

Christopher Reeves PSHE overview

	EYFS	Year 1 (Plan A)	Year 2(Plan B)	Year 3 (Plan A)	Year 4 (Plan B)	Year 5 (Plan A)	Year 6 (Plan B)
Autumn Families and Friendships	<p>self-regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self:• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships: Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online 	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried

	<p>Establishing new friendships. What makes a good friend? circle time What makes me special? circle time, self portraits. Who is in my family? circle time, shared photos of our families. Who lives in my house? Display - represent each person who lives in your house using a colour chart blue=dad etc. What does 'community' mean? circle time - who is part of our school community?</p>	<p>Welcome the new Year 1 children into the class - find out about each others' families. Talk to each other. Think of a question to ask as many other children as possible in 5 minutes. E.g. Do you have a sister? Collect information about brothers and sisters. Make a class pictogram. Each child draws a picture of their face to put in the correct place (has a sister, has a brother, does not have a brother or a sister). Who cares for you? Who do you live with? Draw your family. Make it into a book.</p> <p>Are all families the same? Do you have to have a mum and a dad living at your house? Can you have 2 mums/2 dads? Can you just have 1 parent? (see Metro Charity plan).</p> <p>Who are your grandparents? (Mum/Dad's parents) Where do your grandparents live? Set a homework task to find out where family members live. Do you have family living nearby? Do any of your family live in other countries? Mark on a map.</p> <p>Do you ever worry about things that happen in your family? Who can you talk to if you feel worried?</p>	<p>Welcome the new Year 1 children into Willow class. Discuss what makes us feel secure in a new situation. Do friends make a difference to us? Why do we have friends? What does a friend do? Y1 - Draw a picture of a good friend. Choose words to cut and stick to describe qualities of a good friend (kind, helpful, plays nicely, listens). Y2 - Draw a picture of a good friend and write sentences to say why they are a good friend (what qualities do they have?)</p> <p>How do we make friends? Games we play. Go outside and learn some playground games - hopscotch; duck, duck, goose; skipping; stuck in the mud etc.</p> <p>Why do friends argue? Think of the reasons for children falling out with each other. Write ideas on a large piece of paper. Draw some faces to show how that makes us feel; sad, angry, left out. What can we do to resolve issues?</p> <p>What can we do if we feel left out? How can we help others who feel left out? Discuss 'Playground Buddies' system. Make a poster with phrases that children could use; Can I join your game? Find a playground buddy etc</p>	<p>Introduce the word 'Diversity' and what it means.</p> <p>Play 'Diversity Bingo'. Children are given Bingo cards to find out what is the same about each other and what is different.</p> <p>Read 'A Day in the Life of ... (Clive the Panda and Jess the Little Girl) Discuss how their day is different.</p> <p>Look at diversity in families - children given a family member card where they have to go and find the rest of their family from the description given. Discuss the differences in families and what makes a family.</p> <p>Draw a chart to show the positive aspects of being in a family. Write a recipe for the perfect family.</p> <p>Discuss the different ways people care for each other and what to do if they feel upset or worried. Create role-play and freeze frames.</p>	<p>https://www.bbc.co.uk/teach/cls-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</p> <p>Discuss what is a true friend and what do they value in a friend. Draw an outline of a person and describe qualities of a true friend.</p> <p>Look at the video (see website above) on friendship struggles and discuss. Role-play the end of the race and how the girls could have acted differently.</p> <p>Look at Friendship scenarios and how can I help cards. Discuss the situation and role play.</p> <p>Write a recipe for a perfect friendship.</p> <p>Look at NSPCC Share aware videos about being online and discuss. Look at videos and discuss.</p>	<p>-Draw the perfect friend and annotate with qualities. -Note challenges that friends may experience - encourage sharing of own experiences and how they were overcome. https://www.bbc.co.uk/teach/cls-clips-video/pshe-ks2-friendship-struggles/zbpvcqt Discuss the girls' friendship. What advice could you give them to ensure that they remain friends? -From noted challenges, what advice would you give to resolve? -Have you got the same friends as you had as a toddler? Discuss why friends may grow apart and why friends may change. -Discuss feeling unsafe in a friendship (peer pressure) Give scenario regarding peer pressure, what would you do? Discuss asking for help.</p>	<p>Encourage discussion through questioning and answering true/false questions.</p> <p>-You can only marry someone who has the same beliefs as you. -2 people can only marry if they are of the opposite sex. If you love someone you don't have to get married. - Being in a relationship with someone should make you feel good about yourself. - Your parents can make you marry someone. - A marriage and civil partnership are legal. -If you are in a relationship you have to live together. -When you live together it is the woman's job to do the housework and the cooking and it is the man's responsibility to have a well-paid job.</p> <p>Recap again on healthy relationships and peer pressure.</p>
Autumn	<p>LAU Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own</p>	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others 	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help 	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation 	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares 	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact 	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them

<p>Safe Relationships</p>	<p>ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> how to ask for and give/not give permission 	<ul style="list-style-type: none"> how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<ul style="list-style-type: none"> when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<ul style="list-style-type: none"> that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 	<p>feel worried or uncomfortable</p> <ul style="list-style-type: none"> how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations
	<p>Circle time - playtime rules, routines.</p> <p>Who can help us at lunchtime? circle time, meet the lunchtime staff. adults to model behaviour/routines of lunchtime.</p> <p>Who can help us in our school community?</p> <p>Topic: People who help us</p>	<p>Who do we go to if someone's body or feelings are hurt?</p> <p>Discuss what happens at playtime; first aid for cuts and bruises; talk to an adult if someone is mean and hurts your feelings.</p> <p>Make a poster to help each other know what to do and who to turn to. Could have photos of Mrs Clark, Mrs Harris, lunchtime supervisors etc,</p> <p>What are the different types of touch and how do they make people feel?</p> <p>Sort into groups; hugs, tickling, kisses, punches, smacks, pinches. How could you sort these? In groups explain ideas and reasons.</p> <p>What does it mean to keep something private?</p> <p>Use the NSPCC resources - The Underwear Rule.</p> <p>To practise asking for permission to touch another person.</p> <p>Have a go at the weather story message activity (children 'draw out' the story on a friend's back).. The children have to ask permission to touch each other.</p>	<p>Ask the ch to think about a time when someone has made them feel sad.</p> <p>What did the person do?</p> <p>How did they do it?</p> <p>Have you ever made someone else feel sad?</p> <p>Was the situation resolved?</p> <p>Why do we think people sometimes upset each other?</p> <p>Are there reasons for such behaviour?</p> <p>Find out what bullying is. Link with anti-bullying week. Make a poster.</p> <p>Discuss what to do if you or someone you know is being bullied. Make the helping hands poster.</p>	<p>Find out what children know about: How can you keep yourself safe online? Look at a clip which shows the dangers one boy faced when he shared a photo online (ALEX) (Jessie - online Safety Toolkits)</p> <p>Discuss how to be safe when chatting online - see clip (LUCY) (Jessie online Safety toolkits) - gaming</p> <p>Create posters: how to be safe online.</p> <p>Look at power point to create strong passwords and understand privacy settings: https://www.twinkl.co.uk/resource/tp2-i-926-computing-online-safety-keep-it-to-yourself-year-3-lesson-pack-3</p> <p>Create a bank of rules for creating strong passwords. Display.</p> <p>Internet Safety week: https://www.bbc.co.uk/teach/cls-clips-video/pshe-ks2--ks3-respecting-boundaries/zvyr8xs</p> <p>Look at the video. What have the children done wrong and how could they put it right? Act out scenarios. (Video for evidence) Share times when they have experienced similar things with friends.</p> <p>Discuss: what should you share with your friends, classmates, family and online? What should you not share and why? Create a poster.</p> <p>Anti-Bullying week - United against Bullying https://anti-bullyingalliance.org.uk/anti-</p>	<p>Internet safety day.</p> <p>Internet Safety Computing lessons - risks online</p> <p>Anti-bullying week</p> <p>Discuss the difference between teasing and bullying</p> <p>http://www.differencebetween.net/language/difference-between-teasing-and-bullying/</p> <p>Talk about how some dares can be fun and how some dares can be hurtful. What is the difference? Give scenarios. How can we say no?</p>	<p>How do you feel when you know that something is uncomfortable? Discuss feelings in mind and body. Read and complete the dangerous relationships starter. Whole class feedback on their opinions and reasoning. Share the TES powerpoint - discussing and completing the activities as you go. What would you do if you had that uncomfortable feeling? Discuss telling a trusted adult and who they are. What if the person who made you feel uncomfortable said that if you told anyone then they would blame it on you and that nobody would believe you - what would you do then? Explain that if someone makes you feel uncomfortable then it is NEVER your fault. What if a friend told you about something that had happened to them that made them feel uncomfortable and told you that it was a secret. What do you think would be the right thing to do?</p>	<p>Discuss what the chn do online - games they play, interactions that they have with others. Who has a mobile phone? What do you think the dangers could be? Photos/sharing/bullying/internet.</p> <p>Watch the NSPCC videos https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p> <p>Go through the powerpoint and discuss. Who do you tell? What could they have done differently? Link back to 'photo' peer pressure 'just a joke - dare'</p> <p>What does 'consent' mean? Discuss giving your permission link to school having to have parent's consent to publish photos of chn on the school website etc.</p>

				<p>bullying-week/anti-bullying-week-2020-united-against-bullying</p> <p>Bullying -What is bullying? How does it make us feel? Discussion Create freeze frames.</p> <p>Effects and consequences of Bullying. Look at film and cartoon. Questioning and discussion. Anti-Bullying Week 2020 - Primary School Pack</p> <p>How can we end Bullying? What to do and whom to tell? Look at second video https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2020-united-against-bullying</p> <p>Hand out puzzle piece. What would you choose to do to take a stand against bullying? Write down their action starting with, 'I choose ...' Design your puzzle piece in your own unique way that celebrates who they are</p>			
<p>Autumn Term Respecting Ourselves and Others</p>	<p>self-regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self:• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

	<p>importance of healthy food choices.</p> <p>Building relationships: Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 						
	<p>What makes me special? What makes a good friend? Who can help us when something goes wrong? Introduce and talk about behaviour chart. Behaviour for learning - listening ears, looking eyes etc</p>	<p>What is kind and unkind behaviour? Ask children to sort pictures of people showing kind/unkind behaviour into groups. Ask them to discuss what is happening in each picture and how they think that would make others feel.</p> <p>Discuss the meaning of respect. What can you do to show respect to children/adults? Make a list of ways to show respect to adults. Should the adults also show respect to you?</p> <p>Make a Golden Rules poster for our class. What should be included?</p>	<p>Why do we like our friends? Write about a friend explaining what it is you like about them.</p> <p>Play board games with a group of children you wouldn't normally play with.</p> <p>Make a model in groups of 3. Plan, collect materials and make the model. Think about sharing ideas; listening to each other; making sure all children are participating. Discuss the difficulties in doing this. Did anyone get left out? Did anyone take over? Did you feel your ideas were listened to?</p>	<p>Respect - What does respect mean to you? What can you do to show respect? Act out scenarios to show respectful behaviour in the home, school and online.</p> <p>Why is it important to be respectful?</p> <p>Research how different cultures and the wider society show respect and courtesy.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zyypmfr/articles/z7w4bd song to show differences and similarities in gender, race, culture and faith.</p>	<p>Write on the board: equality, discrimination, inclusion, diversity. Have you ever heard of any of the words before? Do you know what any of them mean?</p> <p>What do you think they relate to? (differences: beliefs, genre, age, culture, race, colour, lifestyles) Do you think that it is important that everyone should be treated equally - why?</p>	<p>What are the values of this school? What does values mean? How can our values affect our behaviour? What does a positive role model mean? Who would like to be a positive role model? What are the responsibilities?</p> <p>Draw/name role model and annotate why they are regarded as a role model.</p>
Spring Term Belonging to a Community	<p>Managing self:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>Building relationships:</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>UTW: PCC</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them 	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment 	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this

	<p>Topics: All About Me and Around the World. Talk about our families, who are in Acorn class, the names of adults in school and what their jobs are. Talk about school uniforms and why we wear them. Do you wear special clothes for any other clubs, occasions, celebrations etc.</p>	<p>Links with science topic - Out of the Egg</p>	<p>What do you do out of school? Do you belong to a club or an organised group? List the clubs that ch belong to. Ask the ch if there is any way of knowing that ch belong to a particular club? Discuss kit/uniform etc. Draw yourself in team/club kit/a badge/in a particular building etc.</p>	<p>Discuss: why do we have rules and what is the difference between rules and laws. Sort the consequences for breaking the law and breaking a rule. Discuss what are human rights and why do we have them. Sort needs and wants. Display the UN human rights of a child. Discuss who else has rights - animals. Children write about their rights and responsibilities. Discuss what rights and responsibilities do we have in school? Create a human rights acrostic poem</p>	<p>Discuss: what is the meaning of a community, what kind of communities the children belong to and why they are important. Create a poster to demonstrate this. Discuss what services are located in your local community and who helps the local community through volunteering and work. Why is it important that these groups and organisations work together? Watch BBC clip to show compassion and when you give to others, it helps you to feel good too. Giving helps you to have a sense of purpose and belonging, and being kind can signal the brain to release 'feel good' chemicals.</p>	<p>Discuss energy and water, what we use them for and similarities and differences in different countries across the world. Pose questions about fair distribution. Discuss why the environment needs protecting and how the resources that we use affect the environment. Look at different aspects of devastation such as deforestation and the impact that it has on animals and communities. Look at the Australian bush fires. What can we do as a global citizen to help? Look at Twinkle resources for One World and link in Spring 2 to Geography topic - Natural Resources and Summer Term Geography - Our World.</p>	<p>Presentation on the different prejudices and what they mean. Make links to real life movements in history such as the suffragettes and the rights for black people in the USA and Africa. Discuss how to approach any discriminatory behaviour and what the consequences are. Link to any current news issues during class assemblies.</p>
<p>Spring Term Media Literacy and Digital Resilience</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information 	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	

			<p>Use Internet Safety Week resources.</p>	<p>Internet day</p>	<p>Discuss what is a digital footprint: https://www.youtube.com/watch?v=6TUMHplBveo Write and draw around the foot all the ways you use the internet and compare.</p> <p>Internet Safety day: look at adverts and search results based on the popularity of the website (lesson 4 Computing lesson)</p>	<p>Link to lessons saved on the computing internet safety drive. Project Evolve knowledge map.</p> <p>Brainstorm different types of media both printed and digital and discuss their uses. Explain bias and opinion and fact. Explain stereotypes and discuss. Look at Fake News! Discuss storage of internet searches and personal information and how this can be shared with unknown parties. Twinkl - Digital Wellbeing. Link to internet safety assemblies, computing lessons and internet safety day.</p>	<p>Link to lessons saved on the computing internet safety drive. Project Evolve knowledge map. Discuss social media and the images that people share and the filtered images that are seen. Share before and after filtering photos so that chn can see the difference. Discuss social media and the advantages and disadvantages and also how to keep information private and why social media has age restrictions. Share social stories related to social media and the consequences. Twinkl resources.</p>
<p>Spring Term Money and Work</p>		<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do 	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks
			<p>Find out what sort of jobs people do. Are there any jobs you would like to do? Why do people work? Why do we need money?</p> <p>https://www.bbc.co.uk/teach/cls-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</p> <p>How do we decide if we need something or just want it? Sort items that we need e.g. food, clothes, a home and items</p>	<p>Mary Anning - science link fossils Autumn! Science week - looking at gender stereotypes. Matching job skills and qualities activity. Research what skills are needed for work and why people go to work. Create a job advert.</p>	<p>Discuss people's needs, wants and priorities when spending money. In groups, look at spending scenario cards and decide how they spend their money depending on needs, wants and priorities and discuss how these decisions could have a positive impact on the environment. Look at shopping scenario cards and discuss why it is important to keep track of what you have spent.</p>	<p>What job do you want to do? Why have they made that choice? What influences our decisions? What skills do you need? Do you already have those skills? Match skills to scenarios. What qualifications do you think that you will need? Do you think that you will need to go to college or university once you are old enough to leave secondary school? Draw a picture of themselves doing their chosen job. Around the</p>	<p>Budgeting task where the chn can research prices online. Linked to maths activities where they have to budget for shopping or pay for a holiday. Research prices and look at any discounts available.</p> <p>Give different groups a different budget and compare outcomes (less shopping, cheaper holiday) Question the children about money and how it can impact mental health.</p>

			<p>we might want e.g. a phone, a TV a holiday. Explain that all these things cost money.</p> <p>How do we pay for things? Look at the different forms of payment/money. Do we have to spend all our money? How could we save it and what would we save it for?</p>		<p>Look at different ways to pay for products and services. Play 'ways to pay' matching activity.</p>	<p>pictures write: skills needed; qualifications needed.</p> <p>Show jobs that are stereotypical of men and women and discuss. Share stories of women in jobs that have traditionally been seen as jobs for men and vice versa. Produce a short piece of writing outline where they want to be in 10 years times.</p>	<p>Discuss ways that money can be saved, borrowed and lost.</p> <p>Look at gambling TV advertisements. Should they be allowed to advertise - advantages and disadvantages. Draw attention to phone numbers for gambling helplines.</p>
<p>Summer Term Physical Health and Mental Wellbeing</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • how to take care of their bodies and ways to keep our body healthy • basic hygiene routines, e.g. hand washing • healthy and unhealthy foods • people who can help them to stay healthy • how to keep safe in the sun 	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	<ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed about strategies that can help someone cope with the

							<ul style="list-style-type: none"> feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online
	<p>topic: Autumn 1: All ABOUT Me</p> <ul style="list-style-type: none"> labelling body external parts healthy foods/favourite foods ways to keep healthy 	<p>This links to our Autumn Year B topic about Ourselves. This is covered through our science work.</p> <ul style="list-style-type: none"> learning about healthy diets designing and making a vegetable salad finding out about the effect of exercise on our bodies a visit from medical professionals knowing that medicines can help us but can also be harmful <p>History topic work - How Florence Nightingale made hospitals cleaner and hygienic places for the patients</p>		<p>Mental Health Awareness Week - planned activities</p> <p>Discuss which habits are healthy and unhealthy. Discuss and organise scenarios.</p> <p>Discuss: What is a balanced diet?</p> <p>https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppv4</p> <p>↓</p> <p>Look at Joe Wicks Top Tips why we need to exercise. Complete a chart: how much exercise do you do a week? How can this be improved?</p>	<p>Mental Health Awareness Week - planned activities</p> <p>Linked to Science</p> <p>Sort healthy and unhealthy lifestyle choices and discuss.</p> <p>How much sleep do we need and why?</p> <p>Practise different exercises to understand why exercise is important.</p> <p>Linked to internet safety lesson</p> <p>039 children explain why spending too much time using technology can sometimes have a negative impact.</p> <p>Discuss dental hygiene as a class and in groups of 4 play dental hygiene game.</p>	<p>Mental Health Awareness Week. Class survey on how many hours sleep we have and look at the recommended amounts - discuss why.</p> <p>Look at sun protection creams and discuss what the numbers mean. Why do we need sun protection?</p> <p>Discuss how being outside affects mental health. How many hours a day are you inside, outside or asleep.</p> <p>Presentation on medicines and prescriptions and what the information on the packaging means. Why do we take medicines? Has anyone had a vaccination - link to some historical knowledge about scientists who have discovered vaccines and how they improved people's health.</p>	<p>Mental Health Awareness Week.</p> <p>In groups write some reasons why people may suffer from mental health (bullying, grief, lonely, friendships, money, abuse) Discuss what could be done and the people that can help in these situations.</p> <p>Read social stories that deal with different issues and discuss.</p>
<p>Summer Term Growing and Changing</p>	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at to know how to manage and whom to tell when finding things difficult, or when things go wrong to know how they are the same and different to others know how to recognise feelings in themselves and others 	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave 	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on 	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, 	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant 	<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus

				what they can learn from a setback, remembering what they are good at, trying again	hobbies and community groups and mental wellbeing	<ul style="list-style-type: none"> how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	<p>route to secondary school identify the links between love, committed relationships and conception</p> <ul style="list-style-type: none"> what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life
	What makes us special and unique?			<p>Go gives home learning pack - unique</p> <p>Discuss what makes us unique. Activity: write down three things that make you unique. What are your strengths and interests and what are you proud</p> <p>Discuss what do you need help with?</p>		<p>Linked to Science - animals including humans. What does 'more independence' mean - what could this be? What do you think will change as you go to secondary school? Discuss independence and friendships. Discuss the skills that they will need (reading timetable, finding their way around etc)</p> <p>Presentation on puberty and how it affects the body physically, mentally and emotionally. Discuss changes of both boys and girls but separate the genders.</p> <p>Discuss LGBTQ+ and its meaning. Discuss love and respect and the different attributes that make a loving relationship.</p>	<p>Linked to Science - Lifecycles. What does 'more independence' mean - what could this be? What do you think will change as you go to secondary school? Discuss independence and friendships. Discuss the skills that they will need (reading timetable, finding their way around etc)</p> <p>Presentation on puberty and how it affects the body physically, mentally and emotionally. Discuss changes of both boys and girls but separate the genders.</p> <p>Discuss LGBTQ+ and its meaning. Discuss love and respect and the different attributes that make a loving relationship.</p> <p>Discuss fertilisation of an egg linking to the science knowledge of birds and chicks.</p>
Summer term Keeping Safe	<ul style="list-style-type: none"> how rules can help to keep us safe to know what to do if they see something online that makes them feel unhappy, worried, or scared 	<ul style="list-style-type: none"> how rules can help to keep us safe · why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these 	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults 	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to 	<ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour 	<ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate

			<p>situations, and steps they can take to avoid or remove themselves from danger</p> <ul style="list-style-type: none"> • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<ul style="list-style-type: none"> • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>different drugs and that all drugs, including medicines, may have side effects</p> <ul style="list-style-type: none"> • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<ul style="list-style-type: none"> • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<ul style="list-style-type: none"> • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
	<p>who can keep us safe? what do we do if we don't feel safe? Online safety</p>			<p>Look at pictures and identify dangers at home and school. Discuss what could we do to avoid these risks? What risks do we have everyday? Discuss How to keep safe at fireworks, near the road, around railways lines and water: https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/ - Rail safety https://www.bbc.co.uk/newsround/47797851 - Water Safety</p>	<p>Post-it notes - what is a drug? Pupils add their post-it note to headed flipchart paper displayed around the room with the different headings: caffeine, alcohol, tobacco and nicotine products, medicines. Discuss as a class. Pupils word-storm ideas about why a person might want to use drugs such as caffeine, alcohol, tobacco and nicotine products in different situations. Pupils then consider what the person could do instead of using the drug. For example: have a non-alcoholic drink instead.</p>	<p>Link to lessons saved on the computing internet safety drive. Project Evolve knowledge map. What is meant by risk? Mind map ideas and then discuss risks that are high and low and the differences. Discuss risks link to residential (rock climbing, caving etc) and then other risks that are higher. Basic First Aid - visitor?</p>	<p>Link to lessons saved on the computing internet safety drive. Project Evolve knowledge map. What are drugs? Presentation - discuss what are legal and illegal and talk about prescription drugs and how they are prescribed for you only. Discuss what the information on the packaging means. Why do we take medicines? Also discuss smoking, drinking alcohol and caffeine. Discuss what to do if they have any concerns.</p>

				<p>http://news.bbc.co.uk/cbbcnews/hi/newsid_3990000/newsid_3995400/3995449.stm - firework safety</p> <p>https://www.bbc.co.uk/bitesize/topics/zfcvbk/articles/z62nxy_c - Road safety</p> <p>Different groups create posters to show the risks and how to avoid them.</p>	<p>In groups discuss the risks of drugs. (alcohol, smoking, caffeine) For example: how does it make people feel? Why do people take them? What is meant by a 'habit'?</p>		
--	--	--	--	---	---	--	--