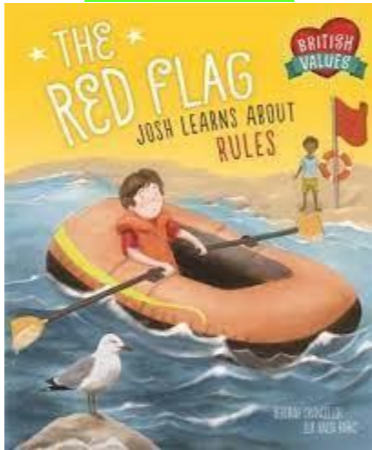




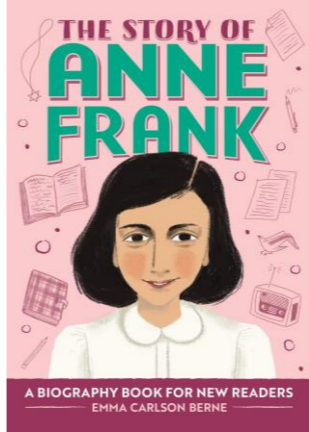
To give **children the** knowledge, skills and understanding that they **need** to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make **the most of their own** abilities and those **of others**.

PSHE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A		To understand rights and responsibilities. To know strategies on coping. To develop motivation, with a subsidiary focus on self-awareness.	To develop children's knowledge, understanding and skills in learning: empathy, managing feelings (with a focus on anger) and social skills	Basic first aid: recovery position, calling 999, CPR (on dummies)	Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious	Year 5 – Growing & Changing Lucinda and Godfrey Y6- puberty	Money Matters To develop children's knowledge on economics- money.
		<u>New Beginnings/Going for Goals – SEAL-tying a tie</u> New beginnings: RHE: Simple self-care techniques, including the importance of rest, times spent with friends & family & the benefits of hobbies & interests Going for Goals: RHE : How to recognise who to trust & who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed	<u>Getting on and falling out- SEAL (receive & make phone calls) Road safety November</u> RHE: the importance of permission-seeking & giving n relationships with friends, peers & adults How to judge whether what they are feeling & how they are behaving is appropriate & proportionate	<u>First Aid (making a responsible phone call) Swimming- water safety</u>  RHE: To know how to make clear & efficient calls to emergency services if necessary Concepts of basic first aid, for example dealing with common injuries, including head injuries.	<u>Good to be me! SEAL swimming-water safety</u> RHE: that there is a normal range of emotions (happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences & situations Where & how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well being or ability to control their emotions (including issues arising on line) It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough The role of the NSPCC and how to contact them <u>Watch our Speak out Stay safe assembly at home NSPCC</u> https://learning.nspcc.org.uk/services/speak-out-stay-safe-online-resources-202122	<u>SRE (School nurse) Lucinda & Godfrey Lucinda & Godfrey</u> RHE: key acts about puberty & changing adolescent body 9-11, including physical & emotional changes About menstrual wellbeing including key facts about the menstrual cycle	 When planning please make sure the units from Money matters are objective driven and not just activities. Planning for Money Matters from the units in PSHE planning file.
	Year 5	<i>to recognise their worth as individuals, by identifying positive things about themselves and their achievement</i> <i>to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</i> <i>why and how rules and laws are made and enforced</i> <i>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;</i> to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; that their actions affect themselves and others, to care about other people's feelings. <i>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</i>	to research, discuss and debate topical issues, problems and events; 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; to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	<u>Using British Heart Foundation CPR training pack for schools.</u>	to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; to resolve differences by looking at alternatives, making decisions and explaining choices; To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable; that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view; 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	To recognise negative feelings and appreciate them. To understand how to deal with negative feelings. To be able to offer help and advice to people in difficult situations. To develop the skills needed to deal with different situations themselves.	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' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L17. about the different ways to pay for things and the choices people have about this L20. to recognise that people make spending decisions based on priorities, needs and wants L19. that people's spending decisions can affect others and the environment (e.g. Fair

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	Year 6	<p><i>identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</i></p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) 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>why different rules are needed in different situations and how to take part in making and changing rules;</i></p> <p><i>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;</i></p> <p>3a) 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>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</i></p>	<p>As Year 5 plus:</p> <p>to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>4d) 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>4e) to recognise and challenge stereotypes;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</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;</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>to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.</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>To know how and why puberty changes occur. To recognise a wide variety of changes. To be aware that not all information is accurate. To produce a magazine about puberty, growing up and relationships.</p>	<p>trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money.</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>L25 to recognise positive things about themselves & their achievements: set goals to help achieve personal outcomes</p> <p>L28 about what might influence peoples decisions about a job or career)personal interest & values, family connections to businesses, strengths, qualities ways in which stereotypical assumptions can deter people from aspiring to certain jobs</p> <p>L30 about some of the skills that will help them in their future Carrers eg teamwork, communication & negotiation</p>
Cycl	d	To understand RRS.	Love Public Speaking Programme, Road safety week- November		Anne Frank Ambassadors		

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		<p>RRS class charter Bike ability Y6</p>  <p>School Nurse: Feelings & Relationships, Personal hygiene & puberty</p>	<p><u>Public Speaking</u></p>	<p><u>Courageous advocacy & social justice- Local</u></p> <p>RHE: that in wider society they can expect to be treated with respect by others & that in turn they should show due respect to others, including those in positions of authority</p> <p>The benefits of exercise, time outdoors, community participation, voluntary and service-based activity on mental well being & happiness</p> <p>People Who Inspire Us: Andrew Carnegie</p> <p>School Nurse: smoking, drugs and alcohol</p>	<p><u>Courageous Advocacy and social justice: Local</u></p> <p>RHE: the importance of respecting others even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choice or have different preference or beliefs</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p>  <p>School Nurse: Emotional Wellbeing</p>	<p><u>Aspiration and goal setting</u></p> <p>School Nurse: Emotional Wellbeing</p>	<p><u>Managing relationships</u> <u>Lucinda & Godfrey</u></p> <p>RHE: key acts about puberty & changing adolescent body 9-11, including physical & emotional changes</p> <p>About the concept of privacy and the implications of it for both children and adults;</p> <p>How to get advice e.g. family, school & or other sources</p> <p>About menstrual wellbeing including key facts about the menstrual cycle</p>
Year 5		<p>To know the Rights of the Child Articles- 12, 28, 39</p>	<p>To use appropriate voice To use appropriate eye contact To make notes from ideas in groups to help</p>	<p>Community project and public speaking. Environmental focus on helping the village and places globally</p>	<p>Anne Frank project- stereotypes with a focus on refugees</p>	<p>To set short term goals that are achievable and set out small steps in order to achieve.</p>	<p>Harbour Respectful Friendship Programme</p> <p>RHE: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together and sharing each others lives.</p> <p>What sort of boundaries are appropriate with peers & others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p>

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	Year 6		To make individual notes from ideas To understand body language is key to public speaking			To set wider goals for transition and careers Visit: FE college, university, secondary school	Harbour Respectful Friendships programme Y6- puberty- school nurse transition programme for Y6 pupils
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