

PSHE Curriculum 2020 (including RSE)

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 four main themes; Relationships, Safety and Wellbeing, Health (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 the PSHE and RSE Policies.



Implementation

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	Safety & Wellbeing	Living in the Wider World	Health
<p>Autumn 30-50</p>	<p><u>Personal, Social and Emotional Development</u> <u>Managing Feelings & Behaviour</u> They are aware of their own feelings, and know that some actions and words can hurt others' feelings. They begin to accept the needs of others and can take turns and share resources, sometimes with support from others. They can usually tolerate delay when their needs are not immediately met, and understands wishes may not always be met. They can usually adapt behaviour to different events, social situations and changes in routines.</p> <p><u>Making Relationships</u> They can play in a group, extending and elaborating play ideas e.g. building a role-play activity with other children. They initiate play, offering cues to peers to join them. They keep play going by responding to what others are saying and doing. They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p><u>Personal, Social and Emotional Development</u> <u>Self Confidence & Self Awareness</u> They can select and use activities and resources with help. They welcome and value praise for what they have done. They enjoy the responsibility of carrying out small tasks. They are more outgoing towards unfamiliar people and more confident in new social situations. They are confident to talk to other children when playing, and will communicate freely about own home and community. They show confidence in asking adults for help.</p> <p><u>Managing Feelings & Behaviour</u> They are aware of their own feelings, and know that some actions and words can hurt others' feelings. They begin to accept the needs of others and can take turns and share resources, sometimes with support from others. They can usually tolerate delay when their needs are not immediately met, and understands wishes may not always be met. They can usually adapt behaviour to different events, social situations and changes in routines.</p>	<p><u>Understanding the world</u> <u>People and Communities</u> They show interest in the lives of people who are familiar to them. They remember and talk about significant events in their own experience. They recognise and describe special times or events with family and friends. They show interest in different occupations and ways of life. They know some of the things that make you unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>The World</u> They comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. They can talk about some of the things they have observed such as plants, animals, natural and found objects. They talk about why things happen and how they work. They develop an understanding of growth, decay and changes over time. They show care and concern for things and the environment.</p>	<p><u>Physical Development</u> <u>Health & Selfcare</u> They can tell adults when they are hungry or tired or when they want to rest or play. They observe the effects of activities on their bodies. They understand that equipment and tools have to be used safely. They gain more bowel and bladder control and can attend to toileting needs most of the time themselves. They can usually manage washing and drying hands. They can dress themselves with help e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it has been fastened at the bottom.</p>


EYFS	Relationships	Safety & Wellbeing	Living in the Wider World	Health
<p style="text-align: center;">Spring 40-60</p>	<p><u>Personal, Social and Emotional Development</u> <u>Managing Feelings & Behaviour</u> They understand that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the boundaries set, and of behavioural expectations in the setting. They are beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p> <p><u>Making Relationships</u> They initiate conversation, attends to and takes account of what others say. The</p>	<p><u>Personal, Social and Emotional Development</u> <u>Self Confidence & Self Awareness</u> They are confident to speak to others about their own needs, wants interests and opinions. They can describe self in positive terms and talk about abilities.</p> <p><u>Managing Feelings & Behaviour</u> They understand that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the boundaries set, and of behavioural expectations in the setting. They are beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p>	<p><u>Understanding the world</u> <u>People and Communities</u> They enjoy joining in with family customs and routines.</p> <p><u>The World</u> They look closely at similarities, differences, patterns and change.</p>	<p><u>Physical Development</u> <u>Health & Selfcare</u> They eat a healthy range of foodstuffs and understand the need for a variety in food. They are usually clean and dry during the day. They show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. They show understanding of the need for safety when tackling new challenges and considers and manages some risks. They Show understanding of how to transport and store equipment safely. They practice some appropriate safety measures without direct supervision.</p>
<p style="text-align: center;">Summer ELG</p>	<p><u>Personal, Social and Emotional Development</u> <u>Managing Feelings & Behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><u>Personal, Social and Emotional Development</u> <u>Self Confidence & Self Awareness</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing Feelings & Behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>	<p><u>Understanding the world</u> <u>People and Communities</u> They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><u>The World</u> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.</p>	<p><u>Physical Development</u> <u>Health & Selfcare</u> Children know about, and can make healthy choices in relation to, healthy eating and exercise. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>


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
		Safety & Wellbeing- Aiming High	Health & RSE- Me and My Body (Year Group Specific)	Living in the Wider World- Money Matters
	Year B	Relationships- VIPs	Living in the Wider World- Respecting Rights	Safety & Wellbeing- Safety First
		Safety & Wellbeing- Think Positive	Health & 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?
<p>Year A – Autumn 1</p> <p>Relationships-TEAM</p> 	<p>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?</p> <p>2) I can be a good listener. Why is it important to listen to other people? How can I be a good listener?</p> <p>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?</p> <p>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?</p> <p>5) To explain how to be a positive learner How can we be positive learners? What can we do if we find something difficult?</p> <p>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?</p>	<p>team, class, group, community, carer, friends, family, listening, kind, unkind, fair, unfair, bullying, teasing, friendly joking, body language, consequence, choices, mindset, teamwork</p>	<p>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.</p>	<p>-To learn that they belong to various groups and communities, such as family and school.</p> <p>-To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>-To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>-To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>-To offer constructive support and feedback to others.</p> <p>-To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>-To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>-To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>-To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>-To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>-To recognise that their behaviour can affect other people.</p>	<p>Children to complete the Relationships-TEAM learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A – Autumn 2</p> <p>Safety & Wellbeing- Aiming High</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>qualities, opportunity, interests, positive, attitude, improve, resilience, job, skill, qualifications, gender, talk, creative, goal, aim, success, happy, home, achieve, learn,</p>	<p>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.</p>	<p>- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>-To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>-To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences.</p> <p>- To identify and respect the similarities and differences between people.</p> <p>-To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.</p> <p>- To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>Children to complete the Safety & Wellbeing- Aiming High learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A - Spring 1 Relationships-Be Yourself</p> 	<p>1) I can talk about what makes me special. What makes us special? Why is it important to be kind to ourselves?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>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</p>	<p>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.</p>	<p>-To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>-To learn and understand ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>-To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>-To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal.</p> <p>-To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>-To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>-To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>-To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>Children to complete the Relationships-Be Yourself learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A - Spring 2 -</p> <p>Me & My Body</p> <p>Year 1 Year Group Specific</p> 	<p>1) I know I can choose what happens to my body. Does your body belong to...? Whose body is it?</p> <p>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?</p> <p>3) I can make healthy choices about food and drink. What is a healthy diet? Why is it important to eat well?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>consent, choice, choose, healthy, sleep, exercise, diet, clean, teeth, body, safe, bedtime, tooth brushing, hand washing, private, germs, food and drink, instructions, warning, medicine</p>	<p>In the unit 'My Body', 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 peoples' 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.</p>	<p>-To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>-To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>- To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>-The importance of, and how to, maintain personal hygiene.</p> <p>-How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>-Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>-That household products, including medicines, can be harmful if not used properly.</p>	<p>Children to complete the My Body (including RSE) Year 1 learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A- Summer 1</p> <p>Living in the Wider World- Britain</p> 	<p>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?</p> <p>2) I can describe ways that I can be a good neighbor. What is it like in our community? How can we be good neighbours?</p> <p>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?</p> <p>4) I can describe what it is like to live in Britain. What is Britain? What is it like to live in Britain?</p> <p>5) I can explore how people living in Britain 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?</p> <p>6) I can share my ideas about being British and living in Britain. What does it mean to be British? Why should we be proud of living in Britain?</p>	<p>community, belong, help, respect, share, listen, choice, consequence, environment, built environment, natural environment, responsibility, multicultural, diverse, Britain, British, celebrate, neighbourhood</p>	<p>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.</p>	<p>-To learn that they belong to different groups and communities such as family and school.</p> <p>-To learn how they can contribute to the life of the classroom and school.</p> <p>-To learn and understand that they belong to different groups and communities such as family and school.</p> <p>-To recognise that choices can have positive and negative consequences.</p> <p>-To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>-To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>-To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>-To learn to identify and respect the differences and similarities between people</p> <p>-To discuss ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>Children to complete the Living in the Wider World- Britain learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A- Summer 2</p> <p>Living in the Wider World- Money Matters</p> 	<p>1) I can explain where money comes from and why we need it. Where does money come from? What do we need money for?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>money, coins, bank notes, spend, save, income, possessions, belongings, receipt, piggy bank, wallet, purse, bank, shop, job, work, wages, savings</p>	<p>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.</p>	<p>-To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>-To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>Children to complete the Living in the Wider World- Britain learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year B- Autumn 1</p> <p>Relationships- VIPs</p> 	<p>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?</p> <p>2) I can describe why families are important. Why are families important? How do the people in our families make us feel?</p> <p>3) I can describe what makes someone a good friend. What makes a good friend? How can we be a good friend?</p> <p>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?</p> <p>5) I can cooperate with others to achieve a task. What does 'cooperate' mean? How can we cooperate with others?</p> <p>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?</p>	<p>family, important, kind, help, love, feelings, together, argument, conflict, resolution, positive, disagreement, friends, friendship, cooperate, cooperation, team, care, support, special</p>	<p>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.</p>	<p>-To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>-To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>-To offer constructive support and feedback to others.</p> <p>-To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>-To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>-To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>-To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>-To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>-To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>-To recognise how their behaviour affects other people.</p>	<p>Children to complete the Relationships- VIPs learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Autumn 2</p> <p>Safety & Wellbeing- Think Positive</p> 	<p>1) I understand how happy thoughts can make me feel better. What is positive thinking? How can it help us feel good?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>6) I can focus on what is happening right now and how I am feeling. What is mindfulness? How can we be mindful?</p>	<p>happy, sad, angry, worried, positive thinking, challenge, practice, perseverance, safe, talking, sharing, feelings, emotions, gratitude, mindful, thoughts, decisions, goals, concentration, focus</p>	<p>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.</p>	<p>-To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>-To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>-To recognise that choices can have good and not so good consequences.</p> <p>-To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>-To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>-To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Children to complete the Safety & Wellbeing- Think Positive Learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year B- Spring 1</p> <p>Living in the Wider World- Respecting Rights</p> 	<p>1) I can talk about what rights are and identify rights that all people share. What are rights and what rights do all people share? What special rights do children have?</p> <p>2) I can explain who helps protect our rights. Who helps us protect our rights? What can we do if we don't feel safe?</p> <p>3) I can show respect for the rights of others and understand why this is important. What could happen if we didn't show respect for the rights of others? How can we show respect for the rights of others?</p> <p>4) I can show respect for the differences between people. What does it mean to be different? What are some of the ways that people can be different from each other? How should we behave towards people who are different from us?</p> <p>5) I can understand why it is important to be fair. Does fair always mean equal? Why is it important to be fair?</p> <p>6) I can explain why making a positive difference is important. Why is it good to make a difference? How can we make a difference to our school and community?</p>	<p>rights, respect, fair, share, people, community, similar, different, help, protect, care, kind, love, safe, school, positive, behaviour, contribute, family, local</p>	<p>In the unit 'respecting rights', children learn that all people have rights and understand that there are people who protect their rights. They learn and know what to do of they don't feel safe. Children talk about what respect means and how to show it and identify ways in which people can be different. They explain what being fair means and recognize that making a positive difference in school is important.</p>	<p>-To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>-To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>-To recognise ways in which we are the same as all other people; what we have in common with everyone else</p> <p>-To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>-To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>-To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>-To recognise that their behaviour can affect other people.</p> <p>-To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>-To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>-To identify and respect the differences and similarities between people.</p> <p>-To know how they can contribute to the life of the classroom and school.</p> <p>-To understand that they belong to different groups and communities, such as family and school</p>	<p>Children to complete the Living in the Wider World- Respecting Rights Learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A - Spring 2 -</p> <p>Me & My Body (including RSE)</p> <p>Year 2 Year Group Specific</p>  <p>Parental right to withdraw lesson – See Coordinator Parent Talk Offered</p>	<p>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)</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>girl, boy, friends, happy, sad, angry, worried, lonely, safe, trusted adult, getting help, baby, love, growing up, change, toddler, pink, penis, vagina</p>	<p>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 peoples' 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.</p>	<p>-To know the names for the main parts of the body (including external genitalia) and to know the bodily similarities and differences between girls and boys.</p> <p>-To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>- To learn ways in which we are unique.</p> <p>-To identify and respect the differences and similarities between people.</p> <p>-To learn the process of growing from young to old and how people's need change.</p> <p>-To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>-To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>-To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>Children to complete the My Body (including RSE) Year 2 learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Summer 1</p> <p>Safety & Wellbeing- Safety First</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>4) I can keep myself safe when I use the Internet. How can we use the Internet in a safe way? What rules must we follow when using the Internet?</p> <p>5) I know my body belongs to me and how to keep my body safe. What is the Underwear Rule? What is the difference between a good secret and a bad secret?</p> <p>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?</p>	<p>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, the Underwear rule</p>	<p>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.</p>	<p>-To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>-To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>-To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>-To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>-To know that household products, including medicines, can be harmful if not used properly.</p> <p>-To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>-To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>-To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>-To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>	<p>Children to complete the Safety & Wellbeing- Safety First Learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year B- Summer 2</p> <p>Living in the Wider World- One World</p> 	<p>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?</p> <p>2) I can discuss homes 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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>family, home, safe, happy, love, care, trust, school, similar, different, environment, need, natural resources, Earth, protect, world, harm , help, choice, pledge</p>	<p>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.</p>	<p>-To identify and respect the differences and similarities between people. good friend -To identify their special people (family, friends and carers), what makes them special and how special people should care for one another.</p> <p>-To understand that they belong to different groups and communities such as family and school.</p> <p>-To understand ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>-To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>-To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p>	<p>Children to complete the Living in the Wider World- One World Learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A – Autumn 1</p> <p>Relationships-TEAM</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>team, group, listening, body language, teamwork, change, responsibility, collaboratively, communication, achieve, ripple effect, goals, consequences, team mates, individual, emotion, facial expression, considerate, dispute, resolution</p>	<p>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.</p>	<p>-To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>-To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>-To know that their actions affect themselves and others.</p> <p>-To work collaboratively towards shared goals.</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>-To recognise and respond appropriately to a wider range of feelings in others.</p> <p>-To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>-To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<p>Children to complete the Relationships-TEAM learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A – Autumn 2</p> <p>Safety & Wellbeing- Aiming High</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>5) I understand that gender does not limit us in becoming we want to in the future. Can we be anything we want when we grow up? Are some jobs for men and some women?</p> <p>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?</p>	<p>skills, opportunity, attribute, positive, attitude, improve, resilience, job, ambition, qualifications, gender, stereotype, challenge, goal, aim, success, happiness, growth mindset, achievement s, learn</p>	<p>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.</p>	<p>-To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>-To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>- To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>	<p>Children to complete the Safety & Wellbeing- Aiming High learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A - Spring 1 Relationships-Be Yourself</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>4) I know how to be assertive. What is 'being assertive'? When and how can we be assertive?</p> <p>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?</p> <p>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?</p>	<p>confidence, strengths, feelings, achievement, angry, calm, sad, worried, excited, nervous, happy, proud, thoughts, opinion, media, advertisement, assertive, sorry, uncomfortable, comfortable</p>	<p>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.</p>	<p>-To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>-To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>-To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>-To recognise and respond appropriately to a wider range of feelings in others.</p> <p>-To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>-To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>-To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>-To recognise and manage 'dares'.</p> <p>-To explore and critique how the media present information.</p> <p>-To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>-To recognise and challenge stereotypes.</p> <p>-To know that their actions affect themselves and others.</p> <p>-To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>Children to complete the Relationships-Be Yourself learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year A - Spring 2 - Me & My Body Year 3 Year Group Specific</p> 	<p>1) I know I can choose what happens to my body and how to say no. Who does your body belong to? Does your body belong to anyone else? What do you get to decide?</p> <p>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?</p> <p>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?</p> <p>4) I know how good hygiene helps to stop the spread of disease. How can we stop the spread of some diseases? What role does personal hygiene play? Why else is personal hygiene important?</p> <p>5) I know how to take medicine safely and keep safe around drugs? What are drugs? How can I stay safe around drugs?</p>	<p>consent, choice, choose, healthy, sleep hygiene, exercise, muscle, substance, prescription, autonomy, safe, bedtime, toothbrushing hand washing, private, germs, virus, instructions, warning medicine</p>	<p>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.</p>	<p>-To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. -To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). -The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. -To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. -To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. - To learn/know what positively and negatively affects their physical, mental and emotional health. -To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. -To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. - To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>Children to complete the My Body (including RSE) Year 3 learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A- Summer 1</p> <p>Living in the Wider World- Britain</p> 	<p>1) I can describe what it is like to live in Britain. What kinds of people are British people? What is it like to live in Britain?</p> <p>2) I can talk about what democracy is and understand why it is important. What is democracy? Why is democracy important?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>multicultural, society, diverse, value, respect, tradition, democracy, equality, human rights, freedom, government, rules, law, enforce, protect, parliament, liberty, tolerance, customs, citizen</p>	<p>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.</p>	<p>-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>-To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>-To know that these universal rights are there to protect everyone.</p> <p>-To know what democracy is and the basic institutions that support it.</p> <p>-To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>-To understand why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To understand that differences and similarities between people arise from a number of factors.</p> <p>-To research, discuss and debate topical issues, problems and events.</p> <p>-To consider the lives of people living in other places, and people with different values and customs.</p>	<p>Children to complete the Living in the Wider World- Britain learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year A- Summer 2</p> <p>Living in the Wider World- Money Matters</p> 	<p>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?</p> <p>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?</p> <p>3) I can explain ways people can borrow money and discuss some of the consequences of borrowing. Why do people borrow money? What are the consequences of borrowing money?</p> <p>4) I can explain the difference between things we want and things we need. What is the difference between a want and a need? What are priorities?</p> <p>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?</p> <p>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?</p>	<p>money, coins, bank notes, spend, save, income, employment, wages, benefits, credit, cheque, debt, repayments, prioritise, budget, receipt, advertisement , profit, consumer, savings</p>	<p>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.</p>	<p>-To learn about the role money plays in their own and others' lives, including how to manage their money and how to be a critical consumer.</p> <p>-To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>- To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>- To explore and critique how the media present information.</p>	<p>Children to complete the Living in the Wider World- Money Matters learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Autumn 1</p> <p>Relationships- VIPs</p> 	<p>1) I can explain why we need new friendships and how to make them. Why is it a good idea to make new friends? How can we make new friends?</p> <p>2) I can create a list of positive actions needed to stay friends with my friends. How should we treat our friends? Why is it important to be kind to our friends?</p> <p>3) I can identify my own support network. What makes a good friend? What can we do if someone is not a good friend?</p> <p>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?</p> <p>5) I can identify what bullying is. What are the different ways that people can be bullied? How can this affect the people involved?</p> <p>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?</p>	<p>friends, friendship, hobbies, respect, kind, relatives, family, support, reflect, falling out, resolution, arguments, opinions, differences, decisions, compromise, bullying, teasing, victim, help</p>	<p>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.</p>	<p>-To recognise and respond appropriately to a wider range of feelings in others. -To know that their actions affect themselves and others. -To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. -To know that their actions affect themselves and others. -To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. -To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. -To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. -To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. -To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). -To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. -To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<p>Children to complete the Relationships- VIPs learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Autumn 2</p> <p>Safety & Wellbeing- Think Positive</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>4) I can use mindfulness techniques to keep calm. What is mindfulness and how can it help? How can we be mindful?</p> <p>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?</p> <p>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?</p>	<p>positive thoughts, negative thoughts, attitude, uncomfortable actions, mental health, practice, perseverance, change, effort, control, feelings, emotions, calm, achievements, thoughts, decisions, goals, mindful, growth mindset</p>	<p>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.</p>	<p>-To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>-To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>-To learn about change, including transitions (between key stages and schools), loss separation, divorce and bereavement.</p> <p>-To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>-To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>-To learn how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>-To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>-To learn how to make informed choices (Including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>-To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	<p>Children to complete the Safety & Wellbeing- Think Positive learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year B- Spring 1</p> <p>Living in the Wider World- Respecting Rights</p> 	<p>1) I understand what rights are and that all people share the same rights What are rights and what rights do all people share? What special rights do children have?</p> <p>2) I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important. Are some human rights more important than others? If we could add a right to the declaration, what would it be?</p> <p>3) I can explain what democracy is and how this relates to rules and human rights. Why do we have rules? What kind of rules do we have? How does following rules help us?</p> <p>4) I understand that human rights are not dependent on responsibilities. Are rights and responsibilities connected? Can we have rights without responsibilities?</p> <p>5) I can explain what it means to respect the rights of others and I understand why this is important. What is respect and why is it important that rights are respected? What does it mean to respect the rights of others?</p> <p>6) I understand how stereotypes can stop people's human rights being met. What can we tell about a person by looking at a picture? How can stereotypes be harmful?</p>	<p>human rights, universal, equality, fair, respect, protect, share, choice, action, rights-respecting, kindness, impact, rules, law, discriminate, stereotype, happy, safe, healthy, fulfilling</p>	<p>In this unit, children learn what human rights are and understand that all people share the same rights. They learn about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Children know why we have rules and how they help us and understand that no one should take away our human rights. They are able to explain what respect means and understand how they can respect the rights of others. Children can describe what a stereotype is and understand how stereotypes can be harmful.</p>	<p>-To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>-To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>-To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>-To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>-To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To know what democracy is and about the basic institutions that support it locally and nationally.</p> <p>-To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>-To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>-To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>-To recognise and challenge stereotypes.</p>	<p>Children to complete the Living in the Wider World- Respecting Rights learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year B- Spring 2</p> <p>Me & My Body</p> <p>Year 4 Year Group Specific</p> 	<p>1) I know how to make better choices and choose healthy habits. What choices do I have? How can I make better, healthier choices?</p> <p>2) I understand why getting enough sleep is important. What are the effects of not getting enough sleep? How can we get a good night's sleep?</p> <p>3) I understand that there are many different types of relationships and families. What are loving relationships like? What kinds of families are there?</p> <p>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?</p>	<p>consent, choice, resilience, balance, consequences deprivation, meditation, routine, habit, lesbian, gay, relationships, growing up, partnership, parents, grandparents body image, healthy, unhealthy</p>	<p>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.</p>	<p>-To learn how to make informed choices (including recognizing that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>-To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>-To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>- To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>-To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>-To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>-To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>-To explore and critique how the media present information.</p> <p>-To recognise and challenge stereotypes.</p>	<p>Children to complete the My Body (including RSE) Year 4 learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Summer 1</p> <p>Safety & Wellbeing- Safety First</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>4) I know how to be safe on and near the road. What are the dangers of using the road? How can we use the road safely?</p> <p>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?</p> <p>6) I can keep myself safe when I use the Internet. What are the risks when using ICT? How can we keep ourselves safe online?</p>	<p>seatbelt, injury, help, decision, risk, danger, hazard, e-safety, dare, online, harm, safe, cigarettes, alcohol, drugs, medicine, peer pressure, password, zebra crossing, pedestrian crossing</p>	<p>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 which information that they should never share online and identify who they should tell if they see something online that worries, confuses or upsets them Children list some of the dangers we face when we use the road and describe drugs, cigarettes and alcohol in basic terms.</p>	<ul style="list-style-type: none"> -To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. -To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. -To differentiate between the terms, 'risk', 'hazard' and 'danger'. -To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. -To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. -To recognise, predict and assess risks in different situations and decide how to manage them responsibly. -To have strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). -To learn strategies for keeping physically and emotionally safe. -To learn school rules about health and safety, basic emergency aid procedures, where and how to get help. -To recognise and manage 'dares'. -To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. -To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. -To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). -To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. -To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) -To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. -To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. 	<p>Children to complete the Safety & Wellbeing- Safety First learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year B- Summer 2</p> <p>Living in the Wider World- One World</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>Malawi, Africa, fair, unfair, inequality, stereotype, global warming, poverty, urban, rural, trade, global, citizen, climate, help, charity, consequence community, similar, different</p>	<p>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.</p>	<p>-To consider the lives of people living in other places and people with different values and customs.</p> <p>-To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>-To recognise and challenge stereotype.</p> <p>-To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>-To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>-To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>-To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop skills to exercise these responsibilities.</p> <p>-To recognise the role of voluntary, community and pressure groups especially in relation to health and wellbeing.</p>	<p>Children to complete the Living in the Wider World- One World First learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

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?
<p>Year A – Autumn 1</p> <p>Relationships-TEAM</p> 	<p>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?</p> <p>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?</p> <p>3) I can work collaboratively to complete a task. What does collaborate mean? When have we worked collaboratively?</p> <p>4) I can compromise to ensure a task is completed. What is compromise? How can compromising help to resolve difficult situations?</p> <p>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?</p> <p>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?</p>	<p>teamwork, collaborate, respect, honesty, kind, listen, communicate team, contribute, dispute, discuss, compromise, sensitive, care, responsibility, consequence, role, classroom, admire, opinion,</p>	<p>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.</p>	<p>-To know that their actions affect themselves and others. -To work collaboratively towards shared goals. -To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. -To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. -To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. - To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. -To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. -To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<p>Children to complete the Relationships-TEAM learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

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?
<p>Year A – Autumn 2</p> <p>Safety & Wellbeing- Aiming High</p> 	<p>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?</p> <p>2) I can understand that a positive attitude towards learning can help us succeed in life. How do successful learners overcome challenges? How do positive learning strategies help us?</p> <p>3) I can understand that a positive attitude towards learning can help us succeed in life. How do successful learners overcome challenges? How do positive learning strategies help us?</p> <p>4) I can understand that gender does 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?</p> <p>5) I can understand why it is important to develop certain skills to prepare for the world of work. What skills might we need in the world of work? What is enterprise and why is it important?</p> <p>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?</p>	<p>skills, opportunity, barrier, positivity, effort, job, ambition, qualifications gender, stereotype, challenge, goal, enterprise, success, achievements learn, motivation, inspiration</p>	<p>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.</p>	<p>-To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>-To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>-To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>-To recognise and challenge stereotype.</p> <p>-To work collaboratively towards shared goals.</p> <p>-To understand what is meant by enterprise and begin to develop enterprise skills.</p>	<p>Children to complete the Safety & Wellbeing- Aiming High learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year A - Spring 1 Relationships- Be Yourself</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>confidence, unique, celebrate, feelings, thoughts, help, support, opinions, conflict, emotions, communication danger, anxious, pressure, shy, nervous, positive, apologise, uncomfortable, negative</p>	<p>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.</p>	<p>-To reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals. -To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. - To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement) - To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. - To learn to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. - To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>Children to complete the Relationships-Be Yourself learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p data-bbox="141 201 304 424">Year A - Spring 2 - Me & My Body (including RSE)</p>  <p data-bbox="141 855 304 1046">Parental right to withdraw lesson – See Coordinator Parent Talk Offered</p>	<p data-bbox="327 201 797 456">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?</p> <p data-bbox="327 480 797 735">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?</p> <p data-bbox="327 759 797 847">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?</p> <p data-bbox="327 967 797 1158">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?</p> <p data-bbox="327 1182 797 1342">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?</p> <p data-bbox="327 1374 797 1493">6) I can describe the feelings that some people experience as they grow up. How do feelings change as we grow up? What is a crush and how does it feel?</p>	<p data-bbox="819 201 983 1015">choices, consent, healthy, unhealthy, diet, drugs, alcohol, tobacco, pressure, puberty, cleanliness, physical health, mental health, wellbeing, self-respect, support, Childline penis, vagina, period, menstruation, wet dreams</p>	<p data-bbox="1005 201 1252 1334">In the unit 'My Body', children understand that they can choose what happens to their own bodies and know where and how to get help if they are worried. They explain some of physical changes that boys and girls go through during puberty and describe some feelings young people might experience as they grow up. Children identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies and identify where the pressure to try harmful substances might come from. They discuss the choices related to their health that they make each day and identify choices that will benefit health and provide a 'balanced lifestyle'</p>	<p data-bbox="1274 201 1834 1461">-To understand what positively and negatively affects their physical, mental and emotional health. -To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. -To explore and critique how the media present information. -To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. -To understand what is meant by the term 'habit' and why habits can be hard to change. -To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. -To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. -To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. -To learn/know how their body will, and emotions may, change as they approach and move through puberty -To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p>	<p data-bbox="1856 201 2103 512">Children to complete the My Body (including RSE) learning journey during each lesson and use opportunities within for self-assessment.</p> <p data-bbox="1856 552 2103 911">Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p data-bbox="1856 951 2103 1198">PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year A- Summer 1</p> <p>Living in the Wider World- Britain</p> 	<p>1) I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. What kind of people live in Britain? How can we show respect for people whose faith or ethnicity is different to ours?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>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</p>	<p>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.</p>	<p>-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. -To understand that there are basic human rights shared by all peoples and all societies. -To understand what being part of a community means. -To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. -To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. - To understand why and how rules and laws that protect themselves and others are made and enforced. -To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities. - To understand what democracy is and about the basic institutions that support it locally and nationally. -To understand what being part of a community means and about the varied institutions that support communities locally and nationally. -To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. -To think about the lives of people living in other places, and people with different values and customs.</p>	<p>Children to complete the Living in the Wider World- Britain learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year A- Summer 2</p> <p>Living in the Wider World- Money Matters</p> 	<p>1) I can explain some financial risks we might encounter and can discuss how we can avoid them. What are financial risks? How do we avoid them?</p> <p>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'?</p> <p>3) I understand what 'value for money' means and can explain how we can tell if things are good value. What does 'value for money' mean? How do we know if things are good value for money?</p> <p>4) I can explain why we need to budget and how to make one. Why might we need a budget? How might we make a budget?</p> <p>5) I can explain why people borrow money. What are the risks and consequences of borrowing money? What is interest?</p> <p>6) I can explain what tax is and why we need to pay it. What is tax? What is tax used for?</p>	<p>money, investment, gain, interest, risk, value, manufacturer retailer, advertise, consumer, price, repayment, prioritise, wages, income, spending, loan, tax, society</p>	<p>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.</p>	<p>-To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>-To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>Children to complete the Living in the Wider World- Money Matters learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>


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?
<p>Year B- Autumn 1</p> <p>Relationships- VIPs</p> 	<p>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 your family and friends with respect?</p> <p>2) 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 your family and friends with respect?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>friends, family, friendship, emotions, anger, sadness, upset, calm, kind, support, help, anxious, dangerous, secrets, confidential, share, healthy, unhealthy, relationships relatives</p>	<p>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.</p>	<p>-To recognise different types of relationship, including those between acquaintances, friends, relatives and families. -To know that their actions affect themselves and others. -To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. -To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. -To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. -To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. -To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. -To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. -To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p>	<p>Children to complete the Relationships- VIPs learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>


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?
<p>Year B- Autumn 2</p> <p>Safety & Wellbeing- Think Positive</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>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</p>	<p>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.</p>	<p>-To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>-To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>-To deepen their understanding of good and not so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>-To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>-To know how to make informed choices (including recognizing that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>-To learn that their actions affect themselves and others.</p> <p>-To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>Children to complete the Safety & Wellbeing- Think Positive learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes.</p>

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?
<p>Year B- Spring 1</p> <p>Living in the Wider World- Respecting Rights</p> 	<p>1) I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</p> <p>What are rights and what rights do people share? What special rights do children have?</p> <p>2) I understand that human rights apply to everyone, no matter where they are from, what their culture is and what family traditions they have.</p> <p>Is it acceptable to do things against human rights laws if it is traditional or part of a culture? Why might someone do something that could harm or be against the human rights of a family member they care about?</p> <p>3) I can identify why people's rights are sometimes not met in the UK and in places across the world.</p> <p>Why are people's human rights sometimes not met in places across the world? Why are people's human rights sometimes not met here in the UK?</p> <p>4) I can explain how I can respect other people's rights and I understand why this is important</p> <p>What do we need to do to respect the human rights of others? What are the consequences of not respecting these rights?</p>	<p>human rights, universal, equality, fair, respect, protect, share, choice, action, rights-respecting, activist, impact, consequence law, crimination, change, campaign, behave, everyone</p>	<p>In this unit, children explain that there are basic human rights that all people share and understand that children have their own rights. They understand that human rights are universal and cannot be taken away and recognise that there are people across the world whose rights are not met. Children learn the importance of being rights-respecting citizens and identify that ideas about human rights change over time. They learn what a human rights activist is and explain what they do.</p>	<p>-To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>-To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>-To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>-To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>-To know that these universal rights are there to protect everyone and have primacy both over national law and community practice.</p> <p>-To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>-To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>-To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>	<p>Children to complete the Living in the Wider World- Respecting Rights learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

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?
<p>Year B- Spring 1</p> <p>Living in the Wider World- Respecting Rights (continued)</p> 	<p>5) I can identify how and why ideas about human rights have changed. What are some of the ways that ideas about human rights have changed? How have those changes happened?</p> <p>6) I can explain the role and importance of human rights activists. What is a 'human rights activist' and what do they do? How have these people made the world a better place for everyone?</p>			<p>-To consider the lives of people living in other places, and people with different values and customs</p> <p>-To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>-To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>-To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>-To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>-To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>	

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?
<p>Year B- Spring 2</p> <p>Me & My Body (including RSE)</p> <p>Year 6 Year Group Specific</p>  <p>Parental right to withdraw lesson – See Coordinator Parent Talk Offered</p>	<p>1) I can describe the feelings that some people experience as they grow up. How do feelings change as we grow up? What is a crush and how does it feel?</p> <p>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?</p> <p>3) I can describe 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? What type of physical contact is unacceptable and how should we respond?</p> <p>4) I can describe how babies are made and how they are born. How are babies made? How are babies born?</p> <p>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?</p>	<p>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</p>	<p>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. 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.</p>	<p>-To know how their body will, and their emotions may, change as they approach and move through puberty. -To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. -To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. -To learn about human reproduction. -To recognise and challenge stereotypes. -To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. -To explore and critique how the media present information. -To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward. -To understand the term 'sexual relationship' -To learn about the ways in which puberty can affect us emotionally -To understand that they have the right to protect their body from inappropriate and unwanted contact.</p>	<p>Children to complete the My Body (including RSE) learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

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?
<p>Year B- Summer 1</p> <p>Safety & Wellbeing- Safety First</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>5) I can understand how to use mobile devices and the Internet safely and responsibly. How do we know if there is an emergency? What should we do in an emergency?</p> <p>6) I understand that everyone has the right to feel safe and happy when using mobile phones and the Internet, including social media. What can we do if we see something online or are shown something that makes us feel worried, upset or confused? How can we be kind and respectful online?</p>	<p>emergency, safe, danger, risk, dare, peer pressure, password, decision, help, first aid, hazard, e-safety, social media, harm, injury, cyber stranger, trusted adult, courage, online, privacy</p>	<p>In this unit, 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.</p>	<p>-To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. -To differentiate between the terms, 'risk', 'danger' and 'hazard'. - To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - To identify strategies for keeping physically and emotionally safe. -To recognise and manage 'dares'. - To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. -To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. -To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. -To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). -To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. -To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. -To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. -To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.</p>	<p>Children to complete the Safety & Wellbeing- Safety First learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

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?
<p>Year B- Summer 2</p> <p>Living in the Wider World- One World</p> 	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>renewable, citizenship, environment responsible, resources, energy, global warming, choice, greenhouse effect, global, citizen, non-renewable, clean water, bio diversity, consequence pollutant, responsibility sustainable, sustainability Earth</p>	<p>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.</p>	<p>-To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>-To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>- To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>- To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>Children to complete the Living in the Wider World- One World First learning journey during each lesson and use opportunities within for self-assessment.</p> <p>Teachers to use pink/green marking system to assess against the L.O/ Key questions after each lesson (formative assessment). Sheet within learning journal.</p> <p>PSHE Foundation Assessment sheet to be updated half termly against PSHE Association Scheme of Work Outcomes</p>

Impact

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 at the end of each unit by asking children to complete the reflection pages of their learning journey. These pages highlight that children know more, remember more and are able to do more; in terms of knowledge, skills and their own emotional responses. Children also have the opportunity to think ahead to what they would like to learn about in future lessons.

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 Planning and PSHE Assessment sheet to ascertain coverage of the curriculum and pupils working at, above and below expected standard.
- 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 Maths, Science, Religious Education

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.

