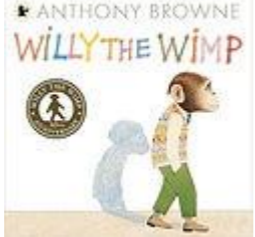



To give **children the** knowledge, skills and understanding that they **need** to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make **the most of their own** abilities and those **of** others.

PSHE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A		<p>To recognise worth as an individual by identifying positive things about themselves and their achievements. To face new challenges positively. To develop skills for overcoming new beginnings. Seeing their mistakes, making amends and setting personal goals</p>	<p>To understand what bullying behaviour is and how we can stop and help others.</p> <p>RHE: To know the roles of the NSPCC and how to contact them.</p> <p>NSPCC assembly on speak out, stay safe. https://learning.nspcc.org.uk/services/speak-out-stay-safe-online-resources-202122</p>  <p>https://www.youtube.com/watch?v=3LwfG2zODVs</p>	<p><u>Changes-</u> (SEAL) Bikeability Y4</p> <p>RHE: That mental wellbeing is a normal part of daily life in the same way as physical health</p>	<p>To recognise their own self- worth. To resolve differences and look at things from a different perspective.</p>	<p>To understand what feelings are, how we can hurt others and how we can put it right.</p>	<p>Recognise their worth as individuals. To face new challenges in a positive way.</p>
		<p><u>Recognising achievements /New beginnings SEAL</u> <u>make a cup of tea/coffee, washing up)</u></p> <p><u>Fire safety talk- Cleveland Fire brigade (bonfire & fireworks night)</u></p> <p>RHE: Simple self- care techniques, including the importance of rest, times spent with friends & family & the benefits of hobbies & interests. The importance of rest and sleep, hobbies and well being.</p>	<p><u>Say no to bullying (SEAL) Road safety week</u> <u>November - Pedestrian training H7- How regular exercise benefits mental health</u> H37- reasons for following & complying with regulation RHE: to know about the different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders That bullying (including cyber bullying) has a negative & often lasting impact on mental wellbeing How to recognise if family relationships are making them feel unhappy or unsafe & how to seek help or advice from others if needed How to ask for advice or help for themselves or others, and to keep trying until they are heard To know the role of the NSPCC and how to contact them</p>	<p>to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; to reflect on smcs issues, using imagination to understand other people's experiences; Watch our Speak out Stay safe assembly at home NSPCC to appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p><u>Getting on and falling Out(SEAL)</u> <u>Swimming & water safety</u></p> <p>RHE: How important friendships are in making us feel happy and secure, & how people choose to make friends That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>	<p><u>Relationships (SEAL)</u></p> <p>RHE: to know that others families either in school or the wider world sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love & care</p>	

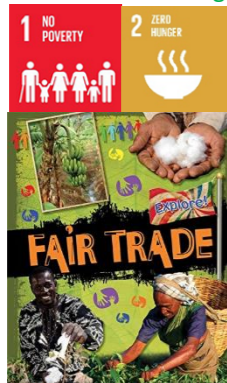



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	Year 3	<p>To understand what achievement is to set out positively what achievements we want to work on to understand how to achieve</p> <p>to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p>	<p>to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities; to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>		<p>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; to resolve differences by looking at alternatives, making decisions and explaining choices; that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>I can tell when something is my fault and when something is not my fault. I can tell you the things that hurt my feelings. Understanding my feelings I can express feelings of guilt. I can my feelings I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty. I Understand the feelings of others I can understand how I might hurt others.</p>	<p>When planning please make sure the units from Money matters are objective driven and not just activities.</p> <p>Planning for Money Matters from the units in PSHE planning file.</p>
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	Year 4	<p>To understand what achievements are and how they can be achieved To understand making mistakes is part of achieving To set own goals and recognise how they can achieve them</p> <p>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p>	<p>that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p>		<p>to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>to research, discuss and debate topical issues, problems and events;</p> <p>to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p>	<p>I can take responsibility for my behaviour</p> <p>I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice</p> <p>I know how most people feel when they lose something or someone they love.</p> <p>to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p>
		<p>To understand the importance of fair trade. To understand how people are trying to make a difference. To understand how we can make a difference.</p>	<p>To understand getting things wrong is part of learning. To understand what resilience is. To understand human impact on the sea and the impact on the world.</p>		<p>To understand the term stereotypes and challenge these.</p>		<p>To understand what we need to do to keep safe. To understand the different dangers in society.</p>

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		<p><u>Fire safety talk- Cleveland Fire brigade (bonfire & fireworks night)</u></p> <p>Fairtrade- cross curricular link Geography</p> 	<p><u>Facing challenges (SEAL Going for Goals)</u></p> <p><u>Resilience, Making a bed (residential) Foodbank- challenges for families</u></p> <p><u>Road safety week November</u></p> <p>RHE: How to judge whether what they are feeling & how they are behaving is appropriate & proportionate</p>  <p>Pedestrian Training – H7- How regular exercise benefits mental health</p> <p>H37- reasons for following & complying with regulations</p>	<p>British Values focus/RHE</p>	<p><u>Challenging stereotypes SEAL</u></p> <p><u>swimming</u></p> <p>RHE: to know what a stereotype is and how stereotypes can be unfair, negative or destructive</p> 	<p>British Value focus/RHE</p>	<p><u>Keeping safe (SEAL)</u></p> <p>RHE: To know the roles of the NSPCC and how to contact them.</p> 
Year 3		<p>To be able to formulate questions about a photograph and be aware of some ways in which questions can be categorised.</p> <p>To listen to and respond to the ideas of others.</p> <p>To be able to use an atlas or other reference source to locate countries and continents on a world map.</p> <p>To be able to listen and respond to others and participate in discussions.</p> <p>To develop empathy for others. To know what Fairtrade means</p> <p>To develop critical thinking skills</p>	<p>identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>to recognise the different risks in different situations and then decide how to behave responsibly.</p>		<p>What does it mean to be stereotypical?</p> <p>What are we assuming?</p> <p>How would you react in a situation?</p> <p>What roles are 'traditionally' thought of as male/female?</p> <p>L27- about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>		<p>What do we need to know in order to keep safe?</p> <p>I know the dangers in the home.</p> <p>Why are health and hygiene important?</p> <p>How do I keep safe on the internet?</p>

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Cycle B	Year 4	<p>To use evidence from an image and existing knowledge to make inferences.</p> <p>To appreciate that different crops are suited to different climates and regions of the world and specifically that bananas grow best in a warm, sunny and moist climate</p> <p>To know what Fairtrade means and be aware of some of the positive impacts that it can have on people's lives</p>	<p>identifying positive things about themselves and their achievements, seeing their mistakes, making amends, setting personal goals;</p> <p>to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view.</p>		<p>How do we stereotype people? Which assumptions are stereotypical and why? What advice would you give in a situation? Which individuals do we know are in non-traditional roles?</p> <p>L27-- about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>		<p>How can we keep ourselves and others safe? What effects do the medicines have on our bodies? Why do we need to help other countries with health and hygiene? What would you do if you thought you were not safe on the internet?</p>

RHE: fundraising community action: The benefits of exercise, time outdoors, community participation, voluntary and service-based activity on mental well being & happiness