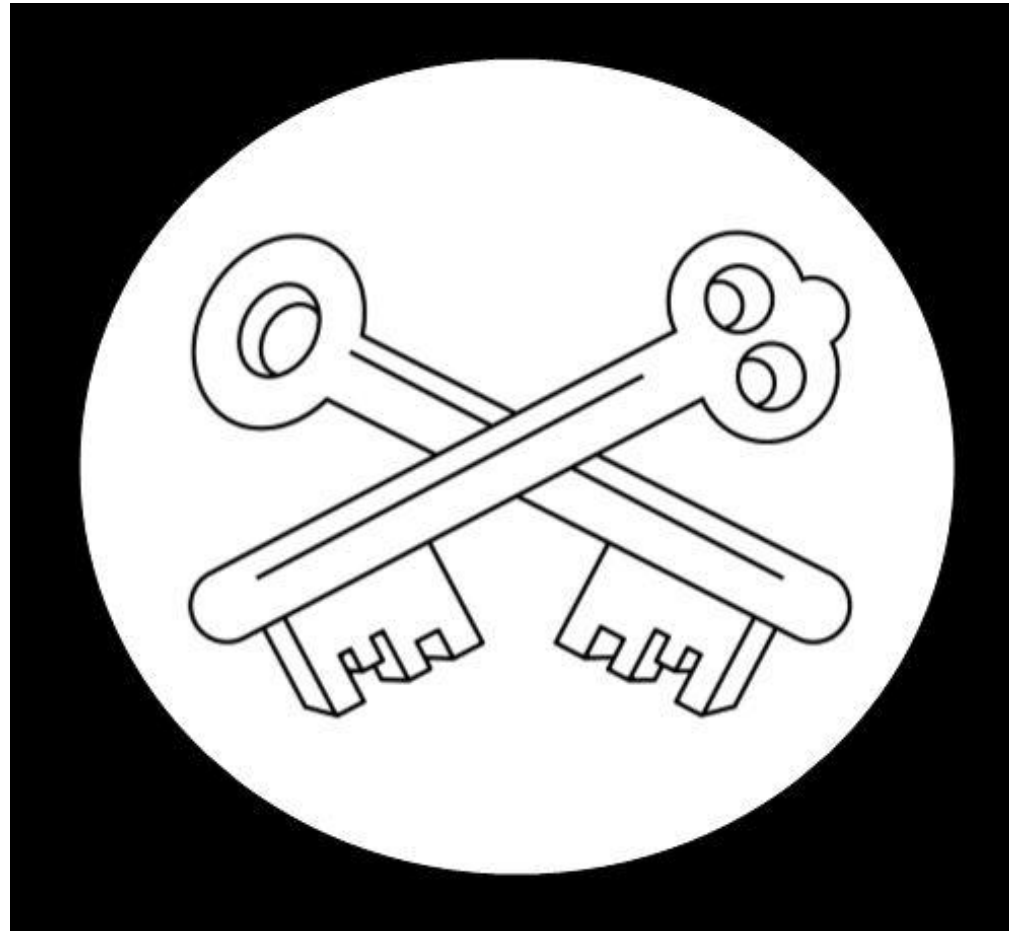


ST PETER'S COFE JUNIOR SCHOOL



PSHE AND CITIZENSHIP CURRICULUM

CONTENTS

St Peter's Curriculum

Education Recovery

Purpose and rationale

Yearly overview

Big ideas and concepts

Progression map

Guide to planning a unit of Writing

Unit planner template

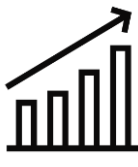
ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.



Memory in Mind

Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.



Vocabulary-rich

The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.



Empowering Knowledge

Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

EDUCATION RECOVERY

At St Peter's we recognise the key role that PSHE and Citizenship plays in developing the knowledge, skills and attributes all learners need, to thrive in an ever changing world with no guarantees. To support education recovery in PSHE and Citizenship, we have adapted our timetable so we now have a 45 minute lesson per week. This is to enable teachers to cover the three key strands of PSHE: Relationships, Living in the Wider World and Health and Wellbeing in greater depth as well as having more time for valuable discussions and to address any specific needs that arise within a year group or class. Our Citizenship curriculum is designed to cover components of:

- cultural diversity and human rights
- becoming an active citizen
- democracy and social action and sustainability

As a school, we recognise the importance of Mental Health and Wellbeing especially since the pandemic. Within our PSHE curriculum we have ensured explicit links with mental health and wellbeing are being taught throughout the year. Throughout the year, we celebrate Mental Health Day and Mental Health and Wellbeing Week. In addition, we have Mental Health Champions who support pupils throughout school, led by our school Emotional Literacy Support Assistant (ELSA). Following the pandemic, we employed an art therapist who worked with individuals or small groups who were experiencing mental health difficulties and have developed our nurture provision to further support pupils' mental and emotional wellbeing.

PURPOSE AND RATIONALE

“Effective PSHE education should equip children and young people with the knowledge, understanding, attitude and practical skills to live healthy, safe, productive and fulfilled lives.

But beyond this, PSHE education should also enable children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values they encounter now and will do in the future. PSHE education is therefore also about developing young people’s sense of identity, their capacity to relate to other people and handle setbacks.”

Key Quotation from Alasdair MacDonald on his review making PSHE compulsory from September 2020

PSHE:

Today’s children and young people are growing up in a rapidly changing world; full of opportunities but with few guarantees. At St Peter’s, we believe that PSHE education prepares pupils for life and work in this changing world, helping to keep them safe, healthy and boosting their life chances.

The children’s learning in PSHE will enable them to protect themselves and others both online and offline, improve their physical and emotional health and develop character, resilience and academic attainment and employment prospects.

Our programme of study at St Peter’s provides a spiral curriculum to develop knowledge, skills and attributes where prior learning is revisited, reinforced and extended year on year. It has the following four key themes:

- **Relationships** – focus on families, friends, safe relationships and respect for ourselves and others

- **Digital Safety** - focus on online safety and awareness to develop media literacy and digital resilience
- **Citizenship** – focus on what it means to belong to a community, human rights, active citizenship and social action
- **Health and Wellbeing** – focus on growing and changing, puberty, relationships and reproduction, physical health and mental wellbeing and keeping safe.

From September 2020, Relationships and Health Education is compulsory for all pupils at St. Peter's Junior School. The DfE also continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. As a school we wholeheartedly support the philosophy of Relationships, Sex and Health Education (RSHE) and believe it is best taught as part of our Personal, Social, Health and Economic education (PSHE) programme.

*Citizenship education gives people the knowledge and skills to **understand, challenge and engage with** democratic society including politics, the media, civil society, the economy and the law.*

Democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

*It helps them to develop **self-confidence and a sense of agency**, and successfully deal with life changes and challenges such as bullying and discrimination.*

*It gives them a **voice**: in the life of their schools, their communities and society at large.*

*It enables them to **make a positive contribution** by developing the knowledge and experience needed to claim their rights and understand their responsibilities.*

It prepares them for the challenges and opportunities of adult and working life.

Taken from Young Citizens 'Importance of citizenship education.' [Importance of citizenship education - Young Citizens](#)

Citizenship:

At St Peter's we believe that society is strongest when it is inclusive of everyone, being an active citizen supports a democracy where everyone participates and belongs. To enable that to happen our pupils need to have the knowledge, skills and confidence to take part effectively so they can drive change.

The children's learning in Citizenship will enable them to safeguard themselves, understanding their rights and responsibilities and motivate them to be active citizens, who are empowered to support and take social action.

Our programme of study at St Peter's provides a spiral curriculum to develop knowledge, skills and attributes where prior learning is revisited, reinforced and extended year on year. It has the following three core themes:

- **Cultural Diversity and human rights** – inclusive of challenging stereotypes and consequences of inequality
- **Becoming an active citizen and democracy** – inclusive of an understanding of laws and the history of democracy and parliament
- **Social action and global sustainability** – inclusive of philanthropy and climate action

The importance of Baseline Assessments in PSHE and Citizenship

PSHE and Citizenship education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Pupils' existing knowledge and understanding is often the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science; there are activities that provide an insight into their starting point.

Assessing progress

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity.

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

“Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith.”

Here are some examples of how we promote Spirituality across this curriculum area:

Spirituality across PSHE and Citizenship

In PSHE and Citizenship children are given opportunities to be reflective about their own beliefs (religious or otherwise) and perspective on life. They develop knowledge, understanding and respect for, different people's faiths, feelings and values. The lessons are designed to provide a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage children to use their imagination and creativity in their learning and to develop a willingness to reflect on their experiences and how they might shape their choices and behaviours now and in the future.

Year 3

Spiritual learners in Year 3 become increasingly aware of the concept of self – the inner person and the way that this shapes their individual perception of themselves as a unique human being. The children are given opportunities to reflect on the relationship that they have, with their sense of being a unique person and belonging to communities.

We want children to develop an understanding of self and identity, and why difference is our world awe and wonder.

We are educating children through PSHE and citizenship to respond as a means of expressing an idea of self: developing a personal set of beliefs. Developing understanding of personal differences within a family and how family structures can vary - same sex families, separated parents, adopted families, fostering. We want children to be able to identify their own strengths and positive attributes and how they can apply them to be able to contribute to our school and wider world.

In Year 3 we are encouraging children to have a growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.

Year 4	In Year 4 our PSHE and Citizenship curriculum encourage children to be spiritual learners who become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Our Year 4 spiritual learners reflect on how their values and principles affect their relationships with others. We want children to recognise the values and worth of others by developing an increasing awareness of how others help us and our own relationships with others. We educate children to have a greater understanding of how the world works around us and how important individuals are and their contribution to the wider world. Children develop empathy for people who face challenges for difference, this is explicit in our International Day of Education. We want to ensure children understand what respect and equality means and why it is important in a fair and just world.
Year 5	Children will have an awareness and a greater understanding of the changes they are/ will go through. This will prepare children for inevitable changes and how to respond and learn to live with such changes. We want children to experience wonder: children will think about their actions towards strangers, friends and family. Thinking about how actions and words have consequences. Children have an awareness of big changes within their lives. In Year 5 there is a growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships. In Year 5 opportunities to engage in Remembrance Day and Social Justice Day, these are designed to promote children's understanding of the history of human development and their place in the world. We want children at St Peter's to be able to understand and give meaning to something wonderful/exciting or awesome but also to understand that difficult and terrible events also shape lives.
Year 6	Children are educated to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England, recognising that for some groups of people these are not respected or upheld. Children can understand that their behaviour and actions will result in consequences. We encourage children to have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. In PSHE and Citizenship we encourage children to explain and when appropriate give an emotional response to stimuli, such as the Abolition of Slavery or suffering during the Holocaust and begin to articulate this from a personal perspective. A developing appreciation that somethings don't have answers or answers that feel satisfactory.

PSHE AND CITIZENSHIP CURRICULUM OVERVIEW

Autumn Term	Year 3	Year 4	Year 5	Year 6
<u>Citizenship</u> Cultural diversity and human rights	Rights and responsibilities	What are human rights?	Children's rights and conflicting rights	Human Rights and discrimination
	Identities	Challenging stereotypes	Cultural diversity in the UK	Migration - economic migrant, asylum seeker and refugee
	What are British Values?	British Values – This is Me!	British Values – Liberty	British Values – Diversity and Equality
	UK Parliament Week lesson			
<u>PSHE</u> Relationships	What is a relationship? What makes a family? R1, R7	The importance of friendship, how to build positive friendships and support wellbeing R10	How to pay attention to the needs and preferences of other in family and friendship R8, R8	To recognise different types of relationships and how to seek advice if you feel unhappy or unsafe R1, R9, R18
	Features of family life R6	What makes a healthy friendship and how to seek support for difficulties with friendships R11	The difference between being assertive and controlling, being kind to others without neglecting your needs R30, R31	To understand attraction and commitment when discussing relationships R2, R5

	Finding help if a family relationship feels unhappy or unsafe R9	That healthy friendships make people feel included and how to support someone who is feeling lonely or excluded R13, R14	Strategies to respond to hurtful behaviour experienced of witnesses and how to report it R19, R 20	To understand marriage and civil partnership R3
	Mental Health LOTC – Wellbeing – Being kind to yourself	To recognise and manage peer influence R15, R28	To recognise the importance of self-respect and respectful behaviour online R 19, R20	To understand the difference between forced and arranged marriage R4
	Understanding the PANTS rule and developing confidence to ask for help R25, R26, R27	That friendships change over time and that sometimes we might need help to resolve disagreements R16, R17	To recognise what we should do if a situation makes us feel uncomfortable and where to get advice and support R27, R28, R29	To understand privacy, personal boundaries and consent R22, R 26
	World Mental Health Day	World Mental Health Day – LOTC – building resilience	World Mental Health Day	World Mental Health Day
	Safely responding to others online R12, 23	To understand personal boundaries in friendships and wider relationships R22	To understand the importance of courtesy and manners to support respectful relationships R31	To discuss and debate topical issues, respect other people's point of view and challenge those you disagree with R34

	Keeping ourselves safe – Bullying and helping hands R18, R24	To understand how bullying can make us feel and how to seek advice and support R29	To recognise when online banter becomes bullying and how to address it R20	To respond respectfully to a wide range of people who maybe similar or different and recognise when disrespectful behaviour becomes bullying R32, R33
--	--	---	---	---

Spring Term	Year 3	Year 4	Year 5	Year 6
<u>Citizenship</u> Becoming an active citizen and democracy	Parliament	History of Parliament	House of Lords (1)	How laws are made
	Elections and Voting	House of Commons (1)	House of Lords (2)	How can I get involved?
	UK Government	House of Commons (2)	Why do we need laws?	Seeing Parliament in action
	St Peter's Parliament - The BIG ideas Big vote			
<u>PSHE</u> Digital Safety	That online interactions need to be respectful and to understand that sharing information or images online can have consequences	That online relationships need to be respectful and to understand how to resist pressure from other people	To understand the advantages and disadvantages of social media and the minimum ages for joining sites	To understand online risks including misinformation and fake news
	To evaluate the risks that may arise from online	To know how to recognise harmful content or harmful	To understand the role of privacy and security play in	To understand the internet contains content that can be

	relationships and to know how to stay safe in dangerous situations	contact and how to report it	keeping our personal information safe online	inappropriate and upsetting and to know what to do if I am worried or concerned about something online
	Safer Internet Day To understand what is wearable tech and how to stay safe using it	Safer Internet Day To understand what is the metaverse and how can it be used	Safer Internet Day To understand the benefits and risk of using AI	Safer Internet Day To recognise how AI can be used to influence our views and how to approach AI generated content with caution
	To understand how screen can impact wellbeing and how we can balance our screen time for positive impacts	To understand what is a digital footprint and to be able to explain what can happen when images are shared online	To understand how to use online resources for research in appropriate ways (copyright and ownership)	To understand how content online can affect the users self-image and where to go for support
	What does it mean to belong to a community?	Benefits of a community and our contribution	Compassion	Valuing diversity
	The values of rules, laws and rights	How data is shared and used	How information online is targeted	Challenging discrimination
	Freedoms and responsibilities	Making decisions about money	Different media types - role and impact	Evaluating media sources
	Mental Health	Mental Health	Career aspirations	Sharing things online

	Handling money and making financial decisions	Looking after and saving money	Workplace stereotypes	Career development and key qualities
	Making financial decisions	Different financial attitudes and values	Earning, spending, saving and giving	Money - influences, attitudes and risk

Summer Term	Year 3	Year 4	Year 5	Year 6
<u>Citizenship</u> Social action and global sustainability	What is a charity?	Go-Givers community	Homelessness and poverty	What is philanthropy?
	Climate change	The world's resources	G7	COP29: climate action
<u>PSHE</u> Health and Wellbeing	Valuing differences and keeping safe	Growing up and changing	Talking about puberty	Puberty and reproduction
	Differences between male and females	What is puberty?	Male and female changes	Understanding relationships
	Personal space	Reproduction	Hygiene	Conception and pregnancy
	Family differences	Balanced lifestyle (MH)	Healthy sleep (MH)	Communication in relationships
	Health choices and habits (MH))	Oral hygiene	Medicines, vaccinations	Keeping information safe
	What affects feelings,	What can impact Mental	What are mental health	Managing change and loss

	expressing emotions (MH)	health? (MH)	illness? (MH)	(MH)
	Risks and hazards	Drugs	Keeping safe in different situations	Impact of social media (MH)
	Safety Day Staying safe in different environments	Safety Day Medicines Household products	Safety Day Emergencies First Aid	Safety Day Drug use and the law Drug use and the media

BIG IDEAS AND CONCEPTS OF PSHE

In our PSHE Curriculum, there are three key themes (Big Ideas) which are Relationships, Living in the Wider World and Health and Wellbeing.

The key concepts are shown below each theme.

Relationships

- families and friendships
- safe relationships
- respecting ourselves and others

Living in the Wider World

- belonging to a community means
- media literacy and digital resilience
- money and work

Health and Wellbeing

- growing and changing
- physical health and mental wellbeing
- keeping safe.

Our programme of study at St Peter's provides a spiral curriculum to develop knowledge, skills and attributes where prior learning is revisited, reinforced and extended year on year through the three key themes.

BIG IDEAS AND CONCEPTS OF CITIZENSHIP

In our Citizenship Curriculum, there are three key themes (Big Ideas) which are cultural diversity and human rights, becoming an active citizens and democracy and social action and global sustainability. The key concepts are shown below each theme.

Cultural diversity and human rights

- identities and challenging stereotypes
- rights and responsibilities
- migration and the consequences of inequality

Becoming an active citizen and democracy

- citizenship, community and strong societies
- laws and the Magna Carta
- democracy and the UK Parliament

Social action and global sustainability

- charity and philanthropy
- homelessness and poverty
- climate change, the world's resources and climate action

Our programme of study at St Peter's provides a spiral curriculum to develop knowledge, skills and attributes where prior learning is revisited, reinforced and extended year on year through the three key themes.

PROGRESSION IN PSHE

Relationships				
	Year 3	Year 4	Year 5	Year 6
Families and friendship	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
Safe relationships	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting ourselves and others	Recognising respectful behaviour; importance of self-respect; understanding our mental health	Respecting differences and similarities; mental health support and strategies	Responding respectfully to a wide range of people; recognising prejudice and discrimination; understanding factors that can affect mental health	Expressing opinions and respecting other points of view, understanding mental health conditions; recognising poor mental health and charities that can support

Living in the wider world

	Year 3	Year 4	Year 5	Year 6
Belonging to a community	What makes a community; what rules are; freedoms and responsibilities	Shared responsibilities	Compassion towards others	Valuing diversity; challenging discrimination and stereotypes
Digital Safety and awareness	That online interactions needs to be respectful and consequences of sharing information online	Critically evaluate online relationships including resisting peer pressure	Age restrictions for joining social media to protect from unsafe contact and content	Online risks of misinformation and fake news
Money and Work	Handling and spending money; making financial decisions	Making decisions about money; looking after and saving money; different financial attitudes and values	Identifying job interests and aspirations; workplace stereotypes and earning, spending saving and giving	Career development and key qualities; money; influences, attitudes and financial risks

Health and Wellbeing

	Year 3	Year 4	Year 5	Year 6
Growing and changing	Differences: male and female; personal space; valuing differences and keeping safe family differences	Growing up and changing; what is puberty? Reproduction	Puberty; Talking about puberty, male and female changes, puberty and hygiene	Puberty and reproduction, understanding relationships, conception and pregnancy, communicating in relationships, FGM Keeping information safe
Physical health and Mental wellbeing	Health choices and habits; what affects feelings; expressing feelings (Mental Health link) PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	Maintaining a balanced lifestyle; oral hygiene and dental care What can impact mental health? PoS Refs: H2, H5, H11	Healthy sleep habits; medicines, vaccinations and immunisations What are mental health conditions? PoS Refs: H8, H9, H10, H12	Managing change, loss Impact of social media on mental health – current trends and real-life examples PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

Keeping safe	Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	Keeping safe in different situations, including responding in emergencies and first aid PoS Refs: H38, H43, H44, H45	Drug use and the law; drug use and the media
---------------------	---	---	---	--

PROGRESSION IN CITIZENSHIP

Cultural diversity and human rights

Year 3	Year 4	Year 5	Year 6
Rights and responsibilities	What are human rights?	Children's rights and conflicting rights	Human Rights and discrimination
Identities	Challenging Stereotypes	Cultural diversity in the UK	Migration – economic migrant, asylum seeker and refugee

Becoming an active citizen and democracy

Parliament	History of Parliament	House of Commons (2)	How are laws made?
Elections and voting	House of Commons (1)	House of Lords (2)	How can I get involved?
UK Government	House of Lords (1)	Why do we need laws?	Seeing Parliament in action

Social action and global sustainability

What is a charity?	Go-Givers community	Homelessness and poverty	What is Philanthropy?
Climate change	The world's resources	G7	COP29: climate action

PSHE CURRICULUM UNIT PLANNER

Unit:	Relationships	Year:	3	Term:	Autumn
-------	---------------	-------	---	-------	--------

Links to prior learning:

KS1 – learning to work and play together and establishing rules, keeping safe including on-line and learning to consider and help others. Identifying family and friends and other adults who provide care and support.

Learning Objectives:

Autumn Families and Friendships (What makes a family; features of family life) PoS Refs: R1, R6, R7, R8, R9

- 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

Autumn Safe Relationships (Personal boundaries; safely responding to others; the impact of hurtful behaviour)

Pos Refs: R19, R22, R24, R30

- 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
- 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

Autumn Respecting ourselves and others (Recognising respectful behaviour; the importance of self-respect; courtesy and being polite) Pos Refs: R30, R31

- 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

Preparation for future learning

Introduces idea of different types of families, how they support each other and what to do and who can help if they feel unhappy or unsafe.
Introduces idea of staying safe on-line.
The importance of respect including self-respect. How this is demonstrated in society and in different cultures.

Key vocabulary

single parents, same sex parents, step parents, blended families, foster and adoptive families

privacy and personal boundaries including online, passwords, trusted websites, adult supervision, bullying (face to face and on-line) hurtful behaviour, respectful behaviour, self-respect, politeness, courtesy, different cultures , wider society

Big ideas and key concepts

Relationships- Families and friendships, safe relationships

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 3 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Barnardo's KS2 lessons Diversity <https://www.pshe-association.org.uk/barnardos>

Coram Life Education – The Adoptables' Schools Toolkit <https://www.coramlifeeducation.org.uk/adoptables/>

Thinkuknow Play Like Share <https://www.thinkuknow.co.uk/professionals/resources/play-like-share/> (Teachers will have to register to download resources)

Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing <https://plprimarystars.com/resources/do-the-right-thing>

Alzheimer's Society -Creating a dementia-friendly generation (KS2) Resources saved in PSHE YEAR 3 folder

CITIZENSHIP CURRICULUM UNIT PLANNER

Cultural diversity and human rights

Unit:	Rights and responsibilities	Year:	3	Term:	Autumn
-------	-----------------------------	-------	---	-------	--------

New learning

- Understand the terms 'rights' and 'responsibilities'.
- Think about how rights are balanced against responsibilities.
- Prepare and agree to a class charter that reflects my rights and responsibilities as a pupil.

Preparation for future learning

- What are human rights? – Year 4 Autumn Term
- Children's rights – Year 5 Autumn Term
 - Conflicting rights and responsibilities – Year 5 Autumn Term
- Consequences of inequality – Year 6 Autumn Term
- Discrimination – Year 6 Spring Term

Key vocabulary

Rights, responsibilities, balance, respect, rules, laws, freedoms, entitled, duties, actions, community

Big ideas and key concepts

Rights are our freedoms. They are the things people are entitled to.

Our rights are usually protected by rules or laws.

Responsibilities

The duties or actions we should or must do.

Our responsibilities include jobs we do to help at home, keeping school rules, respecting the community and following laws

Assessment opportunity

During the lesson, participation in identifying a matching right/responsibility and contribution to class charter

Exit ticket – considering rights and responsibilities that extend to home and community.

What teachers need to know

Lesson plans and resources adapted from the KS2: Young Citizens website: <https://www.youngcitizens.org/>

Lesson 1 Planning:

Theme: Rights and Responsibilities

Lesson content:

Learning Outcomes:

By the end of this lesson, I will: - Understand the terms 'rights' and 'responsibilities'. - Think about how rights are balanced against responsibilities. - Prepare and agree to a class charter that reflects my rights and responsibilities as a pupil. 2D, 4A, 5A	Look at the 3 images on the slides and discuss 'What's wrong?' Look at the terms right and responsibility linked to each. Discuss what the word rights and responsibility mean, and then write the definitions on w'board or flipchart. Give everyone a right or responsibility card – they have to find their partner so the rights and responsibilities are balanced. Ask some pairs to share their examples.	Activity: create a class charter, start by gathering children's ideas for their rights e.g. to be kept safe. Then add the pupil responsibility, 'move around the school safely, report dangerous behaviour and care for others'. Teacher to produce – stick in books and display in class. Ext: After creating the charter – provide a scenario where the charter has not been respected, role play or discuss how the teacher and pupil might respond. DLC: Describe a right and responsibility you have at home and in your community
---	---	--

Cultural diversity and human rights

Unit:	Identity	Year:	3	Term:	Autumn
New learning					

- To understand the term identity;
- To explore our sense of identity;
- To develop self-esteem through sharing our sense of identity;
- To creatively express aspects of our identity;
- To gain an appreciation and respect for the diversity of identities within a community

Preparation for future learning

- Challenging stereotypes – Year 4 Autumn Term
 - Cultural diversity in the UK – Year 5 Autumn Term
- Migration - Year 6 Autumn Term

Key vocabulary

Identity, self-esteem, respect, diversity, community, ethnicity, beliefs, values, culture, opinions, skills, talents, gender, Nationality, goals, personality

Big ideas and key concepts

Understanding identity and individual sense of identity
 The concept of how we express our identity
 Appreciation and respect for diversity of identity within community

Assessment opportunity

An activity that is designed to allow for children to reflect on their identity, including beliefs, culture and interests.

DLC for children to think about how identity changes with experiences, age, interests, skills, family.

End of lesson Exit ticket to encourage further reflection on importance of individuality.

What teachers need to know

Lesson plans and resources adapted from the KS2: Young Citizens website: <https://www.youngcitizens.org/>

Lesson 2 Planning:

Theme: Identities	Lesson content:	Learning Outcomes:
By the end of this lesson I will: ▪ Understand the term identity ▪ Explore my sense of identity ▪ Develop my self-esteem through sharing my identity ▪ Be able to creatively express aspects of my identity Gain an appreciation and respect for the diversity of identities within a community.	Start by introducing different forms of identity – if comfortable, bring in one to share for children to see, such as passport, drivers licence. Talk about what these documents tell us about a person (official info). Move onto what our 'identity' is – who we feel we are, made up of lots of parts. Ask the question – what makes you, you? Share some examples.	Activity: children to create their own Coat of arms reflecting their identity. DLC: What sort of things might shape and change our identity as we grow up? Exit ticket: Think of 3 more reasons why it is good to be you.

	Talk about Coat of arms – purpose and design.	
--	---	--

PSHE CURRICULUM UNIT PLANNER

Unit:	Living in the wider world	Year:	3	Term:	Spring
Links to prior learning					
KS1 - Choosing how to spend money including giving to charity.					
New learning					
Spring Belonging to a community (The value of rules and laws; rights, freedoms and responsibilities) PoS Refs: L1, L2, L3 • 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 Spring Media Literacy and Digital resilience (How the internet is used; assessing information online) PoS Refs: L11, L12, • 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
- 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 stereotypes related to work

Spring Money and Work (Different jobs and skills; job stereotypes; setting personal goals) PoS Refs: L25, L26. L27, L30

- 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

Preparation for future learning

Understanding why we have rules, rights and laws to protect us. Building an understanding of how to use the internet positively. Building awareness of risks online and how to keep safe. Understanding different types of jobs, being aware of stereotypes, how their interests, skills and achievements might link to future jobs.

Key vocabulary

Rules, laws, human rights, responsibility, internet, website, age-appropriate, inappropriate communication/images, stereotypes, STEM, interests, skills, achievements, goals,

Big ideas and key concepts

Living in the Wider world- belonging to a community, media literacy and digital resilience, money and work

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 3 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

RSPCA KS2 Compassionate class <https://education.rspca.org.uk/education/teachers/primary/compassionateclass>

Google and Parent zone Be Internet Legends <https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety> (Resources were not available on website May 2020- due to the site changing its resources for home learning due to coronavirus)

PSHE CURRICULUM UNIT PLANNER

Unit:	Health and Wellbeing	Year:	3	Term:	Summer
Links to prior learning					
KS1 Growing and changing, personal hygiene, the importance of a healthy diet, how to relax and how to recognise stress, how to cope with changes in everyday life					
New learning					
Summer Growing and changing(Differences male and female; Personal space; family differences) PoS Refs: R21, H10, H20, H23, • to identify and name the main parts of the body (including external genitalia) • to recognise the difference between boys and girls • strategies for resisting pressure to do something dangerous, unhealthy that makes them feel uncomfortable anxious or they believe to be wrong • to be aware of different types of relationships, including those between friends and families, civil partnerships and marriage • to judge what kinds of physical contact is acceptable and unacceptable • to recognise when and how to ask for help					

Summer Physical health and Mental wellbeing (Health choices and habits; what affects feelings, expressing feelings) Pos Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19

- 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

Summer Keeping Safe (Risks and hazards ; safety in the local environment and unfamiliar places)

Pos Refs: H38, H39

- 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
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Preparation for future learning

Understanding the differences between males and females and be able to name body parts including external genitalia, appreciation of personal space and introducing how to deal with unwanted touch. An understanding of the different types of families in our society. Learning about how our choices regarding sleep, exercise and food affect our health. To understand that things can affect our feelings both positively and negatively. How we show our feelings and how to talk about feelings. To recognise hazards at home and school. The importance of following safety rules and how to keep safe in the local environment and unfamiliar places.

Key vocabulary

Stereotypes, gender roles, male, female, private parts, penis, testicles, vagina, womb, fostering, adoption, civil partnership, marriage, healthy lifestyle, healthy balanced diet, regular exercise, mental and physical health, body language, hazards, manage risk, fire safety, safety rules,

Big ideas and key concepts

Health and Wellbeing- growing and changing, physical health and mental wellbeing, keeping safe

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 3 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Teaching SRE with Confidence in Primary Schools – The Christopher Winter Project Lessons 1 -3

PSHE Association –Mental health and wellbeing lessons (KS2 - Y3/4) **Power points 1 and 2 saved in Y3 PSHE Resources**

PSHE CURRICULUM UNIT PLANNER

Unit:	Relationships	Year:	4	Term:	Autumn
Links to prior learning					
Development of the three key areas; Families and friendship, Safe relationships Respecting ourselves and others under the core theme of Relationships.					
New learning					
Autumn Families and friendships (Positive friendships including online) PoS Refs: R10, R11, R12,R13, R18 • 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 Autumn Safe relationships (Responding to hurtful behaviour; managing confidentiality; recognising risks online) PoS Refs: R20, R23, R27, R28					

- 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
- 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

Autumn Respecting ourselves and others (Respecting differences and similarities; discussing difference sensitively)

PoS Refs: R32, R33,

- 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

Preparation for future learning

To understand the key features of positive healthy friendships and strategies to build them. Understanding that communicating with someone online is not the same as face to face. How people behave differently online. What to do or whom to speak to if they are worried about contact online. To understand the meaning of bullying behaviour and what to do if they experience or witness bullying behaviour. Recognising differences such as gender, race and faith. The importance of respecting and celebrating similarities and differences. Developing a sensitive vocabulary for discussing difference and including everyone.

Key vocabulary

mutual respect, digital devices, teasing, hurtful behaviour, bullying including online, dares, confidentiality, gender, race, faith, values, aspirations, sensitivity

Big ideas and key concepts

Relationships- Families and friendships, safe relationships

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 4 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

NSPCC Share Aware <https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>

Google and Parent zone Be Internet Legends <https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety> (Resources were not available on website May 2020- due to the site changing its resources for home learning due to coronavirus)

Teachers need to register Premier League Primary Stars KS2 PSHE Diversity <https://plprimarystars.com/resources> (roar for diversity)

PSHE CURRICULUM UNIT PLANNER

Unit:	Living in the wider world	Year:	4	Term:	Spring
Links to prior learning					
Development of the three key areas; Belonging to a community, Media Literacy and Digital resilience and Money and Work under the core theme of Living in the wider world					
New learning					

Spring Belonging to a community (What makes a community; shared responsibilities) PoS Refs: L4, L6, L7,

- 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

Spring Media Literacy and Digital resilience (How data is shared and used) PoS Refs: L13, L14

- 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

Spring Money and Work (Making decisions about money; using and keeping money safe)

PoS Refs: L17, L19, L20, L21

- 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

Preparation for future learning

Understanding the meaning and benefits of living in a community. How different people contribute to a community including voluntary work. How to be compassionate towards others in need and recognise the shared responsibility for caring for them. Understanding that everyone has a digital footprint. To recognise on-line advertising. The difference between fact and advertising. How advertising affects what people buy online. To understand that people make different spending decisions based on values, budgets and needs. Different methods of paying for goods and services. That spending can have a positive or negative affect on others and the environment.

Key vocabulary

community, volunteering, compassion, shared responsibilities, digital footprint, personal information, online adverts, budget, values, needs, cash, cards, e-payment, charities

Big ideas and key concepts

Living in the Wider world- belonging to a community, media literacy and digital resilience, money and work

Assessment opportunity

. Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.
(see assessment document in Year 4 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community Powerpoint saved in Y4

PSHE Resources

Compassionate class KS2 RSPCA <https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources>

PSHE CURRICULUM UNIT PLANNER

Unit:	Health and Wellbeing	Year:	4	Term:	Summer
Links to prior learning					
Development of the three key areas; Growing and Change, Physical health and Mental wellbeing and Keeping safe under the core theme of Health and Wellbeing					
New learning					

Summer Growing and changing (Lifecycles; Puberty changes and reproduction) Pos Refs: H8, H10, H18

- what the main stages of the human lifecycle are
- what body changes happen when a child grows up
- some of the changes which happen to the body during puberty
- how the change from child to adult enables humans to reproduce

Summer Physical health and Mental wellbeing (Maintaining a balanced lifestyle; oral hygiene and dental care)

PoS Refs: H2, H5, H11

- 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

Summer Keeping safe (Medicines and household products; drugs common to everyday life)

PoS Refs: H10, H38, H40, H46

- 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 different drugs and that all drugs, including medicines, may have side effects
- 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

Preparation for future learning

To understand the human lifecycle. To recap on names of parts of the body including external genitalia. To understand some changes that happen during puberty. That puberty affects you physically and emotionally and the changes are so humans can reproduce as adults. To identify a wide range of factors that maintain a balanced, healthy lifestyle both physically and mentally. Learning how to maintain oral health and the importance of dental hygiene. The importance of taking medicines and using household products safely. To recognise what is meant by 'drug'. That common every day drugs e.g. alcohol, can affect health and wellbeing. Understanding that for some people using drugs can become a habit that's hard to break.

Key vocabulary

puberty, lifecycle, reproduction, breasts, sperm, egg, pubic hair, emotional feelings, healthy lifestyle, physical health, physical illness, common illnesses, oral hygiene, dental health, medicine, 'drug', cigarettes, e-cigarettes/vaping, alcohol, side-effects,

Big ideas and key concepts

Health and Wellbeing- growing and changing, physical health and mental wellbeing, keeping safe

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 4 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Teaching SRE with Confidence in Primary Schools – The Christopher Winter Project Lessons 1 -3

The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

PSHE CURRICULUM UNIT PLANNER

Unit:	Relationships	Year:	5	Term:	Autumn
Links to prior learning					
Development of the three key areas; Families and friendship, Safe relationships Respecting ourselves and others under the core theme of Relationships.					
New learning					
Autumn Families and friendships (Managing friendships and peer influence) PoS Refs: R14, R15, R16, R17, R18, R26 • 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

Autumn Safe relationships (Physical contact and feeling safe) PoS Refs: R9, R25, R26, R27, R29

- 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
- 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

Autumn Respecting ourselves and others (Responding respectfully to a wide range of people; recognising prejudice and discrimination)

- 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

Preparation for future learning

Understanding what makes a healthy friendship. That friendships have challenges and how to cope with disputes. Recognising that friendships can change over time and the benefits of having new and different types of friends. Strategies to deal with peer pressure including on-line. Recognising when a friendship is having a negative effect on them and how to seek help and support for friendship issues. To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Understanding that it is never their fault if they have experienced unacceptable contact. Who they can talk to regarding any concerns about unwanted physical contact. Understanding that everyone should be treated equally. What discrimination means and the different types e.g. racism, sexism and homophobia. To understand on-line bullying and discrimination of groups and individuals.

Key vocabulary

healthy friendship, peer influence and approval, unwanted and unacceptable physical contact, discrimination, racism, sexism, homophobia, online bullying, discrimination of groups, trolling, harassment.

Big ideas and key concepts

Relationships- Families and friendships, safe relationships

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 5 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Need to register for Premier League Primary Stars Resources

Premier League Primary Stars KS2 PSHE Inclusion <https://plprimarystars.com/resources/inclusion>

Premier League Primary Stars-KS2- Do the right thing <https://plprimarystars.com/resources/do-the-right-thing>

Premier League Primary Stars KS2 PSHE Developing values <https://plprimarystars.com/resources/values>

PSHE CURRICULUM UNIT PLANNER

Unit:	Living in the wider world	Year:	5	Term:	Spring
Links to prior learning					
Development of the three key areas; Belonging to a community, Media Literacy and Digital resilience and Money and Work under the core theme of Living in the wider world					
New learning					
Spring Belonging to a community(Protecting the environment; compassion towards others) PoS Refs: L4, L5, L19 • 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 Spring Media literacy and Digital resilience (How information online is targeted; different media types, their role and impact) PoS Refs: L12, L14 • 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

Spring Money and Work (Identifying job interests and aspirations; what influences career choices; workplace stereotypes)

PoS Refs: L27, L28, L29, L31, L32

- 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

Preparation for future learning

The importance of protecting the environment and how everyday actions can either support or damage it. How decisions about how money is spent affects the environment. Learning to express their opinion on their responsibility towards the environment and how they can make a difference. To recognise different types of media and their different purposes. How to recognise unsafe or suspicious content on-line. To consider jobs they would like to do in the future and the role that ambition plays in achieving their career goals. What different influences there are on a person's choice of career. The many different routes in to work. The importance of diversity and inclusion in the workplace.

Key vocabulary

Resources, environment, compassion, different types of media, fact, opinion, bias, stereotypes, unsafe or suspicious online content, ambition, career, working conditions, personal strengths and qualities, values, diversity, inclusion, college, university, apprenticeship, training

Big ideas and key concepts

Living in the Wider world- belonging to a community, media literacy and digital resilience, money and work

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 5 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue

<https://plprimarystars.com/resources/tackling-plastic-pollution>

Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) <http://givingtohelpothers.org/>

Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted <https://www.theguardian.com/newswise-unit-of-work> Lesson 5 and 6

Google and Parent zone Be Internet Legends [\(Not available May 2020 – Coronavirus Switch to homelearning\)](#)

Childnet Trust me Y5/6 lesson 2 Online content [Saved in PSHE Resources Year 5](#)

PSHE CURRICULUM UNIT PLANNER

Unit:	Health and Wellbeing	Year:	5	Term:	Summer
Links to prior learning					
Development of the three key areas; Growing and Change, Physical health and Mental wellbeing and Keeping safe under the core theme of Health and Wellbeing					
New learning					

Summer Growing and Changing (emotional and physical changes in puberty) Pos Refs: H18, H20

- how the male and female body changes during puberty
- about the emotional changes during puberty
- how puberty affects the reproductive organs
- about the importance of hygiene during puberty
- how to get support and help during puberty

Summer Physical health and Mental wellbeing (healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies) PoS Refs: H8, H9, H10, H12

- 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

Summer 2 Keeping safe (Keeping safe in different situations, including responding in emergencies and first aid)

PoS Refs: H38, H43, H44, H45

- 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
- 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

Understanding in more detail the changes to males and females during puberty –both physical and emotional. The importance of hygiene and how to get support during puberty. How sleep contributes to a healthy lifestyle and healthy sleeping habits. The benefits of the sun for health as well as protecting your skin from sun damage. The importance of vaccinations and immunisations and that bacteria and viruses can affect health. That it is everyone's responsibility to keep a clean environment. Recognising when situations are becoming risky, unsafe, or an emergency. Learning how to carry out basic first aid and how to respond and who to contact in an emergency.

Key vocabulary

Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons , sanitary towels, wet dreams, semen, erection, breasts, sweat, spots, pubic hair, facial hair, underarm hair, sexual feelings, sleep, sun- exposure, physical and mental health, skin damage, heatstroke, medicines. allergies, diseases, vaccinations, immunisations, bacteria, virus, hygiene, positive risk taking, dangerous behaviour, common injuries, first aid, emergency, emergency services,

Big ideas and key concepts

Health and Wellbeing- growing and changing, physical health and mental wellbeing, keeping safe

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 5 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Teaching SRE with Confidence in Primary Schools – [The Christopher Winter Project Lessons 1 -3](#)

[PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital– The sleep factor](#) – saved in PSHE

Y5 Resources

[British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action](#) (used to be Yr 3) –saved in Y5 PSHE Resources

[PSHE Association and GambleAware-Lesson 1 Exploring risk](#) -saved in Y5 PSHE Resources

PSHE CURRICULUM UNIT PLANNER

Unit:	Relationships	Year:	6	Term:	Autumn
Links to prior learning					
Development of the three key areas; Families and friendship, Safe relationships Respecting ourselves and others under the core theme of Relationships.					
New learning					
Autumn Families and friendships (Attraction to others; romantic relationships; civil partnership and marriage) PoS Refs: R1, R2, R3, R4, R5, R7 • 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

Autumn Safe relationships (Recognising and managing pressure; consent in different situations) PoS Refs: R26, R28, R29

- 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 feel worried or uncomfortable
- 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

Autumn Respecting ourselves and others (Expressing opinions and respecting other points of view, including discussing topical issues) PoS Refs: R30, R34

- 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

Preparation for future learning

Understanding attraction to someone and different types of loving relationships. That people who love each other can be of any gender, ethnicity or faith, Understand the way in which couples show love and commitment including marriage and civil partnership, To compare features of healthy and unhealthy friendship. To recognise and be able to deal with pressure from friends and others including online. To know how to get advice and report concerns about personal safety, including on-line. Understanding consent and how to seek and give/not give permission. How to be a positive role model. To be able to express opinions, listen and discuss issues respectfully. To be able to have discussions on-line and how to manage conflict or disagreements.

Key vocabulary

Attraction, gender, ethnicity, faith, commitment, marriage, civil partnership, forced marriage, online 'challenges' and 'dares', consent, values, online conflicts and discussions

Big ideas and key concepts

Relationships - Families and friendships, safe relationships.

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 6 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

[Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships](#) Saved in PSHE Resources Y6

LESSON 3

[NSPCC Share Aware](#) (Shown in y4- consider recap)

PSHE CURRICULUM UNIT PLANNER

Unit:	Living in the wider world	Year:	6	Term:	Spring
-------	---------------------------	-------	---	-------	--------

Links to prior learning

Development of the three key areas; Belonging to a community, Media Literacy and Digital resilience and Money and Work under the core theme of Living in the wider world.

New learning

Spring Belonging to a community (Valuing diversity; challenging discrimination and stereotypes) PoS Refs: L8, L9, L10, R21

- 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

Spring Media literacy and Digital resilience (Evaluating media sources; sharing things online)

PoS Refs: H37, L11, L13, L15, L16

- 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

Spring Money and Work (Influences and attitudes to money; money and financial risks) PoS Refs: L18, L22, L23, L24

- 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

Preparation for future learning

To understand what prejudice is and how to differentiate between prejudice and discrimination. To value diversity and challenge stereotypes. To understand the benefits of safe internet use. To understand that social media sites have age restrictions and regulations for use. Recognising what is appropriate to share on-line and rules and laws relating to this. Learning how to report inappropriate content or contact. Understanding the role that money plays in people's lives and how not having enough can be detrimental to a person's emotions, health and wellbeing. Being a critical consumer and how to judge if something is value for money. Developing an understanding of debt, fraud and gambling and how people can be put at financial risk due to theft, scams or gambling. Where to get help for concerns about gambling or financial risks.

Key vocabulary

Prejudice, discrimination, stereotypes, social media, age restrictions, regulations, inappropriate content or contact, manipulation, value for money, critical consumer, emotions, health and wellbeing, risks, debt, fraud, gambling, scams, financial risk

Big ideas and key concepts

Living in the Wider world- belonging to a community, media literacy and digital resilience, money and work

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 6 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Teachers need to register [Premier League Primary Stars KS2 PSHE Diversity](https://plprimarystars.com/resources/diversity) <https://plprimarystars.com/resources/diversity>
[PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes](#) and [PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism](#) Saved in PSHE Resources Year 6
[Childnet Trust me Y5/6 lesson 2 Online contact](#) Saved in PSHE Resources Year 6
[Google and Parent zone Be Internet Legends](#) Not available May 2020- Home learning resources
[BBFC KS2 lessons Let's watch a film! Making choices about what to watch](#) Saved in PSHE Resources Year 6
[PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling](#) Saved in PSHE Resources Year 6
The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

PSHE CURRICULUM UNIT PLANNER

Unit:	Health and Wellbeing	Year:	6	Term:	Summer
Links to prior learning					
Development of the three key areas; Growing and Change, Physical health and Mental wellbeing and Keeping safe under the core theme of Health and Wellbeing					
New learning					

Summer Growing and Changing (puberty, reproduction, understanding relationships, conception and pregnancy, communicating in relationships) Pos Refs: R2, R3, H19, H20,

- how and why the body changes during puberty in preparation for reproduction
- to confidently talk about puberty and reproduction
- to discuss different types of adult relationships with confidence
- to know what forms of touching is appropriate
- describe the decisions that have to be made before having a baby
- to know some basic facts about pregnancy and conception
- to have considered when it is appropriate to share personal/private information in a relationship
- to know how and where to get support if an online relationship goes wrong

Summer Physical health and Mental wellbeing (What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online) PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- 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 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

Summer Keeping safe (Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media) PoS Refs: H37, H42, H46, H47, H48, H49, H50

- 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
- 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

Preparation for future learning

To have a confident understanding of puberty and reproduction. To be aware of different types of relationships including civil partnerships and marriages. To recognise what constitutes positive healthy relationships and develop the skills to form them. Understanding the importance of protecting personal information online and the possible consequences of sharing images of themselves and others on-line. Understanding that mental health is just as important as physical health and both need looking after. How to recognise and understand feelings. How to manage change including transition to secondary school. How to deal with loss and grief and getting support. How to manage time on-line. The importance of age restrictions and how they can help to make safe decisions about what to watch, use or play. To understand drug use and the law and mixed messages in the media about drug use and how that might influence opinions and decisions. How to ask for help if they have concerns about drug use and the organisations that offer help and support.

Key vocabulary

Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety, mental health, physical health, mental wellbeing, conflicting feelings, grief, grieving, personal information, online images, age ratings, laws, illegal drugs, nicotine, alcohol, medicine

Big ideas and key concepts

Health and Wellbeing- growing and changing, physical health and mental wellbeing, keeping safe

Assessment opportunity

Baseline assessment activity followed by an end of lesson/series of lessons activity to measure progress.

(see assessment document in Year 6 PSHE folder for list of suggested baseline activities and endpoint activities to measure progress)

What teachers need to know

Teaching SRE with Confidence in Primary Schools – [The Christopher Winter Project Lessons 1 -4](#)

PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) [Saved in PSHE Resources Year 6](#)

Public Health England Rise Above KS2 Social media [6https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack](https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack)

[The PSHE Association will be releasing a drug and alcohol education programme in summer 2020](#)