between us To know how to feel good about yourself To know what the feeling of support is. To recognise hopeful and disappointed feelings To know when to show or hide my feelings To be able to voice my own opinion appropriately	Similarity Difference Support Hope Disappointment Opinion Emotions	- Children play – ‘<i>Find someone who</i>’... We then discuss who belongs to each of the groups on the sheet. Children complete a set of information about themselves and then try to find someone else who has the exact same detail on theirs. - Children rally Robin ideas of things which make them feel good about themselves. They think of positive things to say about other children. Children given a scenario involving feeling good at the expense of someone else. Should this ever happen? Discuss how we should support one another – helping others to feel happy. Children complete thought bubbles, showing which things will keep them feeling good about themselves. - Children consider when they have felt disappointed. They discuss sporting outcomes – the hope before and the possible disappointment. They listen to a story of a school team and begin to imagine how they would feel - again considering the support that they can give team members. They then choose their favourite quote to copy and decorate as a reminder. - Children consider a ‘roller coaster’ of emotions. They think about the range of feelings the experience during the day and then discuss the feeling of anger and how it is frequently expressed. They separate a range of actions into positive and negative coping strategies and then watch a video suggesting ways to control the situation. Finally, they write paragraphs which express the positive and negative skills. - Children are given some challenging arguments to make involving pollution and ecology. They are given time to consider their opinions and then ‘vote’. They are then given the opportunity to explain their reasons – to their partner and/or to the class.

PSHE – Summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	Relationships – children should be able to understand respectful relationships Health and Well being - children will know how to make the right choices to look after themselves Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Dear Diary • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support	To know where to go for help. To understand what taking responsibility means. To know how to make wise choices. To appreciate the feeling of loss. To recognise the way some people deal with worries. To know ways in which to support each other	Responsible Responsibility Empathy Caring Relationship Support Friendship Irresponsible Respect Loss Sadness, Worry Concern	1. Children discuss the meaning of ‘being responsible’ Why should they be? They order behaviours from responsible to irresponsible. Children consider some choices of behaviour that are made by some people. Watch short video of how these decisions can be changed. They then consider how some choices could be ‘turned around’ to change unwise decisions to wise decisions. 2.. Children consider the meaning and feelings regarding loss. They watch and listen to a story about dealing with loss. Nzingha and Saying goodbye Children's story about losing a loved one Discussing grief for kids – YouTube We will discuss how people deal with this in different ways and invite children to share experiences and feelings as they feel they can. 3. Children watch a video of some children’s worries. https://app.discoveryeducation.co.uk/learn/videos/6509c11f-94ef-4d01-be60-6bbe2a65e2ef/?embed=false&embed_origin=false They then discover the feeling of carrying worries around – weighting us down by carrying a rucksack full of worries. They work in table teams to consider where they should go for help in different situations. 4. Children share a poem about worries. They discuss some worries that they have had and then write their own poem about their own personal worries, ending with a line about sharing the worries.

PSHE – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
<u>Children learn to play an active part as citizens</u> - Why and how rules and laws are made and enforced - what democracy is, and about the basic institutions that support it locally and nationally - To recognise the role of voluntary, community and pressure groups;	Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues	Joining in and joining up - To know about jobs at home and in school - To understand about the local council - To think about voting and debating - To know how to have a say in school community - To understand the term volunteering - To think about fund raising	Personal qualities Skills Government Election Elect Debate Council Democracy Volunteer Voluntary Candidate	- Children discuss jobs that they know of, including those at school. They play a game in tables, matching jobs to the skills required and the personal qualities that are needed. They then choose 5 jobs of interest to them and write about the qualities and skills needed for them. - Children discuss what the local council is and what it does. They then consider what they would like to do if they were on the council. Debate good ideas or not. - We discuss how people are chosen for the local council and for government. We will discuss school council for when it returns. They find out about how elections work and set up their own class election, electing someone they think would make a great school council rep. - Ask children if any of them belong to scouting, guiding or girl's/boy's brigade. Explain that these organisations are run by volunteers. What does that mean? Why would someone volunteer and work for no pay? Discuss other people who do things voluntarily. - Ask children about any charities they know of. Discuss how people raise money for these organisations. Include online - eg easy fundraising. Children produce some ideas how they could raise money for an organisation.



Year 4

PSHE – Autumn 1

Are some rights more important than others? Do we respect our own rights?

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS2 Learning opportunities in Living in the Wider World:	Pathway 3: Living in the wider world Curriculum concepts: Children will be encouraged to think about the wider world and how they are a part of it. Understanding current issues Debates should be carried out and embedded into the curriculum on current issues in the wider world. Children will be able to explain to others their rights and that of others.	Learning log and class charter LO: I can recognise the importance of rules in society. LO: I can explain how laws and rules are made, and describe the role of parliament in this whilst hypothesising my own rules for society. 3. LO: I can explain and analyse the rights of the child. 4. LO: I can plan ways to look after the environment. LO: I can analyse the effects of global warming and climate change on our planet. Learning log quiz	Charter Rules Rights Responsibilities Punishment Sanctions Rule of law Human rights Green Re use Re cycle Sustainability Global Warming	1. Would the world be a better place without rules/laws? Are rules and laws the same? Debate (Round Robin) Discuss the difference between the two. BBC Rule of law - Explore; "The rule of law is basically what keeps our society together and what helps us live a happy life. Do you think Victorians would have had the same rules we do now? Why? (Link to the fact Monarchs used to make the law and now we have government before her majesties approval) Chn to look at a world without laws and create their own to make it safer. 2. Does the creation of laws still involve the monarch? What happens if a law is thrown out in court can it be revisited at a later date? Explore with chn the way laws are made https://learning.parliament.uk/en/resources/how-laws-are-made/ through school example and Mr Duncan. Move to parliament and role of the Queen. Discuss the rules Queen Victoria made with parliament such as factory act – how did this benefit society? What would happen if that law had not been passed? Drama courtroom/houses of parliament- (timed pair share) Chn to think of a law that would be useful in today's society as a table and create their argument for why it is needed on green paper. They then put it to the rest of the class who will debate/argue over whether the law should become mandatory. 3. Are rights of a child are more important than the rights of an adult? Look at pictures of a child from the workhouse and compare them to now. Think about Jim from Street Child and how he was denied his rights. What was the only right he kept throughout? (His name) Talk through the different rights children around the world should have. Present each table with a scenario card about a child who is not having their needs met, children should identify which need is not being met and argue how people could help them. How did people like Martin Luther King change the rights of both children and adults? 4. Can one country make a change to the environment if the rest of the world does not want to know? Explain and discuss the role of the United Nations, news link with climate meeting in Cornwall 2021. Show chn ways in which the environment is being mistreated, can they create a list of how humans are destroying the environment? Look at the posters such as reduce, reuse, recycle. Chn to create their own campaign that would help the environment in their chosen area of weakness. 5. How can one person make a difference? Chn to enter classroom to regions of the UK on fire and some underwater. How do the children feel seeing/hearing this? Imagine how countries such as Turkey and Australia felt when this actually happened to them in 2020. Teach chn about global warming (building on prior knowledge gained through quizzes), linking to carbon footprints. Talk to them about the changes that are happening around the world and the changes we have begun to feel already. Watch a video of Greta Thornburg and her arguments she puts forward. Chn to produce their own television appearance influencing people to help stop global warming.

PSHE- Say no! – Autumn 2

Key question: Why is it important to say no to unknown substances?

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS2 Learning opportunities in Living in the Wider World:	Curriculum concepts: Children will be encouraged to think about the wider world and how they are a part of it. Health and Well being - children will know how to make the right choices to look after themselves Understanding current issues Debates should be carried out and embedded into the curriculum on current issues in the wider world.	Pathway 3: Living in the wider world LO: To recognise the range of risks we might take LO: To classify legal and illegal drugs are. LO: To outline the effects of smoking. LO: To analyse the effects of drinking alcohol. LO: To explain how to keep safe in my local area.	drug impair danger enhance medicine pharmacy chemist tar nicotine arteries carbon monoxide lungs liver pancreas organs	<u>Learning log- Why is it important to say no to unknown substances? Find out what chn already know about good and bad substances.</u> 1. Is taking a risk a bad thing? How can we define a risk? Thought shower examples of risks we take and categorise them e.g. health, safety, sport. Opinion islands – chn to categorise risks very risky/slightly risky/low risk and explain why. Consider scenarios of risk-taking behaviour and discuss what they would lose or gain from taking those risks e.g. pioneer, trying a new food. 2. What is the difference between medicine and a drug? Are all drugs bad for you? Explain what a drug is, eg any substance that alters the way in which the body functions. Some medicines are drugs but not all drugs are medicines. All drugs can be dangerous if not used properly. 3. Why were the benefits of banning smoking indoors? Why was smoking banned in public places? In groups children to write down three reasons why people start smoking and why it might be hard to stop. One stray – children to go and look at another table's ideas and feedback. Look at the effect of smoking on the human body. Give chn statements and they decide whether they agree or disagree. Look at the smoking ban. In teams debate for and against the ban, chn to give reasons. 4. How does the liver process alcohol? Does drinking alcohol damage your health? Thought shower children's favourite drinks. Can they name any alcoholic drinks? Why do some people choose to drink alcohol? Explore the positive and negative effects and the affect it has on body. Look at abusing it and sensible use. Chn to produce an information leaflet recording the short and long term effects of drinking alcohol on the body, health, feelings and behaviour. 5. Why do people join gangs? What does it mean to be safe? Thought shower all the groups that we belong to. What is the

PSHE – Money Matters – Spring 1

Is money a want or a need?

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
KS2 Learning opportunities in Living in the Wider World:	Children should be able to understand respectful relationships Debates should be carried out and embedded into the curriculum on current issue in the wider world. Through cultural and moral aspects of PSHE the pupils will be encouraged to empathise and discuss the wider world around them.	Pathway 2 – Relationships. - LO: To explain that money is spent in different ways. - LO: To describe what happens to money in a savings account. - LO: To analyse the term ‘value for money.’ - LO: To argue how money can make things different for other people around the world.	spend, cost, price, need, want, desirable, definite, bank, account, saving, identity, consumer, produce, value, offer, discount, Project Gambia, charity, sustainability, differences, worldwide	<u>Learning log – Is money a want or a need?</u> - Introduce big question (Where does all our money go?) discuss how they think their families spend money, compare the responses in class. Using a picture of a house, children label and identify all the things in the house that cost money. What would happen if these expenses were not met? Discuss the difference between a want or a need, play desert island game to identify what is classed as a want/need. Do we tend to buy things because we want them or need them? - Poll – how many people think it is a good idea to save money? Why? What does it mean to save money? Explore advantages and disadvantages of savings accounts/trust funds. Discuss what they would like to save up for in the future – short term and long term. Introduce HSBC school bank to children. How can we save money for the long and short term? - Discuss the meaning of the word value. Desert island activity, what would they take? Working on a stall, children need to price these items. Explore offers such as buy one get one free, two for one etc and explore the value for money here. Is there more than one meaning of value? Look into different supermarkets and how they sell same products and different costs. What does the term value for money mean to you? - Global/charity focus. Are wants and needs the same around the world? Explore the spending of families in The Gambia – are their expenses the same as ours? Do they think that money is a want or a need? Is value for money the same in the UK as around the world?

PSHE – Spring 2

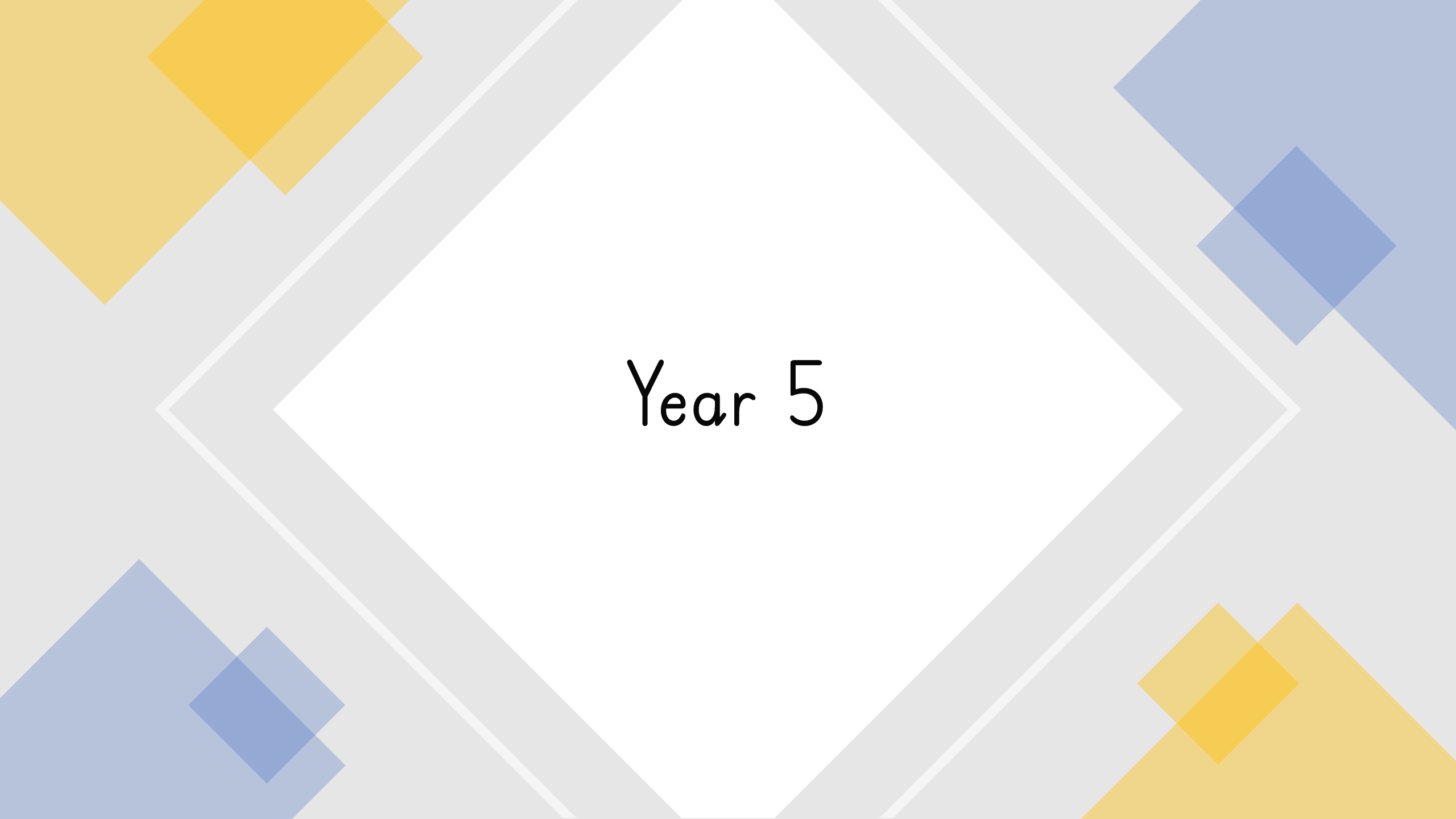
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Relationships - R7 R8 R9 R10 R11 R13 R14 R15 R16 R17 Living in the wider world – L6 L7 L8 L9 L10 (From PHSE Association)	They will have an understanding of their own beliefs and the confidence to discuss with others their opinions respectfully. Children will be respectful and have an understanding of the rights of a child and have an awareness of respectful relationships.	Pathway 2 – Relationships People around us 1. LO: I can recognise the similarities and differences between people. 2. LO: I can explore how we are all connected. 3. LO: I can explain differences of race, gender, culture and disability. 4. LO: I can describe diversity and inclusion. 5. LO: I can explain what a stereotype is and how to challenge these in society. 6. LO: I can recognise and challenge prejudice.	Same Different Similarities Differences Race Gender Culture Disability Difference Equality Diversity Inclusion	1. Game: to find things in the classroom that are similar/different. Discuss the similarities between ourselves and a friend. Celebrating our differences this person has, this person likes etc. Are we all as different as we say we are? What would happen if we were all the same? 2. Explore and discuss - race, gender, culture and disability through photographs of different people. Focus on MLK – why is he still remembered today for his work around racism and inclusion and equality? What would our world look like without people like him? 3 and 4. Explore inclusion and diversity using photographs of different groups. Use scenario cards Who's in? to make role play situations to explore issues, feelings etc. relating to exclusion and discrimination. Exploring gender stereotypes using role play. Challenging gender stereotypes using scenario cards. Are men stronger than women? Are we really all equal? Is this the same around the world? Focus on global goal 5 – gender equality. 5. What's my job? (BBC Teach class clips). Match skills and qualities to different jobs. Research different jobs. Complete my ideal job writing sheet. Are we still living in a world of stereotypes? 6. Create a project to represent inclusion. Work collaboratively and present work.

PSHE – Summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
<i>Relationships</i> - R7 R8 R9 R10 R11 R13 R14 R15 R16 R17 <i>Living in the wider world</i> – L6 L7 L8 L9 L10 (From PHSE Association)	Pathway 2 – Relationships People around us	I can explain how to work cooperatively and challenge prejudice. I can explore gender stereotypes in my life and society. I can identify different jobs and careers and in society.	Same Different Similarities Differences Race Gender Culture Disability Difference Equality Diversity Inclusion	Explain the words discrimination and prejudice, what does this look like in your life? In society? Use scenario cards Who's in? to make role play situations to explore issues and feelings relating to exclusion and discrimination. How would you respond to this situation? Why? What advice would you give? Explain the word gender and stereotypes. What has this meant in history? How does this look now? Explore gender stereotypes using role play. Challenging gender stereotypes using scenario cards. Recap last week's learning of gender stereotypes. Discuss how this looks in society and careers today. Watch video: what's my job? Match skills and qualities to different jobs. Did anything surprise you? Why? Research different jobs and statistics of men and women. Complete my ideal job activity.

PSHE – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
<i>L2. to recognise there are human rights, that are there to protect everyone</i> <i>L3. about the relationship between rights and responsibilities</i> <i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i> <i>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</i> <i>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i> <i>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</i> <i>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</i> <i>L20. to recognise that people make spending decisions based on priorities, needs and wants</i>	Living in the wider world – children will be encouraged to think about the wider world and how they are a part of it. Understanding current Issues.	<u>Pathway 3 – living in the wider world</u> Learning Log to assess entry point – what can they recall from year 3? LO: I can explain what a basic need is and discuss my own needs. LO: I can begin to explain what the real cost of chocolate can be. LO: I can begin to understand consumer power LO: I can describe the principles of Fair trade. LO: I can think about how things are portrayed in the media. LO: I can analyse how the climate crisis could impact on the basic needs of farmers overseas	Fair Expensive Cost Price Value Process Worker Plantation Fair trade, Shipping Manufacture packaging, Trade, process, Manufacture produce Environment Climate Crisis global	What is the real cost of chocolate? To investigate Theresa's story, a woman who lives in Cote d'voire in West Africa, the largest producer of cocoa beans. Discuss in groups what all humans need to live a decent life. Sort card items into wants and needs. What is the difference between the two? Diamond nine discussion. Bean to Bar Presentation. Pupils act out or explain the roles involved in the process of making chocolate. Explore the costs of a bananas. Investigate the process of trade, from growing bananas to the supermarket. Is it Fair? Who is involved? Etc.. How does the climate crisis impact on the basic needs of farmers overseas? What is your challenge? How will this challenge affect your farm? Will this challenge affect your basic needs?



Year 5

PSHE – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
We're all stars-rules and responsibilities.	To understand rules and why we follow rules (class charter) To identify personal gifts and talents To explore feelings of starting something To develop ideas cooperatively To be able to use a range of communication skills To understand what a role model is and how to be one.	LO: to hypothesise life without rules and analyse the importance of rules. LO: to analyse what makes us an individual. LO: to justify the importance of co-operation and communication skills. LO: to generate an example of what a successful role model is.	Rules Charter Gifts Talents Communication Cooperation Role model	L1-Analyse why rules are important and predict what life would be like without rules. Children to create their rules for the classroom and create their own class charter. Children to write a mini story of a hypothesis of what life would be like without rules. L2-Children to analyse how they are an individual and what makes them different. Class debate-are we all the same, talk about talents and gifts e.g. art, music, maths. Debate why it is important that we are all different. L3-Role play good communication and bad communication. Why is communication so important? Then do the same for cooperation, why is that important? Play games that require cooperation and see whether it is needed and what would happen without. Children to justify the importance of these skills through a class debate. L4-Ask children to analyse who their role model is. Why is this and what makes them a role model? Children to generate an example of what they think a successful role model is.

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Health and wellbeing Motivation/self efficacy and resilience linked to findings of WAL survey May 21.	Children move from a fixed to a growth mindset when thinking about their own abilities and seek out opportunities to be academically challenged. To increase motivation and achievement in pupils.	LO: to debate fixed and growth mind sets. LO: to analyse the importance of challenge and resilience. LO: to debate what motivation is and analyse what life would be like without it.	Growth mind set Fixed mind set Challenge Resilience Motivation Achievement Resilient	Children to carry out a series of activities linked to motivation, self efficacy and resilience. 1.Children to learn about fixed and growth mind sets and write a debate piece about why they think one or the other is the most important. Children to debate as a class and give reasons and examples. 2.Children to analyse why challenge is important and the negatives of challenge-what happens when things become more difficult. Give children some real life class example scenarios where they have not been resilient when faced with a challenge. What advice would they give to this person? 3.Children to debate what motivation is and write an analysis of what life would be like without motivation e.g. people would stay in bed all day, nobody would go to school etc.

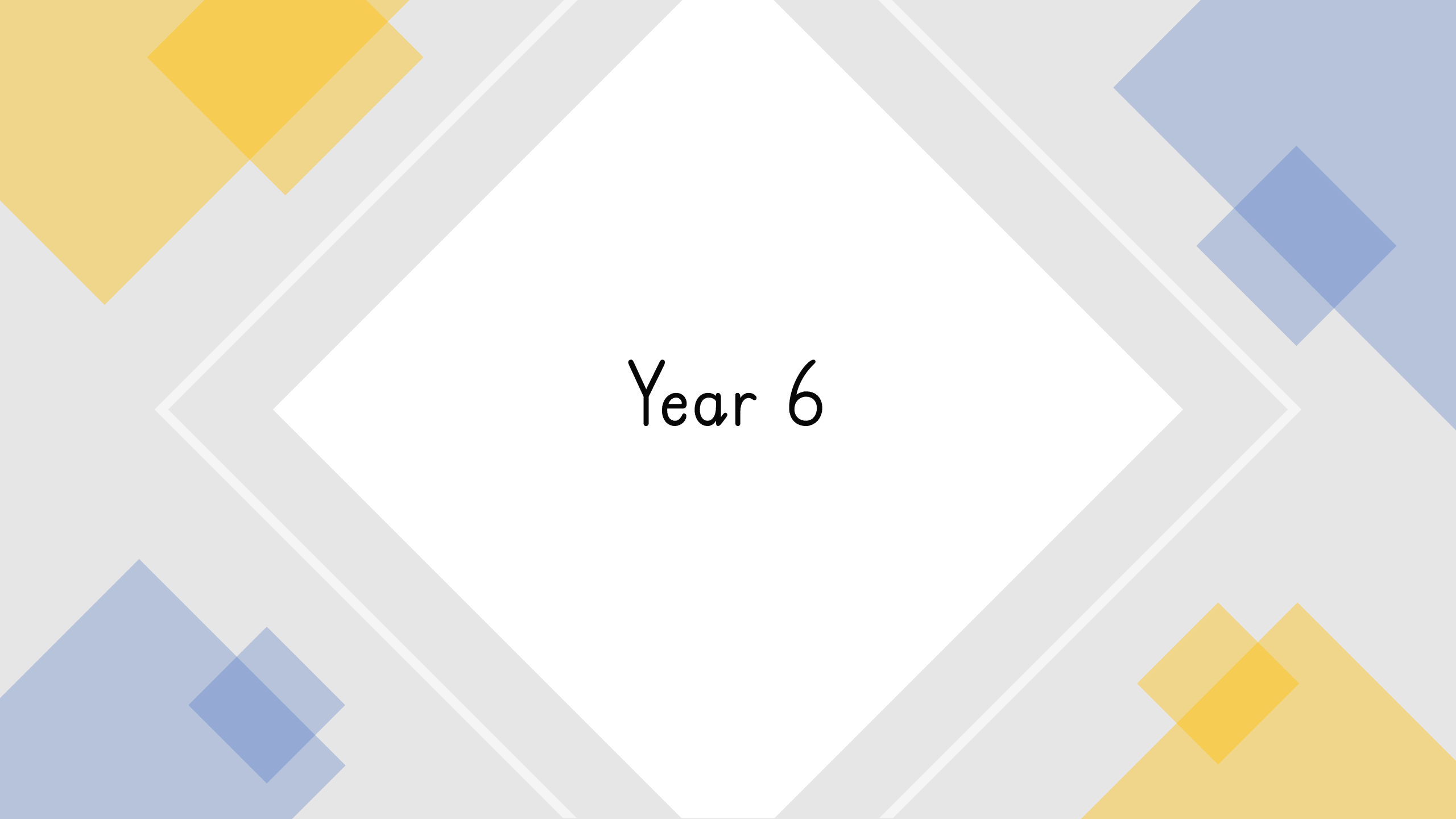
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Caring Friendships Respectful Relationships Online Relationships Being Safe	Pathway 2 – Relationships To understand and respect others opinions To know how to agree or disagree with others, giving justified reasons To know the definition of a risk and understand why it is called this. To understand the risks of being on the internet and how to stay safe To know how to stand up for what I believe and not follow others To know a range of strategies to prevent bullying	LO: to analyse why we should respect the opinions of others and how to agree or disagree with others. LO: to analyse what a risk is and debate the risks of being on the internet. LO: to formulate ways to stand up for what I believe in and justify why I shouldn't follow others. LO: to generate a range of strategies to prevent bullying online and in everyday life.	<i>Respect</i> <i>Opinion</i> <i>Justify</i> <i>Agree</i> <i>Disagree</i> <i>Risk</i> <i>Cyberbullying</i> <i>Bullying</i>	L1- Drama- act out a scenario when two people disagree on the playground. Show children how often others get involved and the situation becomes worse. Ask the main character in the drama- how did it make the person feel? Show other scenarios, ask the children think of a scenario where their opinion was disrespected. How could we change these scenarios to be more positive? Do people always have to agree? Children to create a freeze frame showing an opinion being disrespected and an opinion being respected. From this, build strategies for how children can agree or disagree with others whilst showing respect. Children to annotate each of the photographs with strategies. L2- Ask children - What is a risk? Show different scenarios which children may perceive to be risky. Which are risks? Which are not risks? Why? Teach class what a risk is and why it is called a risk. Get the class to think of a time where they had to take a risk. Can taking risks sometimes be a good thing? Link back to work on growth and fixed mindset, if we never take risks then do we ever challenge ourselves and move further? Explain that some risks are negative and discuss when the children have been in a situation like this. Build upon this by identifying the risks of being online. How can being online be a risk? Children to record an advert demonstrating the risks of being online and how to stay safe aimed at younger children in school. L3- Show children some inspirational videos of people who have achieved great things by standing up for what they believe in e.g. Rosa Parks, Malala Yousafzai, Barack Obama, Barbara Bodichon etc. Would they have achieved what they achieved by following others? Sometimes we can agree with others but we don't always need to feel pressurised into agreeing with others. Children to debate this point and justify why they shouldn't follow others and formulate ways they can stand up for themselves. Children to formulate tips for younger children which they can put into a poster to encourage them to be their selves and not follow others, linking to the inspirational people at the start of the lesson. L4- Discuss and define bullying. Show children a video on bullying and discuss how much of an impact it can have on someone, even year in the future. Encourage kind words and analyse how a piece of paper is like somebody's heart, every time something negative is said, the paper creases and you can never get it flat again. Generate ideas as a class on how we can prevent bullying at Peters Hill Primary school. Link to online learning and discuss why some people think that they can say anything when online. Children to create a short video on strategies to prevent bullying and cyber bullying and explain why preventing bullying is important.

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Health & Wellbeing	Living long Living strong	Living Long Living Strong	Lifestyle	1. What are changes? Show children images of the wider world, link back to our recent topic in Geography about the local area. Do things change or does everything stay the same? Children to list changes throughout life on a human timeline on sugar paper. Discuss changes to our bodies, are these changes only physical? Discuss some emotional changes that may occur during puberty.
Relationships	• SRE - Growing and caring for ourselves • Valuing differences and keeping safe	LO: to explore emotional and physical changes during puberty. LO: to analyse the impact of puberty and the importance of hygiene.	Hygiene	2. Why is hygiene important? Ask children to create a story about a character who doesn't wash and has poor hygiene. Children to create the story and then act out the story in groups. What are the consequences of this poor hygiene? What have we learnt about good/poor hygiene? What are the consequences for this character? Freeze frame and then act out scenes from this story. Discuss how puberty can mean even more changes and analyse their importance.
Living in the wider world	• Healthy eating and exercise • Goal setting and motivation	LO: to analyse the impact of puberty and the importance of hygiene. LO: to analyse emotions and the concept of well being. LO: to debate how to be an effective learner.	Changes	3. What is wellbeing? Link to our year group charity- Mind UK. What is wellbeing? Ask children to share their own examples of wellbeing and mindfulness techniques. Create some new techniques as a class and children to create an online library to advertise and inform others about these – link to computing lessons.
			Puberty	4. How can we be effective learners? Link back to last week when we analysed wellbeing. Is wellbeing in school important? What are the consequences of not being an effective learner? Children to create a freeze frame showing an effective learner and an ineffective learner. What do we think about the differences between the two? What will the impact be on both their lives? Imagine and hypothesise the different life paths and debate the importance.
			Emotional	
			Physical	
			Positive	
			Role models.	

PSHE – Spring 2			Context – Standing out	
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Daring to be different	I understand that others have a difference of opinion	LO: To compare differences of opinion.	Opinion Honesty Respect Conflict Agree Disagree Differences Compromise Conflict Forgiveness Mistakes Informed Misinformed Decisions	1. Children to initially discuss what it means to differ from someone else's opinion. Children will move on to learning how to respect opinions through honesty, respect and politeness. After that, the children will read scenario cards coming up with a better alternative for the scenarios showing how to respect someone else's opinion and compare their responses to the original.
	I can describe how to reach an agreement	LO: To analyse how to compromise and collaborate to reach an agreement.		2. Children start by analysing the difference between compromise and collaboration, moving onto scenario cards. Children to be given a description of a disagreement between two parties and analyse and describe what they would do in that situation.
	I know how to come to terms with a disagreement	LO: To describe the importance of learning from mistakes		3. Children initially visualise that they are walking from one door to another, the door behind them is their past mistakes and the door in front is the resolution. Children write down mistakes and resolutions to be discussed as a class. Children create a comic book describing ways of behaving when making a mistake through apologising, honesty, returning what was taken, explaining, attempting to fix.
	I understand the importance of learning from mistakes	LO: To discuss and describe the importance of making good choices.		4. Children to be given scenarios of general choices, big or small, and describe what they would do in that instance as a class. Children move on to more scenarios where they will individually describe the choices they have made in that instance, as well as how they can get more information to help them decide. Children to debate this as a class.
	I can justify the choices I make			

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Dear diary	To know where to go for help in any situation. To know some ways of managing uncomfortable feelings. To understand the impact of boost up/put down. To recognise the relevance of forgiveness. To recognise different ways to support each other	LO: to debate where to go for help in a specific situation. LO: to analyse ways to manage uncomfortable feelings. LO: to analyse the impact of put downs and compliments. LO: to analyse ways to support each other and debate the importance of forgiveness.	Support Confidence Forgiveness Emotions Compliments Support Respect Self confidence	- Children to have a range of scenarios and situations to discuss and debate in groups. What would they do/where would they go for help in that situation? What advice would they give to somebody in that situation? Children to write an advice column writing letters back to people in the original scenarios giving help. - Children to watch clips from the film Inside Out. Which emotions and characters are positive emotions, how does it make us feel when we feel these emotions? Children to then focus on the uncomfortable feelings and discuss how they feel then e.g. anxious- might feel sick, headache, not sleep. Children to analyse how they can manage these feelings and what advice they would give to younger children. Children to create their own version of Inside Out for younger children to watch. - Children to analyse how they feel after compliments and how they feel after put downs. Class debate the impact on their day after each of these. Children to also debate how they can make others feel better and the impact of words on other people. - Children to analyse ways that they can support each other day to day and make a class wall of what makes them feel supported. Aim to try one of these from the wall every day. Children to also debate the importance of forgiveness and what happens when we hold a grudge, how does it affect our mental and physical health?

PSHE – Summer 2			Context – Dear diary	New learning
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Dear diary	To know where to go for help in any situation. To know some ways of managing uncomfortable feelings. To understand the impact of boost up/put down. To recognise the relevance of forgiveness. To recognise different ways to support each other	LO: to debate where to go for help in a specific situation. LO: to analyse ways to manage uncomfortable feelings. LO: to analyse the impact of put downs and compliments. LO: to analyse ways to support each other and debate the importance of forgiveness.	Support Confidence Forgiveness Emotions Compliments Support Respect Self confidence	- Children to have a range of scenarios and situations to discuss and debate in groups. What would they do/where would they go for help in that situation? What advice would they give to somebody in that situation? Children to write an advice column writing letters back to people in the original scenarios giving help. - Children to watch clips from the film Inside Out. Which emotions and characters are positive emotions, how does it make us feel when we feel these emotions? Children to then focus on the uncomfortable feelings and discuss how they feel then e.g. anxious- might feel sick, headache, not sleep. Children to analyse how they can manage these feelings and what advice they would give to younger children. Children to create their own version of Inside Out for younger children to watch. - Children to analyse how they feel after compliments and how they feel after put downs. Class debate the impact on their day after each of these. Children to also debate how they can make others feel better and the impact of words on other people. - Children to analyse ways that they can support each other day to day and make a class wall of what makes them feel supported. Aim to try one of these from the wall every day. Children to also debate the importance of forgiveness and what happens when we hold a grudge, how does it affect our mental and physical health?



Year 6

PSHE – Its our World – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Living in the wider world	Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	L.O: To understand and explain what the Universal Declaration of Human Rights is and relate that children have their own rights. L.O: To understand democracy and justify why it is important L.O: To explain and justify the main aspects of climate change and argue how it affects the planet. L.O: To compare and contrast what a responsible citizen is L.O: To understand and explain sustainability issues	Human Rights Identify Share Entitled Democracy Citizen Rights Parliament Empathy greenhouse gas carbon dioxide water vapour climate change environment government methane nitrous oxide agriculture carbon drought Citizen, global, citizenship, responsible, aware, impact, world. Sustainability Issues Global Manifesto Positive	Activity 1 Children to recap the rights and responsibilities of children. Children to look at the rights they feel are most important. Activity to present why they feel the rights are important and explain why these were created. Children will be taught through discussion and reflecting on their knowledge of the subject Activity 2 Children to use dictionaries to match definition and key vocabulary. Children to complete quiz on democracy. Children will be taught through discussion and reflecting on their knowledge of the subject. In own words children to write an explanation of democracy and why it is important. Children to express on own ways Activity 3 Children to create class ideas on how they will combat climate change Children will be given scenarios of people being global citizens and then they will discuss how each person is being a responsible citizen. Activity 4 To discuss how each person is being a responsible citizen. Children to think about what a responsible citizen looks like and what a non responsible citizen looks like. Children to then compare and contrast both citizens. Children will be taught through discussion and reflecting on their knowledge of the subject Activity 5 Children will write a manifesto to show a is a way of declaring your thoughts and presenting what you intend to do to make the world sustainable.

PSHE – Say No! – Drugs and alcohol education – Autumn 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Health and Well being	Healthy Lifestyles: Images in the media and reality; how this can affect how people feel; risks and effects of drugs To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others Keeping Safe: Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out	Continued Autumn 1 L.O: I can compare and contrast what a responsible citizen is <u>New topic</u> L.O: I can explain and justify the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing L.O: I can analyse the risks and effects of legal and illegal drug use (including alcohol/smoking) L.O: I can explain the reasons why people use drugs; managing situations and peer influence L.O: I can describe how to keep safe in my local area (knife crime) L.O: I can analyse the mixed messages about drug use in the media exist and that these can influence opinions and decisions Anti bullying Week	Medicine, recover, health condition, immune/ immunisation, vaccination, population, prescribed, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose Drug, substance, effects, risks, law, legal, illegal, habit, advice, support Drug, factors, influence, peer pressure, passive, aggressive, assertive strategies Media, social media, messages, marketing, influences, information, smoking, vaping, drinking, cigarettes, e-cigarettes, vape, alcohol, advertising	Activity 1 To discuss how each person is being a responsible citizen. Children to think about what a responsible citizen looks like and what a non responsible citizen looks like. Children to then compare and contrast both citizens. Children will be taught through discussion and reflecting on their knowledge of the subject Activity 2 - retrieval activity - what do children already know about medicines - give children a picture and vocab - what do they already know? Play vaccination card game Activity 3 - Discuss what the children already know about drugs and complete effects and risks chart. Using drug fact sheet children to read and decode the effects and analyse risks of drug - were there any surprises? Provide children with scenarios and the children to decide if they are high /low risk -exit point were there any surprises? Did you realise all the risks? Activity 4 - discuss reasons why people might take drugs - both illegal and legal drugs. Discuss and highlight peer pressure - use diamond 9 to place most influential to least influential to show understanding Use scenarios and decide where they would be placed on diamond 9. Activity 5 - Retrieval - what do children already know? What risks may there be in our area? Post it note risks. Talk about crime and what aspects children may see? Hear - this is to come from children knowledge -teachers to address from this - Discuss certain cases of knife crimes and reasons behind these - How can we keep ourselves safe? Children to describe how to keep safe Activity 6 - Think bubble - show video and ask children what they think. Analyse key messages and what they may say. And key messages media sending. Complete think feel do then look at Accurate information continuum Anti-bullying activities from Diana resources

PSHE – Money Matters – Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Living in the wider world L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L17. about the different ways to pay for things and the choices people have about this L20. to recognise that people make spending decisions based on priorities, needs and wants L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L24. to identify the ways that money	Money Matters To understand the ways in which to earn money To understand the term value for money To know ways of lending and borrowing money To understand expenses and deductions To understand the term debt and borrowing of money	L.O: I can explain some financial risks we might encounter and can discuss how we can avoid them. L.O: I can analyse how retailers try to influence our spending. L.O: I can apply my skills to discuss choices we have when we spend our money. L.O: I can explain and justify why we need to budget and how to make one. L.O: I can demonstrate an understanding of the risks and consequences of borrowing money. L.O: I can explain the impact spending has on our environment L19 Based on outcomes of Well Being & Attitudes to Learning survey completed Jan 2022 6AM – Satisfaction - Self-esteem Identified as areas for class coverage/ support. KG social group to address above also with key children identified in 6AM.	Money - a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively. Investment-the action or process of investing money for profit. Gain- increase in value. Interest - money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt risk Bankrupt - declared in law as unable to pay their debts. inflation - a general increase in prices and fall in the purchasing value of money. value the worth of something compared to the price paid or asked for it. Save - to save money for the future	Activity 1 - Children to be to be to given scenarios about money. Is there any risk involved in looking after their money that way? Identify that there is some financial risk with most money saving ventures but we can aim to reduce this risk, where possible. Children then to play invest to success game. Children to produce a top tips which explain how to avoid financial risks. Use what they have discussed to appeal to people about the best way to keep their money safe. Activity 2- Children to analyse two different adverts for the same product. Children to compare the similarities and differences of the adverts. Thinking about what you know about wages and income, as well as what they have learnt about financial risk, can they suggest any reasons why people might want to choose a product that is actually more expensive? Activity 3 - Children to be provided with best value cards. They need to find the four offers for the same product and then compare the value of each offer by ordering the cards from the worst to best value. Children to discuss why process may be high/low. Children to argue the case of the different prices by creating an informative report about best value - looking at fair trade/best value and ethical spending Activity 4 - To design a budget calendar with given budget which looks at and explains their wants and needs. Children then to justify their calendar and budget Activity 5 - Using the story given children to create own storyboard to demonstrate the reasons for borrowing money and the possible consequences of this Activity 6- Children to choose two scenarios that they have discussed with your partner and record a paragraph about each to explain why one spending choice has a better impact on the environment. Children to look comparative impact on the environment of ethical spending versus a less ethical option. 6AM class specific Create a learning charter – what conditions do we like to work in? Children discuss and share how they like to learn. Complete learning wheel questionnaire for them to evaluate the conditions they like to learn and why? Give positive feedback to work outcomes. Kagan structures used where possible. Think-pair-share/ Rally Robin. Encourage communication between pupils and feedback between each other. Self-esteem charter task completed for chn to recognise their strengths and talk about what they can do to improve their position. Use positive affirmations (but only the right kind) ... Keep a self-esteem journal. ... Set a goal and work towards it. ... Exercise. ... Practice mindfulness

PSHE – Who likes Chocolate – Spring 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Economic education. Living in the wider world	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5 that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	L.O:I can identify and discuss reasons behind rich and poor nations L.O: I can understand and appreciate trade links across the world L.O: I understand and can explain the term fair trade and how resources are traded across the world L.O: I can explain and justify my global footprint L.O: I can discuss and debate how the news is presented and can be portrayed	Fair trade: trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers. Globalisation inequalities: one way globalisation can increase inequality is through the effects of increasing specialisation and trade Hunger and poverty: the state of being inferior in quality or insufficient in amount. Media: the main means of mass communication Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	Retrieval activity - What do children know about fair trade and trading - retrieval activity from previous year 4 work - spiral curriculum Activity 1: research and discuss what poverty means. Ask opinions on different countries that experience poverty. Show children two pictures in the same country and see where they think they are – this will encourage children to understand that each country has poverty. Show children a map of the best trading countries - children to colour certain countries certain colours. What do they notice? Children should infer from the colours that the richer nations tend to be more northern and poorer countries around the equator and below. Support with map-reading: BS, LE, LR. Activity 2 - Explain to children what trade links are - locate on world map trade links between UK and rest of world. Where do most of the UK trade links happen between? Children to play trade links game and learn how to appreciate how trading works practically. Activity 3: Research 'fair trade' and create pamphlet of companies that promote fair trading goods by explaining what fair trade is. Children to explain what fair trade means through promotion of the companies and goods Activity 4: To share their global footprint and explain how this impacts the earth. Create advertisement on how to reduce global footprint. Activity 5: To debate ways in which media portrays certain situations.

PSHE – Who likes Chocolate – blended curriculum from Spring 2 - Summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Economic education. Living in the wider world	L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5 that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	To be completed in Summer 1 L.O: I can explain and justify my global footprint L.O: I can discuss and debate how the news is presented and can be portrayed	Fair trade: trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers. Globalisation inequalities: one way globalisation can increase inequality is through the effects of increasing specialisation and trade Hunger and poverty: the state of being inferior in quality or insufficient in amount. Media: the main means of mass communication Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	Activity 4: To share their global footprint and explain how this impacts the earth. Create advertisement on how to reduce global footprint. Activity 5: To debate ways in which media portrays certain situations.

PSHE– Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; then develop the skills and strategies required to get support if they have fears for themselves or their peers RI can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.	People Around us Global citizenship Different identities around the world Challenging prejudice Support networks – relationships and families Growing up differences : growing up puberty Managing change Preparing for transition	L.O: I can discuss and debate how the news is presented and can be portrayed L.O: I can understand and explain the term 'identity and prejudice. L.O: I understand what a safe relationship is L.O: I understand and can explain how and why my body changes L.O: I can create strategies to help with changes	Media: the main means of mass communication Safe relationship Prejudice Identity Family Friends Puberty Changes Body Periods	Activity To debate ways in which media portrays certain situations. Activity - introduce the word identity - what does this mean? How is our identity defined? Children to think about own identity and what makes them them. Discuss and feedback - children to create identity block. Introduce the term prejudice – how is identity relate to prejudice? How do identity and prejudice link? Activity - safe relationship -what relationships do we have? Discuss and feedback. What makes a safe relationship? Refer back to theatre company from previous term. Children to use creative initiative to explain and present what a safe relationship is Activity - Nurse visit Activity - Transition booklet - discuss and talk about changes etc and how they will be affected. Discuss mental health and how to keep healthy with changes