

MISSION GROVE PRIMARY

PSHE Scheme of work

DRAFT

VISION STATEMENT

For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life.

Staff have high expectations of themselves and others and are reflective practitioners. Mission Grove provides security, opportunities and enjoyment for all.

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INTRODUCTION

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships. (PSHE Association 2017)

The programme of study will follow the three Core Themes set out by the PSHE Association and follow the National Curriculum statutory requirements and guidelines. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. These Core Themes are used to form the termly topics found within this scheme of work and each topic encompasses a 'big question' that is designed as a topic title and a starting point for pupil enquiry and a way for teacher assessment. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Relationships and Sex Education lessons will encompass the school's ethos- building on moral values and resilience, alongside the school's motto: Respect ourselves, Respect others.

Planning takes into consideration guidelines set out in the DfE Relationship Guidance 2019* that states: The aim of Relationships Education is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

TEACHING AND LEARNING IDEAS

Ground rules for PSHE lessons A class set of agreed PSHE ground rules is vital for effective teaching and learning in PSHE. These should be well established with the class before attempting to deliver PSHE lessons, and should be displayed and adhered to throughout the lesson. They can be changed or added to as necessary.

Teachers should develop the PSHE ground rules with the pupils. This can be achieved by using one of the teaching strategies below at the beginning of the school year.

The PSHE ground rules should:

- be simple and clear
- be positive, rather than a list of 'don'ts'
- be meaningful
- ensure that everyone will be respected and listened to
- ensure that personal boundaries are clear (such as not asking personal questions)
- have a question box

Agony Aunt: The teacher reads a problem from a fictional character. Children then have to give advice on how to deal with the situation.

Buzz group: Small groups of 3 – 4 pupils are asked to discuss something for a short time before returning to the large group to share their ideas.

Card matching: Matching words or statements to encourage agreement within a group or to inspire discussion on a set topic (more than one word might match to one statement).

Diamond 4 or diamond 9: A ranking activity whereby cards with different words or statements are ranked into a diamond shape, showing that some have equal relevance.

Draw and write: Pupils are asked to draw and write in response to a specific request (for example: draw yourself keeping safe) or set of specific statements as part of a story (for example, 'the drug was in the bag, draw the drug that was in the bag') or set of questions. Pupils are asked to do this individually without sharing the responses with others, until the teacher asks them to do so.

Carousel: The class is divided into groups, each group is given a large sheet of paper and a felt tip pen, one person is asked to write down the responses from the group under a given heading. After a few minutes, the teacher invites the groups to change papers with the next group. The group then reads what has already been written and then writes their own contribution, which is not already on the paper. This process continues until every group has worked on each piece of paper. The teacher can then discuss the contents of each sheet with the whole class.

Corners: The teacher makes up three cards with one of 'AGREE'; 'UNSURE'; 'DISAGREE' written on each. These are then placed strategically around the room. The teacher then reads out a statement and then invites the pupils to stand near the card that represents their response to the statement. When everyone has taken a position, the teacher then invites them to talk to a person near them about why they are standing there. Then the teacher asks each group for their reasons before inviting the pupils in the UNSURE group to move if any of the arguments has change their minds.

Hot -seating: The teacher reads a story, explains a situation or the class watches a role-play. Someone is then asked to put themselves into one of the characters 'shoes' and come into the hot seat. They then are asked questions and endeavour to answer them as if they were that chosen character.

Peer education: Pupils research or learn about a topic and then act as 'educators' by teaching other pupils about it.

Zone of relevance: This is a type of ranking activity that encourages pupils to consider which statements are relevant and which are not. Pupils are given a diagram of two (or more) circles drawn inside each other, like a target board and are given statements cards. Pupils decide on the most relevant statements and group these in the centre circle, the next relevant in the outer circle and so on. Non relevant statements go outside the circles completely.

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SECTION 1

LONG-TERM OVERVIEW

PSHE CURRICULUM FRAMEWORK: LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	LQ. What is the same and different about us?	LQ. What are good goals for me?	LQ. What helps us stay healthy?	LQ. What can we do with money?	LQ. What is unhelpful behaviour?	LQ. How can we look after each other and the world?
	LQ. What makes a good friend?	LQ. What can help us to be safe and healthy?	LQ. What is money used for?	LQ. What makes me feel hurt or uncomfortable?	LQ. Who is responsible for the environment?	LQ. How do we feel about growing up?
	LQ. What goals will help me succeed?	LQ: What makes a community?	LQ. How does money affect our everyday lives?	LQ. Why should we eat well and look after our bodies?	LQ. How can I be a good friend? / What are families like?	
	LQ. What strengths, skills and interests do we have?	LQ. How can we be more sustainable?	LQ. How do we treat each other with respect?		LQ. How will we grow and change?	LQ. How can we manage risk in different places?
	LQ. What is being part of a community?	LQ. What is a healthy relationship?	LQ. What can we do in an emergency?	LQ. How can I be a critical consumer?	LQ. How do I take care of my body and mind?	LQ. What jobs would we like?

LQ. How can we keep healthy as we grow?

LQ. How can the media influence people?

LQ. What will change as we become more independent? / How do friendships change as we grow?

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SECTION 2

MEDIUM-TERM OVERVIEW

YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn.	Teacher assessment questions/ resource ideas
Autumn 1 What is the same and different about us?	Relationships Valuing and respecting diversity; Clarifying own values; Respect for others' right to their own beliefs, values and opinions PoS refs: H21, H22, H23, H25, R2, R13, R23, L6, L14	<ul style="list-style-type: none"> • recognise what makes them special • how their personal features or qualities are unique to them • recognise they are unique – there is no-one exactly like them • recognise what they are good at, what they like and dislike • how they are similar or different to others, and what they have in common • to identify the people who love and care for them and what they do to help them feel cared for • to recognise the ways in which they are the same and different to others • to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (linked to science) 	To learn: <ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people Key Questions: <ul style="list-style-type: none"> • How are we similar to others? • How are we different to others? • In which ways are we all equal? • What is it like when we play together well? • How can we help others? • What parts of our bodies can we see? • What are the names of all the different parts of our bodies?

		<ul style="list-style-type: none"> • to use the correct names for the main parts of the body, including external genitalia; 	<ul style="list-style-type: none"> • How are people's bodies similar? • How are people's bodies different? • Is every person unique? • In which ways are you are unique? • What is special about everybody? <p>Example/Suggested resources:</p> <p>PSHE Lesson plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>PSHE Body Names</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>NSPCC: PANTS</p> <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>
<p>Autumn 2</p> <p>What are good goals for me?</p>	<p>Health and Wellbeing</p> <p>Developing and maintaining a healthy selfconcept; team working; decisions and actions</p> <p>PoS refs: H18, H21, H22, H24, H26, H28, H33, R1, R24, R25</p>	<ul style="list-style-type: none"> • the roles different people play in their lives • explain what they are learning / getting better at • identify what they need help with • identify what they are good at • identify ways of celebrating achievements and how this feels • describe how they would like their classroom to be • explain who or what they are responsible for in their classroom • explain what 'rules' mean and how they help all of us • give suggestions for what could be included in class rules and explain why they are important 	<p>To learn:</p> <ul style="list-style-type: none"> • about what they are good at and set simple goals <p>Key Questions:</p> <ul style="list-style-type: none"> • What can I do for myself? • What am I good at? How do I know? • What would I like to be able to do? • What do I need help with? • What jobs/responsibilities does our teacher have in the classroom? • How can we help our teacher?

		<ul style="list-style-type: none"> • explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out • identify when this might be more difficult or challenging and what to do in these situations • describe some things they can do now that they could not do before • explain how their needs have changed since they were babies 	<ul style="list-style-type: none"> • What are our jobs/responsibilities in the classroom? • What can we do now that we couldn't do when we were babies? • What can we do on our own now? • How do we feel about growing up? <p>Example/Suggested resources</p> <p>Lesson ideas</p> <p>http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184</p> <p>Lesson 1-</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>Metro Charity- Relationships</p> <p>https://www.pshe-association.org.uk/metro-charity</p>
<p>Spring 1</p> <p>What helps us stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H2, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • foods that support good health • how physical activity helps us to stay healthy • simple hygiene routines to stop infections • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • dental care and visiting the dentist • identify how infections (such as coughs and colds) can be spread • the people who help us to stay healthy 	<p>To learn:</p> <ul style="list-style-type: none"> • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) <p>Key Questions:</p> <ul style="list-style-type: none"> • What do we need to do to keep ourselves healthy? • What do we do during our day that keeps us healthy? • What do we think healthy people do and don't do? • What can we do to help keep our bodies healthy and well? • What do we keep clean at home/at school? • How can germs be passed from one person to another? • What can we do to help stop germs and diseases spreading?

			<p>Example/Suggested resources</p> <p>BBC resources- Healthy living clip https://www.bbc.co.uk/bitesize/topics/zchhvcw/resources/1</p> <p>BBC Keeping Healthy https://www.bbc.co.uk/bitesize/clips/zqg7tyc</p> <p>Loop Cards https://www.a-life.co.uk/wp-content/uploads/2016/03/lesson-plan-loop-cards.pdf</p>
<p>Spring 2</p> <p>What can we do with money?</p>	<p>Living in the wider world</p> <p>Self-organisation; Identify links between values and beliefs, decisions and actions; making decisions</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is; that money comes from different sources • people make different choices between needs and wants • money needs to be looked after; different ways of doing this 	<p>To learn:</p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about how to keep money safe <p>Key Questions:</p> <ul style="list-style-type: none"> • Have we ever received money and where did it come from? • What did we do with our money? • Where do other people get money from? • Where can we safely keep our money when we are at home/out and about? • Why do people save money? <p>Example/Suggested resources</p> <p>Natwest- moneysense: https://natwest.mymoneysense.com/students/students-5-8/</p>

<p>Summer 1</p> <p>What is unhelpful behaviour?</p>	<p>Relationship</p> <p>Promoting a positive, growth mindset and managing strong emotions and impulses. Empathy and compassion</p> <p>PoS refs: R9, R10, R12, R21,</p>	<ul style="list-style-type: none"> • that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • how to ask for help if a friendship is making them feel unhappy • that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult/reflect on the impact of kind/unkind actions • explain what is meant by right and wrong (in terms of their own behaviour) • recognise how someone's behaviour can affect others in different situations, at home or at school • identify what they can do if they (or others) experience unhelpful behaviour • recognise the importance of telling someone (when to do this and who to tell) 	<p>To learn:</p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel <p>Key questions:</p> <ul style="list-style-type: none"> • When people talk about 'behaviour' what do they mean? • When have we been kind to someone and how did it make them/us feel? • How does it feel to do the right thing? • How does it feel to do the wrong thing? <p>Example/Suggested resources</p> <p>BBC clip https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-why-should-i-be-good/zmbrkmn</p> <p>PSHE Association https://www.pshe-association.org.uk/curriculum-and-resources/resources/nsppcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p>
<p>Summer 2</p> <p>How can we look after each other and the world?</p>	<p>Living in the wider world</p> <p>Valuing and respecting diversity; Self-organisation; Empathy and compassion; Team working / Leadership skills; Clarifying own values; identify links between values and beliefs, decisions and actions</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> • explain that people (and animals) need to be looked after and cared for • identify some of the needs of all living things (including themselves and/or pets/animals) • describe some ways of looking after themselves and others • explain why need to be able to take turns and share things and places; return things that are borrowed • identify who to tell if they are worried that needs are not being met 	<p>To learn:</p> <ul style="list-style-type: none"> • about respecting the needs of ourselves and others, including groups and communities that they belong to; caring for the environment (local and global) <p>Key questions:</p> <ul style="list-style-type: none"> • What needs to we all share? • Who is responsible for meeting our needs? • Does everyone in our class/on our table have the

	<ul style="list-style-type: none"> • identify the different groups they belong to (e.g. friends, class, year group, faith and the different roles within them) • describe what it is like to be a part of the group (special people, special places what they do there or when they are with group) • identify what the local environment is like • describe what makes the local environment pleasant / not so pleasant • identify what can harm different environments • suggest some ways people can care for the environment • identify what they can do / not do to help care for the environment 	<p>same needs?</p> <ul style="list-style-type: none"> • Would rules help us to be responsible for other people's needs? • Do we help with anyone's needs at home? • What groups do we belong to (friendship groups, place of worship etc.) • What do you do there / with the group? • What makes it special? • What is around us? Our home? Our school? • Who or what lives in our local environment? • What do we like/dislike about our environment? • What damages our environment? • What could be done to the environment? • What can we do? <p>Example/Suggested resources</p> <p>PSHE/ Alzheimer Lesson https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</p> <p>PSHE resource- Lesson 2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>BBC clip https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygw</p>

The LGFL website covers resources and materials that are supported by the PSHE Association: <https://www.lgfl.net/learning-resources/>

Lesson plans and ideas can also be found on the PSHE association website (This does need a log-in, so check with AsH or designated person in your team):

<https://www.pshe-association.org.uk/>

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YEAR 2 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn...	Teacher assessment questions/ resource ideas
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing Arguments, Self-regulation; Active listening and communication; Team working; Negotiation; Resilience; Strategies for identifying and accessing appropriate help and support PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy • identify what is meant by bullying and why this is wrong • identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) • suggest ways they can be supportive of children who have been or feel they have been teased/bullied • identify people in school/at home whom they can talk to if they are worried about teasing/bullying 	To learn: <ul style="list-style-type: none"> • about listening to others and playing cooperatively Key Questions: <ul style="list-style-type: none"> • How can people tell that we are listening to them? • What helps a group to work cooperatively? • Do people always see things the same way? • What are some ways we can stop arguments starting with our friends? • Who gives us support and encouragement at home or at school? How does it feel? • When have we given others encouragement or support? • What are the differences between joking, hurtful teasing and bullying? • How can we support someone who might have been hurt by teasing or bullying? • Why do some people do things that they know are wrong? • Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)? Example/Suggested resources BBC clips https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1

			<p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>
<p>Autumn 2</p> <p>What can help us to be safe and healthy?</p>	<p>Health and Wellbeing Being healthy: eating, drinking, playing and sleeping, being safe, emergencies</p> <p>PoS refs: H1, H2, H3, H4, H8, H9, H28, H30, H33, H35, H36</p>	<ul style="list-style-type: none"> • about what keeping healthy means; different ways to keep healthy • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading • that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • how to keep safe in the sun and protect skin from sun damage • about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • how rules and age restrictions help them to keep safe • about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • about the people whose job it is to help keep us safe • about what to do if there is an accident and someone is hurt • how to get help in an emergency (how to dial 999 and what to say) 	<p>To learn:</p> <ul style="list-style-type: none"> • about rules for keeping safe and healthy. <p>Key questions:</p> <ul style="list-style-type: none"> • Why are there safety rules for different household products and medicines? • What are the safety rules? • What might happen if the safety rules about medicines are not followed? • How are different household products and medicines used? • What do we have to keep safe from? • Is it something we do that makes them dangerous? • When or where do we need to take extra care? • Who has the job of keeping us safe? • Who can we ask to help us? • How can we keep ourselves and others safe? • Who helps me? • What do they do to care for me and make me feel safe and happy? • How do we know whom to ask for help? • How can we attract the attention of people that we want to help us? • What can you do in an emergency? <p>Example/Suggested resources</p> <p>Redcross https://lifeliveit.redcross.org.uk/</p> <p>Think you know https://www.thinkuknow.co.uk/professionals/resour</p>

			ces/jessie-and-friends/ Keeping Safe resources https://www.everyschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy.html
Spring 1 What is money used for?	Living in the wider world People and jobs; money; role of the Internet PoS refs: L14, L15, L16, L17	<ul style="list-style-type: none"> describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) explain how money is obtained; how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people use the internet and digital devices in their jobs and everyday life give examples of some of the choices they might have about spending or saving money and what helps them decide identify how people keep track of what money is spent or saved and why this is important explain the importance of keeping money safe and some ways of doing this 	To learn: <ul style="list-style-type: none"> about where money comes from and what it is used for Key Questions: <ul style="list-style-type: none"> How do we get money? How do other people get money? Why might people save money? How can having or not having money make us feel? What can we do to keep our money safe? Who decides what we can spend our money on? What helps us choose how to spend money? Example/Suggested resources Natwest Money Sense https://natwest.mymoneysense.com/students/students-5-8/
Spring 2 What is bullying?	Relationship Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable 	To learn: <ul style="list-style-type: none"> how to ask for help if they are worried about something Key Questions: <ul style="list-style-type: none"> What feelings do we have? Where in our bodies do we feel these feelings? How can feelings change behaviour?

		<ul style="list-style-type: none"> • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> • What can we do about different feelings we have? • How can we keep ourselves and others safe? • Who helps me? • What do they do to care for me and make me feel safe and happy? • How do we know whom to ask for help? • How can we attract the attention of people that we want to help us? <p>Example/Suggested resources:</p> <p>NSPCC (PANTS)- https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>BBC clips https://www.bbc.co.uk/bitesize/topics/zbxxsbk</p>
<p>Who is responsible for the environment?</p>	<p>Summer 1</p> <p>Living in the Wider World</p> <p>Clarifying own values; Empathy and compassion; Identify links between values and beliefs, decisions and actions; Leadership; Self-organisation</p> <p>PoS refs: L2, L3, L5,</p>	<ul style="list-style-type: none"> • about things they can do to help look after their environment • about the different roles and responsibilities people have in their community • explain the shared responsibility we have to take care of our environments for others suggest some steps they could take as an individual and as a class to improve their local environment • identify that needs all living things have rights or needs (e.g. pets or animals) 	<p>To learn:</p> <ul style="list-style-type: none"> • about looking after the local environment <p>Key Questions</p> <ul style="list-style-type: none"> • What is our environment like? • What is good about our environment? • What makes these places not so good? • Whose responsibility is it to look after the environment? • What could we do to improve our local environment? • What do we do at home to help or support our grown-ups or others who live with us? <p>Example/Suggested resources</p> <p>BBC clips</p>

			<p>https://www.bbc.co.uk/bitesize/clips/z8s87hv</p> <p>YPTE lesson plans https://yppte.org.uk/lesson-plans?hide_donation_prompt=1</p> <p>RSPCA lesson plans https://education.rspca.org.uk/education/teachers/primary/lessonplans</p>
<p>Summer 2</p> <p>How do we feel about growing up?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up;</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it • preparing to move to a new class/year group 	<p>To learn:</p> <ul style="list-style-type: none"> • about changes in thoughts and feelings <p>Key Questions:</p> <ul style="list-style-type: none"> • When can we choose for ourselves? • How does it feel to make a mistake? • What would I like to be able to do that I can't do now? • What happens when I feel sad? Happy? Nervous? Scared? • What do I need for year 3? What changes will I notice? • Who can I ask for help? <p>Example/Suggested resources</p> <p>PSHE lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p>

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YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn...	Teacher assessment questions/ resource ideas
<p>Autumn 1</p> <p>What goals will help me succeed?</p>	<p>Health and Wellbeing</p> <p>Resilience; Developing and maintaining a healthy self-concept; ourselves, growing and changing</p> <p>PoS refs: H35, H36, L25, R10</p>	<ul style="list-style-type: none"> • about the new opportunities and responsibilities that increasing independence may bring • strategies to manage transitions between classes and key stages • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 	<p>To learn:</p> <ul style="list-style-type: none"> • to recognise their achievements and set personal targets for the future <p>Key Questions:</p> <ul style="list-style-type: none"> • What have we achieved that we are most proud of? • What would we like to achieve by the end of year 3? • What types of change happens in people's lives? • How can we help ourselves to feel ok? • How can we help others to feel better? <p>Example/Suggested resources</p> <p>BBC clips</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</p> <p>nicurriculum.org</p> <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit3.pdf</p>

<p>Autumn 2</p> <p>What makes a community?</p>	<p>Living in the Wider World</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>To learn:</p> <ul style="list-style-type: none"> • to recognise the importance of a diverse community <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a good friend? • What might happen if we ‘think before we act’? • What is a diverse community? How do we know we have a diverse community? • What groups do we have in our area? • What groups do I belong? How does this make me feel? How am I valued? • How do people show they value and care for each other? <p>Example/Suggested resources</p> <p>PSHE lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>PLprimarystars https://plprimarystars.com/resources/diversity</p> <p>Worcester University Lesson plan https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan</p>
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<p>Spring 1 How does money affect our everyday lives?</p>	<p>Living in the wider world Economic wellbeing, making decisions PoS refs: L17, L18, L19, L21</p>	<ul style="list-style-type: none"> • about the different ways to pay for things and the choices people have about this • to recognise that people have different attitudes towards saving and spending money; • that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • different ways to keep track of money 	<p>To learn:</p> <ul style="list-style-type: none"> • about the role of money and good financial decisions. <p>Key Questions:</p> <ul style="list-style-type: none"> • what influences people's decisions • what makes something 'good value for money' • Why might individuals or families need or choose to spend their money in different ways? • How do people keep track of their money? <p>Example/Suggested resources:</p> <p>Moneysense lesson plans- https://natwest.mymoneysense.com/teachers/</p>
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<p>Spring 2</p> <p>Why should we eat well and look after our bodies?</p>	<p>Health and Wellbeing</p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H9, H11, H14</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it 	<p>To learn:</p> <ul style="list-style-type: none"> • about making good choices in relation to health <p>Key Questions:</p> <ul style="list-style-type: none"> • What do people do to help keep themselves healthy? • What do people need to know to help them to make a healthy choice? • What does a balanced diet look like? • What is oral hygiene? • Why should I be clean? <p>Example/Suggested resources</p> <p>BBC bitesize- https://www.bbc.co.uk/bitesize/topics/zrfr82/articles/zppv4j https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p</p> <p>Taking care lesson plan- http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit3.pdf</p> <p>Aquafresh https://www.aquafresh.co.uk/kids/school.html</p>
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<p>Summer 1 & 2</p> <p>How can we be a good friend?</p> <p>What are families like?</p>	<p>Relationships</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>To learn:</p> <ul style="list-style-type: none"> • about friends and families <p>Key Questions:</p> <ul style="list-style-type: none"> • Is everyone worth the same? • How do we show that we value people? • What qualities make a good friend? • How do we resolve problems in our family or in our friendship? • What is being pressured? How does it make me feel? What can I do about it? • <p>Example/Suggested resources:</p> <p>SCARF https://www.coramlifeeducation.org.uk/adoptables/</p> <p>Living with difference PDF- lesson plan- http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit6.pdf</p> <p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>
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YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn...	Teacher assessment questions/ resource ideas
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<p>Autumn 1</p> <p>What strengths, skills and interests do we have ?</p>	<p>Health and Wellbeing</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>To learn:</p> <ul style="list-style-type: none"> • about setting personal targets for the future <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes us feel good about ourselves? • How do others make us feel good about ourselves? • What are our strengths? • How does it feel to overcome a problem or achieve something? • What would we like to achieve by the end of year 4? • How might someone feel if they think their views, ideas and feelings have been ignored? • What is the benefit of trying to see things from someone else's point of view? <p>Example/Suggested resources</p> <p>Stengths & interests- http://www.ectarc.com.au/cybertots/toolbox12_11/shared/resources/html/res_intstrength.htm</p> <p>Lesson plan, PDF- www.myworldofwork.co.uk › file › download Premier League lesson plans https://plprimarystars.com/resources</p>
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<p>Autumn 2</p> <p>How can we be more sustainable?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L18, L19, L20, R34</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way • to recognise that people make spending decisions based on priorities, needs and wants 	<p>To learn:</p> <ul style="list-style-type: none"> • about the sustainability of the environment across the world <p>Key Questions:</p> <ul style="list-style-type: none"> • What impact do our actions towards sustaining our environment have on us now? • What about future impact? • What evidence of 'enterprise' do we see in our school or local community? • Who benefits from this enterprise? • What does someone need to be enterprising? <p>Example/Suggested resources:</p> <p>Fair Trade- https://schools.fairtrade.org.uk/</p> <p>Natwest Moneysense https://natwest.mymoneysense.com/teachers/</p>
<p>Spring 1 & 2</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday 	<p>To learn:</p> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities <p>Key Questions:</p> <ul style="list-style-type: none"> • How do people show they care for and

- surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
- the rights that children have and why it is important to protect these
 - that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
 - how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
 -

value each other?

- How can we approach it when difficulties in friendships arise?
- How do people show others that their views, ideas and feelings are valued?/ignored?
 - What if we don't agree with other people's points of view?
- Do we have things in common with those we think are different to us?
- When is it more (or less or never) important for privacy to be kept?
- Why do children need their own human rights?
- Whose responsibility is it to meet a child's human rights?
- How important are human rights?

Example/Suggested resources:

Respect ideas-

https://www.educationworld.com/a_lesson/lesson/lesson329.shtml

PSHE lesson plans

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s>

NSPCC (PANTS)-

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

Rights of the Child-

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-Example/Suggested-resources-from-schools/>

Discovery Education

<https://www.discoveryeducation.co.uk/what-we->

			offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships
<p>Summer 1</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty, Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H31, H32, H34, H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>To learn:</p> <ul style="list-style-type: none"> • about the changes in their bodies, including their emotions <p>Key Questions:</p> <ul style="list-style-type: none"> • What changes do I notice in me? • How does this make me feel? • Why should I keep clean? • What is being hygienic? • How can I manage my feelings in different situations? • How have my emotions changed since last year? • How can I deal with everyday situations? • Who can I ask for help? Advice? <p>Example/Suggested resources</p> <p>PSHE mental health https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>Medway Public Health Directorate https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and (please check suitability before use)</p> <p>Period Lessons https://bettyforschools.co.uk/resources/8-11-year-olds</p>

			(please check suitability before use)
<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>To learn:</p> <ul style="list-style-type: none"> • about managing risk <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we recognise a threat? • What should someone do if they feel threatened? • How does it feel to be dared by another person or a group of people? • Is it ever ok to give someone a dare? • How can people handle being given a dare? • What sorts of things do people like sharing together – with whom? • Is this the same for everyone? • When is it more (or less or never) important for privacy to be kept? • What are our online rules? <p>Example/Suggested resources:</p> <p>PSHE association- https://www.pshe-association.org.uk/content/gambling</p> <p>Internet Legend- https://beinternetlegends.withgoogle.com/en_uk/internetland</p> <p>NSPCC Shareaware https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p> <p>BBC clips https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm</p>

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YEAR 5 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn...	Teacher assessment questions/ resource ideas
Autumn 1 What is being part of a community?	Living in the Wider World Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes Pos refs: L6, L7, L8, L9, L10, L11, L12, H25, H26, H27, R32, L9, L27	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • that UK is a richly diverse community and that people have migrated to and from the UK for many thousands of years • the importance of mutual respect for different faiths and beliefs and how we demonstrate this • the benefits of living in a diverse society • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others • about stereotypes in the workplace and that a person's career aspirations should not be limited by them 	To learn: <ul style="list-style-type: none"> • about what it means to be a part of a community Key Questions: <ul style="list-style-type: none"> • Who and what makes our community the way it is? • Who/what supports our community, locally and nationally? • Who lives in the UK? • What are some examples that show the rich diversity of the UK? What are the benefits? • What does stereotype mean? • Why should we challenge stereotypes? Example/Suggested resources: Equality and Human Rights commission- https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-4-learn-about-meaning-community TES- https://www.tes.com/teaching-resource/diversity-and-multiculturalism-lesson-6404365 Premier League developing values https://plprimarystars.com/resources

			<p>PSHE lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>PSHE https://www.pshe-association.org.uk/metro-charity</p>
<p>Autumn 2</p> <p>What is a healthy relationship?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R2, R3, R4, R5, R6, R8, R11, R12, R16, R20, L11, L15</p>	<ul style="list-style-type: none"> • that people may be attracted to someone emotionally, that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • that a feature of positive family life is caring relationships; about the different ways in which people care for one another • To appreciate the importance of friendship in intimate relationships; Explain the similarities and differences between friendships and intimate relationships; Can describe different types of intimate relationship including marriage • To consider reproduction in the context of relationships; Explain how babies are made (science curriculum); Discuss different types of adult relationships with confidence • Can use appropriate language to discuss sex and relationships with confidence and can identify sources of 	<p>To learn:</p> <ul style="list-style-type: none"> • about relationships (on and off-line) <p>Key Questions:</p> <ul style="list-style-type: none"> • What kinds of loving relationships are there? • How do people in special relationships treat each other that makes them feel good? • What does it mean to get married or have a civil partnership? • Why might people decide to get married? • What signs might make someone think a relationship is not good? • What should we do if someone makes us feel unsafe (even if it is someone we think we trust)? • Where can people get advice or ask for help? • What risks are there online? • How do we keep ourselves safe? <p>Example/Suggested resources</p> <p>ThinkUknow https://www.thinkuknow.co.uk/professionals/resour</p>

		<p>information, support and advice for children and young people</p> <ul style="list-style-type: none"> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support 	<p>ces/play-like-share/</p> <p>Rise Above https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PShea_EdComs_Resource_listing_Sep17</p> <p>Internet Legend https://beinternetlegends.withgoogle.com/en_uk</p> <p>Saferinternet https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>CEOP reporting https://www.ceop.police.uk/safety-centre/</p> <p>BBC clips https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</p> <p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>
<p>Spring 1</p> <p>How can we help in an accident or emergency?</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H39, H43, H44</p>	<ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>To learn:</p> <ul style="list-style-type: none"> about basic first aid <p>Example/Suggested resources</p> <p>British Red Cross https://lifeliveit.redcross.org.uk/</p>
<p>Spring 2</p> <p>How can I be a critical consumer?</p>	<p>Living in the Wider World</p> <p>Shared responsibilities, making choices and decisions</p>	<ul style="list-style-type: none"> people can persuade someone of something, to do (or not do something) something via the (e.g. advertisements to purchase something) identify how this happens (e.g. advertisements, reviews, gossip, 	<p>To learn:</p> <ul style="list-style-type: none"> about how finance plays an important part in people's lives

PoS refs: L12, L13, L15, L16, L17, L18, L19, L20, L21, L24

- money scams)
- about some of the different ways information and data is shared and used online, including for commercial purposes
 - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
 - about the different ways to pay for things and the choices people have about this
 - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
 - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
 - to recognise that people make spending decisions based on priorities, needs and wants
 - different ways to keep track of money
 - to identify the ways that money can impact on people's feelings and emotions

Key Questions:

- How are internet searches ranked?
- How are certain people targeted through their searches?
- How does money relate to lifestyle?
- Is earning a high salary the most important thing to think about when someone is choosing a job or career?
- Is it best to buy brand names or a cheaper option?
- How are we influenced?
- How can my spending affect the environment?

Example/Suggested resources

Natwest MoneySense

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

Premier League Primary Stars

https://plprimarystars.com/resources/tackling-plastic-pollution?utm_source=PSHEAssoc

PDF Lesson plans

<https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf>

Newswise

<https://www.theguardian.com/newswise-unit-of-work>

<p>Summer 1</p> <p>How do I take care of my body and mind?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits and lifestyles</p> <p>PoS refs: H1, H3, H4, H9, H10, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping-nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • about choices that support a healthy lifestyle, and recognise what might influence these • how to recognise that habits can have both positive and negative effects on a healthy lifestyle • that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 	<p>To learn:</p> <ul style="list-style-type: none"> • about making informed choices that contribute to a 'balanced lifestyle' <p>Key Questions:</p> <ul style="list-style-type: none"> • What choices can someone make to help look after their body and mind? • Who/what tries to persuade or influence our choices about food? • How do adverts try to persuade us? How do people try to persuade us? • When can it be more difficult to make a healthy choice? • How do we keep the school free from infection? • How can we stop infections? • How do people keep themselves clean? • How can we prevent infections? <p>Example/Suggested resources:</p> <p>PSHE Association, Mental Health https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health</p> <p>nicurriculum Lesson plan http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf</p> <p>Newsround Drugs http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/uk/drugs/newsid_1609000/1609624.stm</p>
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<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the Wider World</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32, H20, H28, H29</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 	<p>To learn:</p> <ul style="list-style-type: none"> • about making future choices <p>Key Questions:</p> <ul style="list-style-type: none"> • what do I aspire to be? • What skills do I need to achieve? • How can I deal with set backs? • <p>Example/Suggested resources:</p> <p>PSHE Association, Mental Health https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health</p> <p>Natwest Moneysense https://natwest.mymoneysense.com/teachers/resources-8-12s/</p>
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YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic Skills /attributes developed	In this unit of work, pupils learn...	Teacher assessment questions/ resource ideas
<p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle • including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>To learn: about mental and physical health</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What / who influences someone's choices related to their health? • How might the media's portrayal of lifestyles influence someone's choices about health? • Do these influences always have everyone's best interests in mind? • How does a balanced diet contribute to a person's health and wellbeing? • How do people make decisions about what to eat and drink? • How might someone become more responsible for their own safety as they get older? • What is a risk, a danger or a hazard? What sorts of behaviours might include risk? • Where does pressure come from? • How do people try to persuade others to do things? • How do we know how other people are feeling or what mood they are in? • Can we 'put ourselves in their shoes'?

- How can we learn to manage other people's and our own moods and feelings?

Example/Suggested resources

PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Amnesty International Child Rights lesson plans

<https://www.amnesty.org.uk/files/2017-10/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?GOTk30AzSvuPIDnJHBMK8CpUQPexi3hE=>

PSHE Association and - The sleep factor (KS2)

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints>

Rise Above – Lesson plans

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Childnet – Screen time

<https://www.childnet.com/young-people/secondary/hot-topics/screen-time-and-healthy-balance>

<p>Spring 1 & 2</p> <p>How can the media influence people?</p>	<p>Living the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety, money decisions,</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling, borrowing money and loans and related activities, what might influence somebody to gamble, borrow money and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints • explain the differences between credit and debt and what is meant by ‘interest’ • explain the difference between a manageable and an unmanageable debt and how this can affect someone • explain the importance of being a critical consumer when it comes to saving or borrowing money • identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money 	<p>To learn:</p> <ul style="list-style-type: none"> • to be critical of what they see and read in the media <p>Key Questions:</p> <ul style="list-style-type: none"> • What types of images in the media are changed or altered? • How can we tell what is true? • What can different images make people think or feel? • What risks are involved with borrowing money? • Before making decisions about saving or borrowing, what information does someone need? • When must people be careful about sharing? • What should someone do if something private is shared and it should not have been? • What is meant by ‘safe user habits’ in relation to mobile phones? • How can mobile phones affect people’s lives at home? • Why is it best for mobile phones be turned off at night time? • What are some positive things about having the use of a mobile phone? • What guidance is there to help people use social media safely? • How can someone feel if they see something upsetting online?
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<p>Summer 1 & 2</p> <p>What will change as we become more independent?</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H31, H33, H34, H35, H36, R2, R3, R4, R5, R6, R11, R16</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • how knowing someone online differs from knowing someone face-to-face • to recognise risk in relation to friendships and keeping safe 	<p>To learn:</p> <ul style="list-style-type: none"> • about coping with change and transition <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we describe the emotions and how they change? • What can help us manage feelings?

<p>How do friendships change as we grow?</p>		<p>the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable 	<ul style="list-style-type: none"> • What can someone do when they experience strong, challenging or conflicting emotions? • Why might a relationship change or end? • Who is responsible for our behaviour? • Why might it not be a good idea to 'always' do what the rest of the group wants to do? • How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? • Where does pressure come from? • How do people try to persuade others to do things? • Is telling a secret the same as telling tales? • If a secret that might mean someone was hurt or unsafe, was kept, could it put them at further risk? • When should a confidence be broken? • What sorts of things might help someone with their feelings during times like these? • How can we protect our and other people's personal information? • What are the consequences of someone not protecting their own or other's personal information or images? • Where can people get help, advice or support?
		<ul style="list-style-type: none"> • how puberty relates to growing from childhood to adulthood • Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence and can identify sources of advice, information and support. • To consider reproduction in the context of relationships • To explore the process of conception and pregnancy • Describe the decisions and considerations that might be made before having a baby • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this <ul style="list-style-type: none"> • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	

- What aspirations do we have?
- What are our goals for secondary school and how will we achieve them?
- What are our long-term goals?
- Which will be the most effective way for us to achieve our goals?

Example/Suggested resources

Rise Above – Lesson plans

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

PSHE- Mental Health Transition

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Period Lessons

<https://bettyforschools.co.uk/resources/8-11-year-olds>

NSPCC- Lesson Plans

<https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

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