

PSHE

(Including RSE- Relationships & Sex Education)

Jotmans Hall Primary School



Approved by:	Jotmans Hall Primary School Board of Trustees
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Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those

with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

Contents

1. Purpose of the policy	4
2. Subject Intent.....	4
3. Aims and outcomes	5
4. Teaching and learning	5
5. Curriculum Implementation- Rolling Programme &Whole School Overview.....	6
6. Cross-curricular links	12
7. Curriculum Impact.....	12
8. Resources.....	13
9. Roles and responsibilities	13
10. Inclusion.....	14
11. Links to other policies	14
12. Monitoring and review.....	15
Appendix 1- PSHE Curriculum- Rolling Programme & Curriculum Teaching Document	16

1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing physically, emotionally and socially. Pupils learn how their bodies grow and change and develop a range of skills to recognise and manage their emotions. The curriculum also tackles many of the moral, social and cultural issues that are part of growing up. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. We provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a respectful member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The PSHE Curriculum helps pupils to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. All our year groups have timetabled PSHE

time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends.

The curriculum follows objectives from PSHE Association programme of study. At Jotmans Hall learning is split into topics under three main themes; Relationships, Health and Wellbeing (including RSE) and Living in the Wider World (including economic wellbeing). The curriculum has been updated in accordance with Statutory RSE Guidance, as detailed within this policy.

3. Aims and outcomes

Statutory Requirements

PSHE is a non-statutory subject and does not fall under the National Curriculum. However, some aspects are statutory. Primary schools must teach Relationships Education under the Children and Social Work Act 2017, as well as statutory Health Education in line with DfE guidance (2019).

In primary schools, the focus is on the building blocks of positive relationships, including friendships, family relationships and relationships with adults and peers. Through PSHE, children also learn about emotional wellbeing and how positive relationships can support mental health.

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

4. Teaching and learning

We have a non-specialist approach to the overall teaching of PSHE. Children learn best in PSHE lessons when they are being taught by adults whom they have built relationships with. PSHE, at its heart, teaches children how to effectively manage uncomfortable and difficult life situations. When being taught by a familiar and often trusted adult, children are able to challenge themselves and ask difficult questions which they may not feel able to do with an outside specialist.

We often invite specialists such as Road Safety Officers, Community Liaison Offices, Mental Health Support Workers and E-Safety Specialists to supplement and enhance learning delivered in the classroom. We also invited specialists in if there is a specific need within the school.

PSHE is organized in a two-year rolling programme and is delivered to children in their existing class groups. The only exception to this is the unit entitled 'Health & RSE- Me & my Body' which is delivered in year groups to ensure the knowledge delivered is age appropriate. Further information on this can be found within the RSE Policy. Each unit of work has its own knowledge organiser and is designed to be taught across a half term. 1 timetabled lesson per week. Lesson plans are based around the subject's Rolling Programme and a wide range of resources are available to support the delivery of knowledge and skills. Teachers are encouraged to adapt the objectives to meet the needs and experiences of their learners. The teaching of PSHE might involve:

- Whole-class teaching
- Small group discussions
- Stories and discussion
- Role play
- External speakers/ Specialists
- Assemblies KS1
- Circle Time KS2

5. Curriculum Implementation- Rolling Programme & Whole School Overview

On the next few pages, you will find the PSHE Rolling Programme and an overview of each of the units taught in the PSHE curriculum, sorted under the three broad topics from the PSHE Association. Each overview shows the progression of the teaching and learning as you move through the school. The full curriculum document can be found in Appendix 1.

Early Years Foundation Stage

The following Early Years Outcomes are prerequisite skills for PSHE in KS1. The Early Years Foundation Skills Curriculum is split into seven areas of learning. The majority of outcomes are found within the area of learning Personal, Social and Emotional Development (PSED). However, the areas of learning Understanding the World & Physical Development, also contain outcomes relating to the PSHE curriculum. The Planning in the Moment approach and continuous provision is used to deliver and assess the EYFS curriculum. A range of implicit and explicit resources/ provision is available for the children to explore. Where appropriate, links will be made to the whole school PSHE half termly themes through continuous provision and carpet time inputs.

EYFS	Relationships	Health & Wellbeing	Living in the Wider World
ELG	<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.	<u>Self-Regulation</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding, appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Physical Development</u> <u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others	<u>People, Culture and Communities</u> -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Key Stage 1 & 2- Rolling Programme

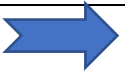
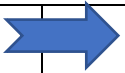
		Autumn	Spring	Summer
Year 1-6 Rolling Programme	Year A	Relationships- TEAM	Relationships- Be Yourself	Living in the Wider World- Britain
		Living in the Wider World-Aiming High	Health & Wellbeing (inc RSE) - My Body (Year Group Specific)	Living in the Wider World- Money Matters
	Year B	Relationships- VIPs	Relationships- Digital Wellbeing	Health & Wellbeing - Safety First
		Health & Wellbeing- Think Positive	Health & Wellbeing (inc RSE) - My Body (Year Group Specific)	Living in the Wider World- One World



PSHE Curriculum Intent- Relationships

By the end of EYFS	By the end of Year 2	By the end of Year 4	By the end of Year 6
<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.	In the unit 'TEAM' children talk about and show the teams that they belong to and follow simple instructions by applying good listening techniques. They think of ways to show kindness to others and work in a group to discuss what they could do if they saw others being teased or bullied. Children work as a group to identify and sort helpful and not so helpful thoughts and good and not-so -good behaviour choices. In the unit 'Be Yourself' children say what makes them an individual and identify and name common feelings. They select times and situations that make them feel happy and talk about what makes them feel unhappy or cross. They explain how change and loss make them feel and understand the importance of sharing their thoughts and feelings. In the unit 'VIPs', children explain who the special people in their lives are and talk about the importance of families. They describe what makes someone a good friend and know how to resolve and argument in a positive way. Children identify ways to show others that they care and know the skills involved in successful cooperation. In the unit 'Digital Wellbeing', children talk about what we use the internet for and how it helps. They discuss some effects of too much screen time and learn how to tell other people about internet safety rules. The children discuss how to keep personal information private online and discuss examples of false information they might see online. Children learn that some people may behave differently online and learn what to do if something they see online that worries them.	In the unit 'TEAM', children use pictures to express their thoughts, feelings and worries and plan and create a role play about a team scenario. Children read clues and work as a team to solve a crime and identify a feeling and how it is expressed. They show the resolution to a dispute through pictures and create a list of 'Pass it On' ideas. In the unit 'Be Yourself' children say what makes them an individual and identify and name common feelings. They select times and situations that make them feel happy and talk about what makes them feel unhappy or cross. They explain how change and loss make them feel and understand the importance of sharing their thoughts and feelings. In the unit 'VIPs', children discuss how our attitudes can impact new friendships being made and create a plan for being an anonymous friend over the course of a week. They reflect on different characters in a story about dares and discuss the different outcomes for each character. Children work together to create a role play about positive resolution techniques and create a poster with ideas to help someone who is being bullied. In the unit 'Digital Wellbeing', children learn to recognise why it is important to balance time online and offline for their wellbeing. They learn to empathise with a cyberbullying victim and respond appropriately to different online scenarios. Children recognise the role they play in sharing information responsibly online and understand the consequences of sharing certain information, images and videos online. They explain the potential negative impact from sharing things online.	In the unit 'TEAM', children use pictures to express their thoughts, feelings and worries and plan and create a role play about a team scenario. Children read clues and work as a team to solve a crime and identify a feeling and how it is expressed. They show the resolution to a dispute through pictures and create a list of 'Pass it On' ideas. In the unit 'Be Yourself', children discuss scenarios where children are torn between 'fitting in' and being true to themselves. They explain how to communicate their feelings in different situations and use role play to show different ways to manage uncomfortable feelings. Children discuss which situations would make people fight or flee and why and create resolutions to tricky situations. They identify the feelings involved in making a mistake and how to make amends. In the unit 'VIPs', children share ideas for ways they can care for very important people (VIPs) in their life. They discuss how a disagreement could be handled with support and create and display a calming technique on a poster. Children explain ways to resist peer pressure and identify which secrets are OK to keep and which need to be shared with support. They identify some aspects of healthy and unhealthy relationships and take part in discussion on how unhealthy relationships could be identified. In the unit 'Digital Wellbeing', Children will learn how to look after their digital wellbeing. They will discuss how to stay safe, healthy and happy online and when they use digital technology. The children explain how to develop safe respectful and healthy online relationship and learn how to use social media responsibly. Children identify online bullying behaviours and talk about what they can do to help themselves or others if it is seen or experienced. They describe strategies they can use to assess the reliability of online information and images.

PSHE Curriculum Intent- Health & Wellbeing

By the end of Reception 	By the end of Year 2 	By the end of Year 4 	By the end of Year 6
<u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding, appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Physical Development</u> Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others	In the unit 'Think Positive', children learn to identify and discuss feelings and emotions using simple terms. They learn to understand that they have a choice about how they react to things that have happened and describe difficult feelings and what might cause these. Children talk about personal achievements and goals and discuss things for which they are thankful. They learn some of the broad principles of mindfulness and describe things that make them feel happy and unhappy. In the unit 'Aiming High', children discuss their star qualities and identify what a positive learning attitude is. They talk about jobs they want to do when they grow up and discuss what skills and interests are needed for different jobs. Children talk about their hopes for the future and discuss what they are looking forward to about the coming year In the unit 'Safety First', children identify everyday dangers and dangers in the home & outside. They learn basic rules that keep people safe, what to do if they feel in danger and recall the number to call in an emergency. Children identify which information is not safe to share online and learn the difference between 'good' and 'bad' secrets and that their body parts are private. For details of the Health & Wellbeing Unit 'My Body'- See detailed breakdown below;; including RSE content	In the unit 'Think Positive', children understand that it is important to look after their mental health and recognise and describe a range of positive and negative emotions. They discuss changes people may experience in their lives and how they might make them feel. Children talk about things that make them happy and help them to stay calm and identify uncomfortable emotions and what can cause them. They identify and discuss the characteristics of being a good learner In the unit 'Aiming High', children discuss their personal achievements and skills and identify elements of a growth mindset. They talk about the range of jobs that people do and talk about what jobs they might like to do in the future. Children discuss goals they could set to work towards their ambitions and discuss challenges that many people face and how to overcome these In the unit 'Safety First', In this unit, children discuss things they can do independently that they used to need help with. They describe what a dare is and identify situations involving peer pressure. They can identify and discuss some school rules for staying safe and healthy and explain what it means to be kind and respectful online. Children identify what information will need to be shared with an emergency services operator. Children list some of the dangers we face when we use the road and describe drugs, cigarettes and alcohol in basic terms. For details of the Health & Wellbeing Unit 'My Body'- See detailed breakdown below;; including RSE content	In the unit 'Think Positive', , children talk about their thoughts, feelings and behaviours. They identify helpful and unhelpful thoughts and suggest outcomes linked to certain feelings and actions. When guided, children are able to use basic mindfulness techniques and discuss ways in which positive thinking can be beneficial. They describe what makes a good learner and identify common choices we have to make in life. In the unit 'Aiming High', children discuss their personal achievements and skills and identify elements of a growth mindset. They talk about the range of jobs that people do and talk about what jobs they might like to do in the future. Children discuss goals they could set to work towards their ambitions and discuss challenges that many people face and how to overcome these. In the unit 'Safety First', children describe what a dare is and identify situations involving peer pressure. They know when to seek help in risky or dangerous situations. Children identify and discuss school rules for staying safe and healthy and recall the number to dial in an emergency. They know how to look after mobile devices and understand why certain information should not be shared online. They explain what the right to privacy means and identify behavior that constitutes cyberbullying. For details of the Health & Wellbeing Unit 'My Body'- See detailed breakdown below;; including RSE content

PSHE Curriculum Intent- Health & Wellbeing 'My Body' (including RSE)- Year Group Specific

By the End of EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	In the unit 'My Body', children explore choices that they can make about looking after their bodies. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. Children discuss why exercise is good for them and explain how much sleep they need. Children understand that they can choose what happens to their bodies and explain that other people have rights for their own body. Children discuss healthy snacks and learn how to ask a trusted adult if uncertain about whether something is safe to eat or drink. Children demonstrate hygienic ways to look after their own bodies and explain what germs are and why people need to keep clean.	In the unit 'My Body', In this unit children use the scientific names introduced to name male and female body parts and identify some differences between males and females. They identify the body parts that we keep private and understand the words 'no' and 'stop'. Children understand that both people's bodies and feelings can be hurt and identify an adult they can talk to if they are concerned about inappropriate touch. They talk about their likes and dislikes and understand that different people like different things. Children understand that girls and boys can like different things or the same things. They describe how they have changed since they were a baby and understand that people's needs change as they grow older. Children talk about things they'd like to do when they are older and discuss some changes that people might go through in life.	In the unit 'My Body', children explain what happens if they don't sleep enough and discuss what happens to muscles when we exercise them. They understand that they can choose what happens to their body and know when a 'secret' should be shared. Children explain that too much sugar is bad for health and know the difference between medicine and harmful drugs and chemicals. They explain how germs travel and spread disease and know how to inhibit the spread of germs.	In the unit 'My Body', children understand the importance of sleep and identify choices that will benefit their health and provide a balanced lifestyle. Children identify positive aspects about themselves. They identify some factors that influence the choices they make about their bodies and understand that many images they see in the media are artificially enhanced. Children talk about their own family and relationships within it and understand that there are many different types of families. They identify similarities and differences in different loving relationships.	In the unit 'My Body', children will learn that the choices they make about their body have consequences and understand what contributes to a balanced lifestyle. Children learn to identify what a drug is and can suggest where pressure might come from to try drugs, including alcohol and tobacco. Children understand why they need to change some of their habits and routines as they get older and know how to meet the changing needs of their body. Children begin to understand that the images online and in the media do not always reflect reality and learn to challenge stereotypes of 'the perfect body'.	In the unit 'My Body' children revisit and name physical changes that young people will experience during puberty and explain the process of human reproduction from conception to birth using scientific vocabulary. They describe emotional changes young people might experience during puberty and name some ways to cope with new or difficult emotions. Children describe the different types of loving relationship that exist and use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. Children identify the male and female reproductive organs and how the process of puberty relates to reproduction. Children learn how a baby is conceived and learn about the idea of contraception. They appreciate that there is no such thing as a 'perfect body' and describe some of the ways in which the media fuels this notion.

PSHE Curriculum Intent- Living in the Wider World

By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
<u>People, Culture and Communities</u> -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	In the unit 'Diverse Britain', children identify groups and communities that they belong to and explain how to be a good neighbour. They describe what it is like to live in Britain and pick out things that can both harm and help a neighbourhood. Children identify similarities and differences between British People and talk about what makes them feel proud of being British. In the unit 'Money Matters', children discuss things that they can buy in the shops and talk about different sources that money can come from. Children learn about the difference between what they want and what they need and talk about ways we can keep track of what we spend. They discuss ways they can keep their belongings and money safe. In the unit 'One World' children talk about people in their life and say why they are special. They talk about different homes around the world and identify how they are the same as and different from their own. Children explain what an environment is and describe what their school is like. They learn and explain what natural resources are and identify how people use them. Children say what they love about the world in which they live and describe how they would feel if these things disappeared.	In the unit 'Diverse Britain', In this unit, children describe what it is like to live in Britain and describe what being British means to them. They talk about what democracy is and what rules and laws are. Children describe the diverse society in Britain and talk about what liberty means. They learn about people from other countries who do not live in a Democracy. In the unit 'Money Matters', children discuss where money comes from and talk about reasons why people go to work. They discuss payment resources we can use to spend money and consider why and how people might get into debt. Children identify things they want and things they need and explain ways we can keep track of what they spend. In the unit 'One World', children describe similarities and differences between people's lives in different parts of the world. They express their own opinions and identify opinions that are different from their own. Children learn and recognise that their actions impact on people in different countries and know that there are organisations working to help people in challenging situations in other communities. They know what climate change is and discuss its effects.	In the unit 'Diverse Britain', children talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. They explain how and why laws are made and explain what a community is. Children discuss the role of local government and investigate the structure of national government. The talk about the role of charities and voluntary groups in the community and identify how they meet the needs of all people in the community. In the unit 'Money Matters', children talk about what financial risk is and discuss ways advertisers try to influence us. They identify why it means to be a 'critical consumer' and describe what value for money means. They talk about and explain what 'interest' and what 'tax' is. In the unit 'One World', children explain what a global citizen is and explain what global warming is. They understand the importance of not wasting water and understand that human energy can harm the environment. Children understand what biodiversity is and understand that their choices can have far reaching consequences.

6. Cross-curricular links

PSHE shares links with the following subjects:

- English: development of literacy skills through discussion, reading and writing
- Science: Links to healthy eating and animals including humans unit
- Computing : use of the internet for research, strong links to internet safety
- Geography: a greater awareness of global and local changes
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other races, cultures and religions, and reflection on moral issues

7. Curriculum Impact

7.1 Assessment

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

End points are set from the DFE (2019) Relationships and Sex Education Guidance and PSHE Association Scheme of Work. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the key outcomes from the PSHE Association Scheme of Work.

In order to achieve the Intent of the PSHE curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge and skills and use the pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. At the end of each half termly unit, teachers use this sheet to decide if the children are at expected level, above expected level or below the expected level. The Subject Lead will complete a range of subject monitoring each term.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Monitoring data input onto Insight
- Checking that there are opportunities to use and apply speaking & listening and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including

Subject leaders will:

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.

7.2 Recording

In PSHE, pupils will record their learning in the following ways:

- PSHE Books
- EYFS-Tapestry Online Journal
- EYFS- PSHE Floor Book

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

We use the Twinkl Life PSHE Scheme to deliver our PSHE curriculum, this is stored in the JHS PSHE & Metacognition Drive which is accessible to all teachers. A Guide for Parents and Carers will be available on Google Classroom each half term to help parents support their children's learning. For topics with RSE content, parents will be consulted of the topic prior to it being taught and will be given a copy of the information to share with their children at home. For further information, see the RSE Policy.

8.2 Enhancing the Curriculum

At times it may be appropriate to arrange trips/visits or invite outside speakers into school to enhance the children's learning on a given topic.

- For example
- Children's First Aid Training
- Firework Safety Assembly
- Road Safety Walks
- Fire Safety Talks
- Workshops delivered by the Mental Health Support Team

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in PSHE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PSHE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- RSE Policy
- Feedback & Marking policy
- SEND policy
- Science Policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years, or sooner if there are significant changes to statutory DfE guidance relating to PSHE, RSE, safeguarding or Health Education.

Appendix 1- PSHE Curriculum- Rolling Programme & Curriculum Teaching Document

Early Years Foundation Stage

The following Early Years Outcomes are prerequisite skills for PSHE in KS1. The Early Years Foundation Skills Curriculum is split into seven areas of learning. The majority of outcomes are found within the area of learning Personal, Social and Emotional Development (PSED). However, the areas of learning Understanding the World & Physical Development, also contain outcomes relating to the PSHE curriculum. The Planning in the Moment approach and continuous provision is used to deliver and assess the EYFS curriculum. A range of implicit and explicit resources/ provision is available for the children to explore. Where appropriate, links will be made to the whole school PSHE half termly themes through continuous provision and carpet time inputs.

EYFS	Relationships	Health & Wellbeing	Living in the Wider World
ELG	<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.	<u>Self-Regulation</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding, appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Physical Development</u> <u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others	<u>People, Culture and Communities</u> -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Key Stage 1 & 2- Rolling Programme

		Autumn	Spring	Summer
Year 1-6 Rolling Programme	Year A	Relationships- TEAM	Relationships- Be Yourself	Living in the Wider World- Britain
		Living in the Wider World-Aiming High	Health & Wellbeing (inc RSE) - My Body (Year Group Specific)	Living in the Wider World- Money Matters
	Year B	Relationships- VIPs	Relationships- Digital Wellbeing	Health & Wellbeing - Safety First
		Health & Wellbeing- Think Positive	Health & Wellbeing (inc RSE) - My Body (Year Group Specific)	Living in the Wider World- One World



KS1- Year 1 & 2

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 1 Relationships- TEAM 	1) I can talk about the teams I belong to. What teams are we a part of? What does it mean to be part of a team? 2) I can be a good listener. Why is it important to listen to other people? How can I be a good listener? 3) To explain how to be kind and why it is important. How can we show kindness to others? Why is it important to be kind to the people around you? 4) To talk about unkind behaviour, teasing and bullying. What can we do if we see teasing or bullying, or if it happens to us? What kinds of unkind behaviour are there? 5) To explain how to be a positive learner How can we be positive learners? What can we do if we find something difficult? 6) To identify good and not so good choices. What choices can we make about our behaviour? How might our choices affect the members of our team?	team, class, group, community, carer, friends, family, listening, kind, unkind, fair, unfair, bullying, teasing, friendly joking, body language, consequence, choices, mindset, teamwork	In this unit children talk about and show the teams that they belong to and follow simple instructions by applying good listening techniques. They think of ways to show kindness to others and work in a group to discuss what they could do if they saw others being teased or bullied. Children work as a group to identify and sort helpful and not so helpful thoughts and good and not-so - good behaviour choices.	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively H23. to identify what they are good at, what they like and dislike L4. about the different groups they belong to L14. that everyone has different strengths	Children to complete the self-assessment for each lesson on their Relationships- TEAM : Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight. .

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 2 Health & Wellbeing- Aiming High 	1) I can think of star qualities I already have and those I would like to develop. What are our star qualities? What star qualities would we like to develop? 2) I can explain how a positive learning attitude can help me. What is a positive learning attitude? How can a positive learning attitude help us? 3) I can talk about jobs that people do and tell my friends what I want to be when I grow up. What kinds of jobs do people do? What do we want to be when we grow up? 4) I can understand that it is a person's interests and skills that make them suited to doing a job. Are some jobs for men and some jobs for women? Can we give reasons for our opinions? 5) I can think about things I would like to achieve in the future. What are our goals for the future? How can we achieve our goals? 6) I can think about changes that might happen and consider how I feel about them. How might next year be different from this year? What are we looking forward to about next year?	qualities, opportunity, interests, positive, attitude, improve, resilience, job, skill, qualifications, gender, talk, creative, goal, aim, success, happy, home, achieve, learn,	In the unit 'Aiming High', children discuss their star qualities and identify what a positive learning attitude is. They talk about jobs they want to do when they grow up and discuss what skills and interests are needed for different jobs. Children talk about their hopes for the future and discuss what they are looking forward to about the coming year.	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them work in the community do L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who L17. about some of the strengths and interests someone might need to do different jobs	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Aiming High: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A - Spring 1 Relationships- Be Yourself 	1) I can talk about what makes me special. What makes us special? Why is it important to be kind to ourselves? 2) I can name some of the different feelings I have and describe how they feel. What are our different feelings called? How can we describe them? 3) I can talk about things that I like that make me feel happy. When do we feel happy? What other good feelings do you feel? 4) I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings? 5) I can discuss how change and loss make me feel. How does it feel when things change or we lose something precious? What can we do to help ourselves and others when this happens? What do these questions make you think about? 6) I can share what I think and feel with confidence. Why are our feelings and thoughts important? How can we explain our thoughts and feelings to others?	skills, talents, confidence, feelings, body language, facial expressions, sad, worried, excited, nervous, happy, safe, loved, cross, loss, change, green zone, yellow zone, blue zone, green zone, red zone, zones of regulation memories, likes, thoughts, talk	In this unit children say what makes them an individual and identify and name common feelings. They select times and situations that make them feel happy and talk about what makes them feel unhappy or cross. They explain how change and loss make them feel and understand the importance of sharing their thoughts and feelings.	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H21. To recognise what makes them special H22. To recognise the ways in which we are unique H23. to identify what they are good at, what they like and dislike R25. how to talk about and share their opinions on things that matter to them	Children to complete the self-assessment for each lesson on their Relationships-Be Yourself: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A - Spring 2 - Health & Wellbeing (Inc. RSE) Me & My Body Year 1 Year Group Specific 	1) I know I can choose what happens to my body. Does your body belong to...? Whose body is it? 2) I can make healthy choices about sleep and exercise. What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important? 3) I can make healthy choices about food and drink. What is a healthy diet? Why is it important to eat well? 4) I know how to keep my body clean. What are germs and how can they be bad for us? How can we keep ourselves clean? 5) I know what is safe to eat or drink. Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe? 6) I can choose to keep myself safe. What choices can you make to be healthier, safer and happier? How can we make better choices?	consent, choice, choose, healthy, sleep, exercise, diet, clean, teeth, body, safe, bedtime, tooth brushing, hand washing, private, germs, food and drink, instructions, warning, medicine	In this unit children explore choices that they can make about looking after their bodies. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. Children discuss why exercise is good for them and explain how much sleep they need. Children understand that they can choose what happens to their bodies and explain that other people have rights for their own body. Children discuss healthy snacks and learn how to ask a trusted adult if uncertain about whether something is safe to eat or drink. Children demonstrate hygienic ways to look after their own bodies and explain what germs are and why people need to keep clean	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel	Children to complete the self-assessment for each lesson on their My Body (including RSE) Year 1 : Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A- Summer 1 Living in the Wider World- Diverse Britain 	1) I can describe ways that I can help my school community. What does it mean to belong to a community? What can we do to help our school community? 2) I can describe ways that I can be a good neighbour. What is it like in our community? How can we be good neighbours? 3) I can identify things that help and harm my neighbourhood. What makes our neighbourhood a nice place to live? How can we keep it a pleasant place for everyone? 4) I can describe what it is like to live in the British Isles What is Britain? What is it like to live in Britain? 5) I can explore how people living in the British Isles can be different and how they are the same. In what ways can British people be different from one another? How are British people similar to one another? 6) I can share my ideas about being British and living in the British Isles. What does it mean to be British? Why should we be proud of living in Britain?	community, belong, help, respect, share, listen, choice, consequence, environment, built environment, natural environment, responsibility, multicultural, diverse, Britain, British, celebrate, neighbourhood	In this unit children identify groups and communities that they belong to and explain how to be a good neighbour. They describe what it is like to live in Britain and pick out things that can both harm and help a neighbourhood. Children identify similarities and differences between British People and talk about what makes them feel proud of being British.	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways, they are the same as, and different to, other people R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them	Children to complete the self-assessment for each lesson on their Living in the Wider World- Diverse Britain: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year A Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A- Summer 2 Living in the Wider World- Money Matters 	1) I can explain where money comes from and why we need it. Where does money come from? What do we need money for? 2) I can explain how we can keep money safe and why this is important. How can we keep money safe? Why is it important to keep money safe? 3) I can explain choices I have about spending money and why it is important to keep track of what I spend What choices do we have about spending money? How do we keep track of what we spend? 4) I can explain the difference between things we want and things we need. What is the difference between things we want and things we need? Why is it important to understand this? 5) I can explain how I keep my belongings safe and why this is important. How can we be careful about our belongings? Why is it important to do this? 6) I can explain what happens when we go shopping. What happens when we go shopping? What are the different kinds of things we can buy?	money, coins, bank notes, spend, save, income, possessions, belongings, receipt, piggy bank, wallet, purse, bank, shop, job, work, wages, savings	In the unit 'Money Matters', children discuss things that they can buy in the shops and talk about different sources that money can come from. Children learn about the difference between what they want and what they need and talk about ways we can keep track of what we spend. They discuss ways they can keep their belongings and money safe.	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this. L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	Children to complete the self-assessment for each lesson on their Living in the Wider World- Money Matters: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 1 Relationships- VIPs 	1) I can talk about the very important people in my life and explain why they are special. Who are our special people? What makes them special? 2) I can describe why families are important. Why are families important? How do the people in our families make us feel? 3) I can describe what makes someone a good friend. What makes a good friend? How can we be a good friend? 4) I can describe ways to help work out arguments and disagreements without being unkind. Why is it important to treat people fairly even when we are cross with them? What can we do about arguments and disagreements? 5) I can cooperate with others to achieve a task. What does 'cooperate' mean? How can we cooperate with others? 6) I can describe how I can show my special people that I care about them and understand why this is important. Why is it important to let people know that they are special to us? How can we show our special people that we care?	family, important, kind, help, love, feelings, together, argument, conflict, resolution, positive, disagreement, friends, friendship, cooperate, cooperation, team, care, support, special	In the unit 'VIPs', children explain who the special people in their lives are and talk about the importance of families. They describe what makes someone a good friend and know how to resolve and argument in a positive way. Children identify ways to show others that they care and know the skills involved in successful cooperation.	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe	Children to complete the self-assessment for each lesson on their Relationships- VIPs: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 2 Health & Wellbeing- Think Positive 	1) I understand how happy thoughts can make me feel better. What is positive thinking? How can it help us feel good? 2) I can make good choices and consider the impact of my decisions. What choices do we have about things we say and do? How can these choices affect how we feel? 3) I can set myself goals and consider how to achieve them. What are helpful and unhelpful thoughts? What can we do if we find something challenging? 4) I can discuss my feelings and opinions with others and cope with difficult emotions. What things make us feel cross, worried or sad? What can we do if this happens? 5) I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. How can we be thankful for the things that we have? How can being thankful help to make us happy? 6) I can focus on what is happening right now and how I am feeling. What is mindfulness? How can we be mindful?	happy, sad, angry, worried, positive thinking, challenge, practice, perseverance, safe, talking, sharing, feelings, emotions, gratitude, mindful, thoughts, decisions, goals, concentration, focus	In the unit 'Think Positive', children learn to identify and discuss feelings and emotions using simple terms. They learn to understand that they have a choice about how they react to things that have happened and describe difficult feelings and what might cause these. Children talk about personal achievements and goals and discuss things for which they are thankful. They learn some of the broad principles of mindfulness and describe things that make them feel happy and unhappy.	H1. about what keeping healthy means; different ways to keep healthy H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R25. how to talk about and share their opinions on things that matter to them	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Think Positive: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 1 Relationships Digital Wellbeing 	1) I can talk about ways in which the Internet is useful. What do we use the Internet for? How can it help us? 2) I know how to balance screen time with other activities and understand why this is important. How much screen time is healthy? How can I make sure I do range of activities, both offline and online, to keep my mind and body healthy? 3) I know how to stay safe online. What are the risks when we go online? What can I do if I feel frightened? 4) I can explain why we keep personal information private What is personal information? How can we stay safe online? 5) I know how to communicate online in ways that show respect and kindness. How can we use the Internet to communicate with others? How can we show respect and kindness online? 6) I understand that not everything on the Internet is true. Can we trust everything we see on the Internet? How do we know what is true?	Internet,, screen time, online, offline, sleep, mental wellbeing, electronic, connected, network, communicate, device, access, helpful, safety, risks, social media, gaming, trusted adult, download, messaging, apps, personal information, private, name, surname, address, school, birthday, password, emoji, reaction, emotions, wellbeing, fact, truth, lie, false, fake, news pretend, information, joke, picture, change, edit	In the unit 'Digital Wellbeing', children talk about what we use the internet for and how it helps. They discuss some effects of too much screen time and learn how to tell other people about internet safety rules. The children discuss how to keep personal information private online and discuss examples of false information they might see online. Children learn that some people may behave differently online and learn what to do if something they see online that worries them.	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know everyday life H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Children to complete the self-assessment for each lesson on their Relationships-Digital Wellbeing: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B - Spring 2 Health & Wellbeing (Inc. RSE) Me & My Body Parental right to withdraw lesson – See Coordinator Parent Talk Offered Year 2 Year Group Specific 	1) I can name the main parts of girls' and boys' bodies. What are the main parts of our bodies? What are the differences between girls and boys? (Right to withdraw lesson- RSE) 2) I understand how to respect my own and other people's bodies. What is 'consent' and what are the rules for respecting people's bodies? What should we do if these rules are broken? 3) I understand that we are all different and different people like different things. Can we tell what someone is like depending on if they are a boy or a girl? What is a stereotype? 4) I can describe how I have changed since I was a baby. How have we changed since we were babies? What can we do now that we couldn't do last year? 5) I can describe how I will change as I get older. What will we be able to do next year? How will we change as we grow older? 6) I can describe things that might change in a person's life and how it might make them feel. What are some changes that might happen in people's lives? What feelings can these changes cause?	girl, boy, friends, happy, sad, angry, worried, lonely, safe, trusted adult, getting help, baby, love, growing up, change, toddler, pink, penis, vagina	In this unit children use the scientific names introduced to name male and female body parts and identify some differences between males and females. They identify the body parts that we keep private and understand the words 'no' and 'stop'. Children understand that both people's bodies and feelings can be hurt and identify an adult they can talk to if they are concerned about inappropriate touch. They talk about their likes and dislikes and understand that different people like different things. Children understand that girls can boys can like different things or the same things. They describe how they have changed since they were a baby and understand that people's needs change as they grow older. Children talk about things they'd like to do when they are older and discuss some changes that people might go through in life.	R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	Children to complete the self-assessment for each lesson on their My Body (including RSE) Year 2: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 1 Health & Wellbeing- Safety First 	1) I know how to stay safe and who can help if I feel unsafe. What can we do to keep ourselves safe? What should we do if we don't feel safe? 2) I know how to stay safe at home. Which objects in our home can be dangerous? What can we do to keep ourselves safe at home? 3) I know how to stay safe when I am out and about. How can we stay safe around roads? What other dangers do we need to look out for? 4) I can keep myself safe in different situations with people I don't know. What can I do when I feel unsafe around people I don't know? How can I stay safe from strangers when I'm using the Internet? 5) I know what I can share and what I should keep private to keep myself and others safe. What types of things should I share with others or keep private from them? What can I do if I feel unsafe or uncomfortable in a situation? 6) I know who to go to if I need help. Which people help keep us safe? How can we help those people to look after us?	seatbelt, danger, help, e-safety, hurt, online, medicine, zebra crossing, pedestrian crossing, safe, careful, trusted adult, protect, rules, stranger danger, road safety, water safety, emergency, household products, secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help	In the unit 'Safety First', children identify everyday dangers and dangers in the home & outside. They learn basic rules that keep people safe, what to do if they feel in danger and recall the number to call in an emergency. Children identify which information is not safe to share online and learn the difference between 'good' and 'bad' secrets and that their body parts are private.	H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Safety First: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year B Year 1/2	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 2 Living in the Wider World- One World 	1) I can explore family life in different countries and say how it is the same as mine and how it is different. What are families like around the world? How are they similar to and different from ours? 2) I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. How is life different for children in other countries? How is it the same? 3) I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. What is it like to go to school in other countries? Why is it important to go to school? 4) I can explore places where people live which are different from where I live. What are some of the different places that people live? How does this affect their lives? 5) I can think about how people use things from the earth and what problems this can cause. How do people use things from the earth? What problems can this cause? 6) I can say why it is important to care for the earth and identify how I can help protect it. Why is it important to care for the earth? What can we do to help?	family, home, safe, happy, love, care, trust, school, similar, different, environment, need, natural resources, Earth, protect, world, harm, help, choice, pledge	In the unit 'One World', children talk about people in their life and say why they are special. They talk about different homes around the world and identify how they are the same as and different from their own. Children explain what an environment is and describe what their school is like. They learn and explain what natural resources are and identify how people use them. Children say what they love about the world in which they live and describe how they would feel if these things disappeared.	R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different L3. about things they can do to help look after their Environment needs; about the responsibilities of caring for them L6. to recognise the ways, they are the same as, and different to, other people	Children to complete the self-assessment for each lesson on their Living in the Wider World- One World: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

LKS2- Year 3 & 4

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 1 Relationships- TEAM 	1) I can talk about changes and how they might make me feel. How does it feel to start a new class? What are we looking forward to? Is there anything we will miss? 2) I can explain how and why we should work well as a team. What are the features of a good team? How do team members benefit from being in a team? 3) I can describe how my actions and behaviour affect my team. How do the actions of our teammates affect us? How is our team affected by our actions? 4) I can pay attention to and respond considerately to others. How can we tell what our team mates are feeling? How can we respond to the feelings of other people? 5) I can describe why disputes might happen and strategies to resolve them. What happens when we fall out with our team members? How can we solve these problems? 6) I can talk about my responsibilities towards my team. Why is it important that everyone on a team fulfils their responsibilities? What are our responsibilities towards our team?	team, group, listening, body language, teamwork, change, responsibility, collaboratively, communication, achieve, ripple effect, goals, consequences, team mates, individual, emotion, facial expression, considerate, dispute, resolution	In this unit, children use pictures to express their thoughts, feelings and worries and plan and create a role play about a team scenario. Children read clues and work as a team to solve a crime and identify a feeling and how it is expressed. They show the resolution to a dispute through pictures and create a list of 'Pass it On' ideas.	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; H24. problem-solving strategies for dealing with emotions challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R11. 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 R13. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Children to complete the self-assessment for each lesson on their Relationships-TEAM: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 2 Health & Wellbeing- Aiming High 	1) I can identify achievements and suggest how my actions can help me achieve. What have we achieved over the last year and what are we proud of? How did our behaviour and attitudes help us to achieve? 2) I can identify personal goals and suggest actions I can take to achieve them. What would we like to achieve over the year ahead? What do we need to do to help us achieve our goals? 3) I can explain how a positive learning attitude can help me learn new things. What behaviours can help us to learn new things? What can we do when we find our learning challenging? 4) I can identify the skills and attributes needed to do certain jobs. What kinds of jobs do people do? What kinds of skills and attributes would we need to do these jobs? 5) I understand that we should all have equal opportunities to follow our career ambitions. Can we be anything we want when we grow up? What are stereotypes and how can they affect our attitudes? 6) I can discuss what job I might like to do when I grow up and what skills I need to achieve this. What might we like to do when we grow up? What skills would we need to develop to achieve this?	skills, opportunity, attribute, positive, attitude, improve, resilience, job, ambition, qualifications, gender, stereotype, challenge, goal, aim, success, happiness, growth mindset, achievements, learn	In this unit, children discuss their personal achievements and skills and identify elements of a growth mindset. They talk about the range of jobs that people do and talk about what jobs they might like to do in the future. Children discuss goals they could set to work towards their ambitions and discuss challenges that many people face and how to overcome these.	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Aiming High : Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A - Spring 1 Relationships- Be Yourself 	1) I can say the things about myself that I am proud of. What does it mean to have pride in ourselves? Why should we be proud of our achievements? 2) I can identify the feelings I have and describe how different emotions feel. What are our main feelings and emotions called? What do they feel like? When might these feelings happen? 3) I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. What can we do when we feel unhappy or uncomfortable? Why is it important to tell people how you feel? 4) I know how to be assertive. What is 'being assertive'? When and how can we be assertive? 5) I can explore messages given by the media and decide if they are helpful or harmful. What messages do we get from the media about how people should look, feel and behave? Are those messages realistic? 6) I can identify different strategies I can use if I make a mistake. What can we do if we do something wrong or make a mistake? How can this help you in the future?	confidence, strengths, feelings, achievement, angry, calm, sad, worried, excited, nervous, happy, proud, thoughts, opinion, media, advertisement , assertive, sorry, uncomfortable, comfortable	In this unit children say what makes them an individual and identify and name common feelings. They select times and situations that make them feel happy and talk about what makes them feel unhappy or cross. They explain how change and loss make them feel and understand the importance of sharing their thoughts and feelings.	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 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 H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 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 L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Children to complete the self-assessment for each lesson on their Relationships- Be Yourself: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A - Spring 2 - Health & Wellbeing (Inc. RSE) Me & My Body Year 3 	1) I can choose what happens to my body and I can get help with any concerns. Who does your body belong to? What type of physical contact is OK? What can you do if you feel uncomfortable about something? 2) I know how to keep my body healthy. What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier? 3) I know why it is important to get enough sleep. Why is it important to get enough sleep? How can getting enough sleep keep our bodies and minds healthy? What happens if we don't get enough sleep? 4) I understand the importance of hygiene and what to do if I feel unwell. What sorts of allergies and illnesses are there? Why is personal hygiene so important and how can we stop the spread of disease and infection? 5) I know how to take medicine safely and keep safe around drugs? What are drugs? How can I stay safe around drugs?	consent, choice, choose, healthy, sleep hygiene, exercise, muscle, substance, prescription, autonomy, safe, bedtime, toothbrushing, hand washing, private, germs, virus, instructions, warning medicine	In the unit 'My Body', children explain what happens if they don't sleep enough and discuss what happens to muscles when we exercise them. They understand that they can chose what happens to their body and know when a 'secret' should be shared. Children explain that too much sugar is bad for health and know the difference between medicine and harmful drugs and chemicals. They explain how germs travel and spread disease and know how to inhibit the spread of germs.	H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. 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 H9. 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	Children to complete the self-assessment for each lesson on their My Body (including RSE) Year 3: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A-Summer 1 Living in the Wider World- Diverse Britain 	1) I can describe what it is like to live in the British Isles. What kinds of people are British people? What is it like to live in the British Isles? 2) I can talk about what democracy is and understand why it is important. What is democracy? Why is democracy important? 3) I can talk about what rules and laws are and identify how they help us. What are rules? What is the law? How are rules and laws enforced? How do rules and laws help us? 4) I can talk about what liberty means and I can identify the rights of British people. What does liberty mean? What are the rights shared by British people? 5) I can describe a diverse society and talk about why it is important. What is diversity and why is it important? Why should we be respectful of others? 6) I can explain what being British means to me and to others. What does being British mean to me? Does 'being British' mean the same to all people?	multicultural, society, diverse, value, respect, tradition, democracy, equality, human rights, freedom, government, rules, law, enforce, protect, parliament, liberty, tolerance, customs, citizen	In this unit, children describe what it is like to live in Britain and describe what being British means to them. They talk about what democracy is and what rules and laws are. Children describe the diverse society in Britain and talk about what liberty means. They learn about people from other countries who do not live in a Democracy.	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 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 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 and responsibilities L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced	Children to complete the self-assessment for each lesson on their Living in the Wider World- Diverse Britain: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A- Summer 2 Living in the Wider World- Money Matters 	1) I can explain what skills are needed for a range of jobs and why people go to work. Why do people go to work? What other ways do people get money? 2) I can explain the different ways people pay for things. What are notes, coins, debit and credit cards, cheques and bank accounts? What do they do? 3) I can discuss financial risk and borrowing and explain some consequences of this. Why might people borrow money? What are the consequences of this? 4) I understand the different decisions people have to make about how to spend their money. What affects the decisions we make about spending money? How might spending decisions we make affect others and the environment? 5) I can explain how adverts try to influence our spending and why they do this. Why do adverts try to influence the way we spend money? How do they do it? 6) I can explain ways I can keep track of what I spend and why it is important to do this. How can we keep track of money? Why is it important to do this?	money, coins, bank notes, spend, save, income, employment, wages, benefits, credit, cheque, debt, repayments, prioritise, budget, receipt, advertisement, profit, consumer, savings	In this unit, children discuss where money comes from and talk about reasons why people go to work. They discuss payment resources we can use to spend money and consider why and how people might get into debt. Children identify things they want and things they need and explain ways we can keep track of what they spend.	L17. about the different ways to pay for things and the choices people have about this 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' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Children to complete the self-assessment for each lesson on their Living in the Wider World- Money Matters: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 1 Relationships- VIPs 	1) I can explain the importance of respecting my VIPs. Who are the important people in our lives? Why are they important? Why is it important to treat them kindly? What can happen if we don't treat our family and friends with respect? 2) I can explain how to make and keep fabulous friends. Why is friendship important? What makes a great friendship? 3) I can identify my own support network. What makes a good friend? What can we do if someone is not a good friend? 4) I can demonstrate strategies for resolving conflicts. How and why do people fall out with their friends? What can we do when this happens? 5) I can identify what bullying is. What are the different ways that people can be bullied? How can this affect the people involved? 6) I know what to do if someone is being bullied. What strategies can we use if we feel we are being bullied? What can we do to support someone we feel is being bullied?	friends, friendship, hobbies, respect, kind, relatives, family, support, reflect, falling out, resolution, arguments, opinions, differences, decisions, compromise, bullying, teasing, victim, help	In this unit, children discuss how our attitudes can impact new friendships being made and create a plan for being an anonymous friend over the course of a week. They reflect on different characters in a story about dares and discuss the different outcomes for each character. Children work together to create a role play about positive resolution techniques and create a poster with ideas to help someone who is being bullied.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. 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 R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	Children to complete the Relationships- VIPs learning journey during each lesson and use opportunities within for self-assessment. Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal. PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 2 Health & Wellbeing- Think Positive 	1) I understand that having a positive attitude is good for our mental health. What is a happy mind? How can it make a difference to our lives? 2) I can recognise and manage positive and negative thoughts effectively. What are helpful and unhelpful thoughts? How do they affect the way we feel? 3) I understand that some changes can be difficult, but that there are things we can do to cope. How does it feel when big changes happen in our lives? How can we cope with these feelings? 4) I can use mindfulness techniques to keep calm. What is mindfulness and how can it help? How can we be mindful? 5) I can identify uncomfortable emotions and manage them effectively. How do uncomfortable feelings affect our actions and behaviour? What can we do to manage uncomfortable feelings? 6) I can apply a positive attitude towards learning and take on new challenges. What is a positive attitude to learning? What strategies can we use when we find something challenging?	positive thoughts, negative thoughts, attitude, uncomfortable actions, mental health, practice, perseverance, change, effort, control, feelings, emotions, calm, achievements, thoughts, decisions, goals, mindful, growth mindset	In this unit, children understand that it is important to look after their mental health and recognise and describe a range of positive and negative emotions. They discuss changes people may experience in their lives and how they might make them feel. Children talk about things that make them happy and help them to stay calm and identify uncomfortable emotions and what can cause them. They identify and discuss the characteristics of being a good learner.	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing 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 H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 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 H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Think Positive: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 1 Relationships- Digital Wellbeing 	1) I can identify the positives and negatives of being online What do we use the Internet for? How does the Internet affect our lives? 2) I can be kind online and I can help make the Internet a safer place. How can we show kindness and respect online? What can we do if we see unkind behaviour online? 3) I know how to stay safe when communicating online and what to do if I don't feel safe. What could the risks of chatting to others online be? What's the difference between knowing someone offline and knowing someone online? 4) I can decide how reliable online information is and know how to share information responsibly online. How can we use online information responsibly? Can we trust the information we find online? 5) I can identify things we shouldn't share online and give reasons why we shouldn't share them. What information should we never share online? Why is it important not to share personal information? 6) I understand how technology can affect our wellbeing in different ways. How does technology make us feel? What can we do to ensure we feel safe and happy online?	Internet, online, social media, personal information, communication respect, offline, behaviour, website, apps, bullying, cyber bullying	In this unit, children learn to recognise why it is important to balance time online and offline for their wellbeing. They learn to empathise with a cyberbullying victim and respond appropriately to different online scenarios. Children recognise the role they play in sharing information responsibly online and understand the consequences of sharing certain information, images and videos online. They explain the potential negative impact from sharing things online.	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation R12. 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 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Children to complete the self-assessment for each lesson on their Relationships-Digital Wellbeing: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 2 Health & Wellbeing (Inc. RSE) Me & My Body Year 4 Group Specific 	1) I know how to make better choices and choose healthy habits. What choices do I have? How can I make better, healthier choices? 2) I understand why getting enough exercise and enough sleep is important What are the effects of not getting enough sleep? How can we get a good night's sleep? How does regular exercise benefit our mental and physical health? What are the risks associated with an inactive lifestyle? 3) I understand that there are many different types of relationships and families. What are loving relationships like? What kinds of families are there? 4) I understand what a positive body image is. What messages about our bodies do we get from the media? How can images influence how we think, feel and behave?	consent, choice, resilience, balance, consequences deprivation, meditation, routine, habit, lesbian, gay, relationships, growing up, partnership, parents, grandparents body image, healthy, unhealthy	In this unit, children understand the importance of sleep and identify choices that will benefit their health and provide a balanced lifestyle. Children identify positive aspects about themselves. They identify some factors that influence the choices they make about their bodies and understand that many images they see in the media are artificially enhanced. Children talk about their own family and relationships within it and understand that there are many different types of families. They identify similarities and differences in different loving relationships.	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H26. that for some people gender identity does not correspond with their biological sex R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. 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 R4. 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 R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. 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 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Children to complete the self-assessment for each lesson on their My Body (including RSE) Year 4: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 1 Health & Wellbeing- Safety First 	1) I can be responsible for making good choices to stay safe and healthy. How are we becoming more independent now we are growing older? What new responsibilities do we have as we get older? 2) I can identify a risky situation and act responsibly. What risks, hazards and dangers do we face in everyday life? What can we do if we think we're in a risky situation? 3) I understand that I can choose not to do something that makes me feel uncomfortable. How do we know if we are being pressured to do something risky or dangerous? What do we do if we are being pressured to do something that makes us feel uncomfortable? 4) I know how to be safe when out and about What are the dangers when out and about? How can we stay safe in unfamiliar places? 5) I know about dangerous substances and how they affect the human body. What are drugs, cigarettes and alcohol? How do they affect the body and why are they dangerous? 6) I know how to respond in emergency situations How can I deal with injuries and illness? How do I respond to an emergency situation?	seatbelt, injury, help, decision, risk, danger, hazard, safe, cigarettes, alcohol, drugs, medicine, peer pressure, password, zebra crossing, pedestrian crossing harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock	In this unit, children discuss things they can do independently that they used to need help with. They describe what a dare is and identify situations involving peer pressure. They can identify and discuss some school rules for staying safe and healthy and explain what it means to be kind and respectful online. Children identify what information will need to be shared with an emergency services operator. Children list some of the dangers we face when we use the road and describe drugs, cigarettes and alcohol in basic terms.	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38. How to predict, assess and manage risk in different situations. H39 About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Safety First 4: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 3/ 4 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 2 Living in the Wider World- One World 	1) I can discuss ways in which people's lives are similar and different and give reasons for these differences. What are the similarities and differences in the lives of Chiwa and Kwende? Why are their lives so different? 2) I can explore differences of opinion and identify if I feel these are fair. What are Chiwa's reasons for wanting to attend school? What are her mother's reasons for wanting her to stay at home? 3) I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. What do we think Chiwa's family should do? Can we give reasons for our opinions? 4) I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. How can our actions affect the lives of people like Chiwa? What can we do to help make the world a fairer place to live? 5) I can explain what climate change is and how it affects people's lives and identify what I can do to help. What is climate change and how does it affect people like Chiwa? what can we do to help? 6) I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this. What kind of organisations help people like Chiwa? What kind of things they do?	Malawi, Africa, fair, unfair, inequality, stereotype, global warming, poverty, urban, rural, trade, global, citizen, climate, help, charity, consequences, community, similar, different	In this unit, children describe similarities and differences between people's lives in different parts of the world. They express their own opinions and identify opinions that are different from their own. Children learn and recognise that their actions impact on people in different countries and know that there are organisations working to help people in challenging situations in other communities. They know what climate change is and discuss its effects.	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 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) L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Children to complete the self-assessment for each lesson on their Living in the Wider World- One World: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

UKS2- Year 5 & 6

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 1 Relationships- TEAM 	1) I can talk about the attributes of a good team. Can we think of any teams that we admire? What are the attributes that make a good team? 2) I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. How can we make our views heard without falling out with others? How can we respond respectfully to other people's feelings and opinions? 3) I can compromise and collaborate to ensure a task is completed. How can we compromise and work collaboratively? How can this help our team? 4) I can compromise to ensure a task is completed. What is compromise? How can compromising help to resolve difficult situations? 5) I can reflect on the need to care for individuals within a team. How can we be sensitive to the feelings of others? How can we make other people feel valued? 6) I can understand the importance of shared responsibilities in helping a team to function successfully. Why are responsibilities important in a team? What are the most important responsibilities for our team?	teamwork, collaborate, respect, honesty, kind, listen, communicate team, contribute, dispute, discuss, compromise, sensitive, care, responsibility, consequence, role, classroom, admire, opinion,	In this unit, children use pictures to express their thoughts, feelings and worries and plan and create a role play about a team scenario. Children read clues and work as a team to solve a crime and identify a feeling and how it is expressed. They show the resolution to a dispute through pictures and create a list of 'Pass it On' ideas.	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. 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 R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 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) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation those they disagree with H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Children to complete the self-assessment for each lesson on their Relationships-TEAM: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A – Autumn 2 Health & Wellbeing- Aiming High 	1) I can understand how people learn new things and achieve certain goals. What have we achieved and learnt since we started school? What skills and attributes have we used to make that happen? 2) I can understand that a helpful attitude towards learning can help us succeed in life. How do successful learners overcome challenges? How do positive learning strategies help us? 3) I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. What kind of opportunities are available as we grow up? How can we make the most of these opportunities? 4) I can understand that gender, race and social class do not determine what jobs people can do. Can some jobs only be done by certain kinds of people? Are some jobs for men and some for women? 5) I can understand there are a variety of routes into different jobs which may match my skills and interests. What skills might we need in the world of work? What are the different routes into careers? 6) I can discuss my goals for the future and the steps I need to take to achieve them. What would we like to achieve in the next year? Five years? Ten years? What steps can we take to help us achieve our goals?	skills, opportunity, barrier, positivity, effort, job, ambition, qualifications, gender, stereotype, challenge, goal, enterprise, success, achievements, learn, motivation, inspiration	In this unit, children discuss their personal achievements and skills and identify elements of a growth mindset. They talk about the range of jobs that people do and talk about what jobs they might like to do in the future. Children discuss goals they could set to work towards their ambitions and discuss challenges that many people face and how to overcome these.	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Aiming High: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A - Spring 1 Relationships- Be Yourself 	1) I can explain why everyone is unique and understand why this should be celebrated and respected. Is it OK to think and feel differently to other people? What does 'being an individual' mean and why is this a good thing? 2) I can explain why I should share my own thoughts and feelings and I know how to do this. Why is it important to share our thoughts and feelings with those around us? How can we communicate our thoughts and feelings to others? 3) I can explore uncomfortable feelings and understand how to manage them. What are some of the uncomfortable feelings that people can feel? What can we do to manage them? 4) I can understand why we sometimes feel shy or nervous and know how to manage these feelings. What situations might make us feel nervous or shy? How can we feel and act more confident in these situations? 5) I can identify when I might have to make different choices to those around me. How can we know when we might have to make a different choice to those around us? How can we do the right thing even if others do not? 6) I can explore how it feels to make a mistake and describe how I can make amends. How might we feel if we have made a mistake or done something wrong? What can we do about it?	confidence, unique, celebrate, feelings, thoughts, help, support, opinions, conflict, emotions, communication danger, anxious, pressure, shy, nervous, positive, apologise, uncomfortable, negative	In this unit, children discuss scenarios where children are torn between 'fitting in' and being true to themselves. They explain how to communicate their feelings in different situations and use role play to show different ways to manage uncomfortable feelings. Children discuss which situations would make people fight or flee and why and create resolutions to tricky situations. They identify the feelings involved in making a mistake and how to make amends.	H3. about choices that support a healthy lifestyle, and recognise what might influence these 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R11. 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 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	Children to complete the self-assessment for each lesson on their Relationships- Be Yourself: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 2 Health & Wellbeing (Inc. RSE) Me & My Body Year 5 Group Specific 	1) I can make informed choices in order to look after my physical and mental health. What choices do we have about keeping our bodies healthy? What influences our choices about our bodies and our health? How can we decide if these are positive or negative influences? 2) I understand the harmful effects of using drugs, including alcohol, and tobacco. What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances? 3) I know that my body belongs to me and that I have control over what happens to it. Why is looking after our bodies so important? What is autonomy and what is consent? 4) I can describe how girls' and boys' 'bodies will change as they go through puberty. What changes happen to boys' and girls' bodies as they grow up? Why do these changes happen? 5) I know how to take care of my changing body. How do our bodies change during puberty? How can we take care of our changing bodies? 6) I understand what a positive body image is. What messages do we get from the media about our bodies? How can we think and feel positively about ourselves?	Health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, addictive, drugs, harmful, dangerous, substances, habit, damage, pressure, media, legal, illegal, autonomy, consent, contact, touch, appropriate, unwanted, stereotype, advertising, pressure, perfect	In this unit children will learn that the choices they make about their body have consequences and understand what contributes to a balanced lifestyle. Children learn to identify what a drug is and can suggest where pressure might come from to try drugs, including alcohol and tobacco. Children understand why they need to change some of their habits and routines as they get older and know how to meet the changing needs of their body. Children begin to understand that the images online and in the media do not always reflect reality and learn to challenge stereotypes of 'the perfect body'.	H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Children to complete the self-assessment for each lesson on their Health & Wellbeing (inc. RSE) Me and My Body Year 5: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A-Summer 1 Living in the Wider World- Diverse Britain 	1) I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect. What kind of people live in our nation? How can we show respect for people whose faith or ethnicity is different to our own? 2) I can explain what a community is and what it means to belong to one. What is a community and who makes it what it is? How can we contribute to our community? 3) I can explain why and how laws are made and identify what might happen if laws are broken. How does the law help us? What could happen if laws are broken? 4) I can discuss the terms democracy and human rights in relation to local government. What is 'local government' and what does it do? How does local government work? 5) I can discuss the terms democracy and human rights in relation to national government. What is 'national government' and what does it do? How does national government work? 6) I can investigate what charities and voluntary groups do and how they support the community. What are charities and voluntary groups? What do they do?	faith, ethnicity, respect, community, law, protect, parliament, consequence, democracy, human rights, local government, national government, charity, voluntary, needs, support, prime minister, politicians, members of parliament, elect	In this unit, children talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. They explain how and why laws are made and explain what a community is. Children discuss the role of local government and investigate the structure of national government. The talk about the role of charities and voluntary groups in the community and identify how they meet the needs of all people in the community.	R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 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). L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally	Children to complete the self-assessment for each lesson on their Living in the Wider World- Britain: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year A	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year A- Summer 2 Living in the Wider World- Money Matters 	1) I can explain some financial risks we might encounter and can discuss how we can avoid them. What are financial risks? How can they be avoided? 2) I understand how retailers try to influence our spending. How do manufacturers and retailers try to influence the way we spend our money? How can we be 'critical consumers'? 3) I can discuss the spending decisions people have to make. What choices do we have when spending money? What is the impact of our spending choices? 4) I can explain why budgeting can be helpful and how a budget can be made Why is it helpful to budget? How do you know what spending budget is available? 5) I can discuss the impact money can have on people's emotional wellbeing. What priorities might people have when deciding how to spend money? How can money affect our emotional wellbeing? 6) I can explain the impact spending has on our environment. What is the impact of spending choices? How can this affect the environment?	money, investment, gain, interest, risk, value, manufacturer retailer, advertise, consumer, price, repayment, prioritise, wages, income, spending, loan, tax, society	In this unit, children talk about what financial risk is and discuss ways advertisers try to influence us. They identify why it means to be a 'critical consumer' and describe what value for money means. They talk about and explain what 'interest' and what 'tax' is.	L17. about the different ways to pay for things and the choices people have about this 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' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-useplastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions	Children to complete the self-assessment for each lesson on their Living in the Wider World- Money Matters : Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 1 Relationships- VIPs 	1) I can explain how VIPs who love and care for each other should treat each other. What does love mean? Who are the people we love? How do people show their VIPs that they love them? 2) I can identify different ways to calm down when I am feeling angry or upset. What are the consequences of behaving unkindly to the people around us? How can we calm down when we are feeling angry or upset with other people? 3) I understand that people have different opinions that should be respected. Do people who care about each other always have to agree? How can we resolve disagreements without falling out? 4) I can identify negative influences on my behaviour and suggest ways that I can resist these influences. When might we feel under pressure to do something that we feel unsure about or don't want to do? What can we do when this happens? 5) I can explain when it is right to keep a secret, when it is not and who to talk to about this. When is it OK to keep a secret? When is this not OK? How can we know when we should break a confidence or tell a secret? 6) I can recognise healthy and unhealthy relationships. What are some of the signs of an unhealthy or risky relationship? When might it be best to end a relationship and how can we do this?	friends, family, friendship, emotions, anger, sadness, upset, calm, kind, support, help, anxious, dangerous, secrets, confidential, share, healthy, unhealthy, relationships, relatives	In this unit, children share ideas for ways they can care for very important people (VIPs) in their life. They discuss how a disagreement could be handled with support and create and display a calming technique on a poster. Children explain ways to resist peer pressure and identify which secrets are OK to keep and which need to be shared with support. They identify some aspects of healthy and unhealthy relationships and take part in discussion on how unhealthy relationships could be identified.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. 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 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11. 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 R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Children to complete the self-assessment for each lesson on their Relationships- VIPs: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Autumn 2 Health & Wellbeing- Think Positive 	1) I understand the link between thoughts, feelings and behaviours. What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviours influence each other? 2) I understand the concept and impact of positive thinking. How do helpful and unhelpful thoughts affect the way we feel and act? What should we do about unhelpful thoughts? How can we encourage helpful thoughts? 3) I can recognise and manage uncomfortable feelings. How do uncomfortable feelings affect our thoughts and actions? What can we do to manage uncomfortable feelings? 4) I understand the importance of making good choices. What sorts of decisions and choices do we have to make in life? How can making good choices make us happy? 5) I can use mindfulness techniques in my everyday life. What is mindfulness and how do we encourage positive thoughts and feelings? How can we be mindful in our everyday lives? 6) I can apply a growth mindset in my everyday life. How can our thoughts and feelings help us have a positive attitude to learning? What strategies can we use to overcome difficulties and challenges?	positive thoughts, negative thoughts, attitude, uncomfortable emotions, mental health, challenge, practice, perseverance, being present, effort, control, feelings, consequences choices, achievements, thoughts, decisions, goals, mindful, growth mindset	In this unit, children talk about their thoughts, feelings and behaviours. They identify helpful and unhelpful thoughts and suggest outcomes linked to certain feelings and actions. When guided, children are able to use basic mindfulness techniques and discuss ways in which positive thinking can be beneficial. They describe what makes a good learner and identify common choices we have to make in life.	H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing 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 H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 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 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Think Positive: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 1 Relationships- Digital Wellbeing 	1) I can identify the benefits of the Internet and know how to look after my digital wellbeing How can the Internet be used positively? How can it be used negatively? How can we look after our mental health and emotional wellbeing when spending time online? 2) I know how to stay safe, healthy and happy online and when I use digital technology. What are the potential risks of being online and using digital technology? How can we stay safe, healthy and happy online and when we are using digital technology? How can we get help for any concerns we have? What choices can we make to look after ourselves and others when we are online and using digital technology? 3) I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. What do respectful and healthy online relationships look like? What are the signs of an inappropriate online relationship? How do we get help if things are worrying us? What is digital citizenship? 4) I know how to use social media responsibly to protect the health, wellbeing and rights of all. What are the benefits of using social media? What are the risks? How can we use social media responsibly? 5) I know what online bullying is and what to do if I see or experience it to help make it stop. What does online bullying look like? How can I tell if it is happening? What can we do to help make it stop? 6) I understand not all information online is true and know how to assess the reliability of both text and images What is 'fake news'? How can we tell if something online is reliable or not? What can we do to help stop the spread of fake news?	Digital wellbeing, respect, communication, fake news, bullying, personal information, data, digital citizenship, social media, inappropriate, reliable, reputable	Children will learn how to look after their digital wellbeing. They will discuss how to stay safe, healthy and happy online and when they use digital technology. The children explain how to develop safe respectful and healthy online relationship and learn how to use social media responsibly. Children identify online bullying behaviours and talk about what they can do to help themselves or others if it is seen or experienced. They describe strategies they can use to assess the reliability of online information and images.	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L11. recognise ways in which the internet and social media can be used both positively and negative L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Children to complete the self-assessment for each lesson on their Relationships- Digital Wellbeing: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Spring 2 Me & My Body (including RSE) Year 6 Year Group Specific 	1) I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. How might our thoughts and feelings change during puberty? How can we deal with difficult feelings and moods? 2) I understand what a loving relationship is and that there are many types of relationships. What is a loving relationship? What kinds of loving relationships are there? 3) I can name the male and female body parts and understand their role in reproduction. I understand what a sexual relationship is and who can have a sexual relationship What are the differences between the male and female bodies? What are the male and female parts of the body for? What is a sexual relationship and who can have one? What is sexual intercourse? How is a baby conceived? What type of physical contact is unacceptable and how should we respond? 4) I can describe the process of human reproduction from conception, to birth How is a baby conceived? How does a baby grow? How is a baby born? 5) I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal body. Is there an ideal kind of body? What information can affect how we think and feel about ourselves and our bodies?	reproduction, penis, vagina, sexual intercourse, uterus, egg, foetus, testicles, sperm, breasts, puberty, emotions, hormones, homosexual, heterosexual, gay, lesbian, bisexual, race, civil partnership, commitment, age, womb, body image, self-esteem, society, conception, contraception, condom	In the unit 'My Body', children revisit and name physical changes that young people will experience during puberty and explain the process of human reproduction from conception to birth using scientific vocabulary. They describe emotional changes young people might experience during puberty and name some ways to cope with new or difficult emotions. Children describe the different types of loving relationship that exist and use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. Children identify the male and female reproductive organs and how the process of puberty relates to reproduction. Children learn how a baby is conceived and learn about the idea of contraception. They appreciate that there is no such thing as a 'perfect body' and describe some of the ways in which the media fuels this notion.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. 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 R4. 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 R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. 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 H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	Children to complete the self-assessment for each lesson on their Health & Wellbeing (inc. RSE) Me and My Body Year 6: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 1 Health & Wellbeing- Safety First 	1) I can take responsibility for my own safety. What does it mean to take responsibility for our own safety? How can we do this? 2) I can assess and manage risks in different situations. How can we decide if a situation is risky or dangerous? What can we do if we feel we are in a risky situation? 3) I can confidently identify and manage pressure to get involved in risky situations. Will doing something risky or dangerous make others like or admire us? What can we do when we are under pressure to do something that makes us feel uncomfortable? 4) I can act sensibly and responsibly in an emergency. How do we know if there is an emergency? What should we do in an emergency? 5) I can identify hazards and reduce risks to keep myself and others safe at home. What are the potential hazards around our homes? How can I reduce risks to stay safe at home? 6) I know how to stay safe in different outdoor environments. What hazards and risks might we encounter outdoors? How can we stay safe in unfamiliar environments?	emergency, safe, danger, risk, dare, peer pressure, decision, help, first aid, hazard, e-safety, harm, injury, responsibility, independence, hazard	In this unit children will learn to appreciate what being responsible means. They will learn how to assess a situation for the level of risk and appreciate that doing something risky may lead to danger. Children learn to identify who can help them in an emergency and being to understand the importance of taking action to reduce the risk of harm. Children explain how they know which substances around the home contain chemicals and identify safety precautions that can be taken when using roads, railways or water.	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different Situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Children to complete the self-assessment for each lesson on their Health & Wellbeing- Safety First: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.

Year 5/6 Year B	What are we learning? Learning Objectives The Big Questions	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (Key outcomes- PSHE Association Scheme of Work)	How will these be assessed?
Year B- Summer 2 Living in the Wider World- One World 	1) I can talk about and understand how we can be responsible global citizens. What does it mean to be a global citizen? How can we be responsible global citizens? 2) I can describe what global warming is and what we can do to help prevent it from getting worse. What is global warming and why is it happening? What are the effects of global warming and how can we prevent them from becoming worse? 3) I can explain how our energy use can harm the environment and describe what we can do to help. How does energy we use contribute to global warming? What can we do to help? 4) I can describe how we can use water responsibly and understand the importance of doing this. Why is it important not to waste water? How can we use water responsibly? 5) I can understand what biodiversity is and explain the importance of doing all we can to encourage it. What is biodiversity and why is it important? What can we do to encourage biodiversity? 6) I can make choices which make the world a better place and that help people across the world. How can choices we make have an impact on people across the world? What is our plan for making the world a better place?	renewable, citizenship, environmentally responsible, resources, energy, global warming, choice, greenhouse effect, global, citizen, non-renewable, clean water, bio diversity, consequence pollutant, responsibility sustainable, sustainability Earth	In this unit, children explain what a global citizen is and explain what global warming is. They understand the importance of not wasting water and understand that human energy can harm the environment. Children understand what biodiversity is and understand that their choices can have far reaching consequences.	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) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Children to complete the self-assessment for each lesson on their Living in the Wider World- One World: Topic Key Learning sheet, within their PSHE books. Teachers to use pink/green marking system to assess against the L.O on the Topic Key Learning sheet after each lesson. PSHE Assessment to be completed half termly on Insight.