

PSHE Scheme of Work

Overview

Autumn 1&2	Spring 1&2	Summer 1&2
Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Topic Areas: Healthy Lifestyles Keeping Safe Growing and Changing	Topic Areas: Healthy Relationships Feelings and Emotions Valuing Difference	Topic Areas : Rights and Responsibilities Taking Care of the Environment Money

Autumn 1 & 2 – Learning Objectives

Health and Wellbeing – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>H3 To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. – <b>Article 24</b></p> <p>H6 To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings. Cont.. <b>Article: 12</b></p> <p>H12 To know that bacteria and viruses can affect health and that</p>	<p>H1 To know what positively and negatively affects their mental health. <b>Articles: 4 &amp; 19.</b></p> <p>H2 To know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle <b>Articles: 19, 24 &amp; 27.</b></p> <p>H8 To learn about change including loss, separation, divorce and bereavement. <b>Articles: 5 &amp; 18</b></p>	<p>H4 To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. <b>Article 13, 17 &amp; 19.</b></p> <p>H7 To recognise that they experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>H9 To differentiate between the terms, risk, danger and hazard. <b>Article: 37 &amp; 39</b></p> <p>H11 To recognise how their</p>	<p>H13 To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people they know or the media. <b>Article: 13, 17 &amp; 19.</b></p> <p>H14 To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. <b>Article: 24.</b></p>

<p>following simple routines can reduce their spread. <b>Article: 24</b></p> <p>H23 To know about people who are responsible for helping them stay healthy and safe; how they can help these people to help them stay safe. <b>Article 1, 18, 20 &amp; 26.</b></p>	<p>H21 To have strategies for keeping physically and emotionally safe including road, rail, water and fire safety. <b>Articles: 24 &amp; 27.</b></p>	<p>increasing independence brings responsibility to keep themselves and other safe. <b>Article: 11 &amp; 39</b></p> <p>H24 To responsibly use mobile phones: safe keeping and safe user habits. <b>Article: 11 &amp; 39.</b></p>	<p>H17 To know which, why and how, commonly available substances and drugs (including alcohol , tobacco and energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <b>Article: 24</b></p> <p>H20 To know about taking care of their body, understanding that they have a right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime, and develop skills and strategies required to get support if they have fears for themselves or their peers. <b>Article: 33, 34, 36, &amp; 39.</b></p> <p>H25 To know how to manage requests for images of themselves or others; what is appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. <b>Article: 16</b></p>
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Spring 1 & 2 – Learning Objectives

Relationships – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>R4 To recognise different types of relationships, including those between acquaintances, friends, relatives and families. <b>Articles: 4,5 15 &amp; 18.</b></p> <p>R7 To understand how their actions affect themselves and others. <b>Article: 40</b></p> <p>R 8 To judge what kind of physical contact is acceptable or unacceptable and how to respond. <b>Articles: 31, 32, 27 &amp; 40</b></p>	<p>R2 To recognise what constitutes a positive, healthy relationship and to develop skills to form and maintain them. <b>Articles: 15, 36 &amp; 39</b></p> <p>R9 To develop the concept of ‘keeping something secret’, when we should not agree to this and when it is right ‘to break a confidence’. <b>Articles: 2, 15, 19, 36 &amp; 39.</b></p> <p>R21 To understand personal boundaries; to identify what they are willing to share with their most</p>	<p>R3 To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. <b>Articles: 34, 36, 37 &amp; 42</b></p> <p>R5 &amp;19 To understand that civil partnerships and marriage are examples of stable, loving relationships where people of a legal age make a legal commitment. To understand that two people who love and care for one another can make a commitment and not be married or in a civil partnership.</p>	<p>R10 To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary challenge their points of view. <b>Article: 12 &amp; 40</b></p> <p>R6 &amp; 20 To understand that marriage is a commitment freely entered into by both people and that no one should marry if they don’t or are not making this decision freely for</p>

<p>R13 To learn about differences and similarities but understand everyone is equal. <b>Articles: 1 &amp; 2</b></p> <p>R16 To be able to recognise and challenge stereotypes. <b>Article: 2</b></p>	<p>special people; friends ,classmates and others; and that we all have rights to privacy. <b>Article: 16</b></p>	<p><b>Article: 39</b></p> <p>R16 To recognise and manage dares.</p>	<p>themselves. To understand that forcing someone to marry is a crime and that support is available to help people who are being forced. <b>Articles: 12, 14, 34 &amp; 41.</b></p> <p>R17 To understand the differences between, and terms associated with, sex , gender ,identity and sexual orientation. <b>Articles: 2, 6 &amp; 12.</b></p>
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Summer 1 & 2 – Learning Objectives

Relationships – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
L1 to research, discuss and debate topical issues, problems and events that are of a concern to them and offer their recommendations to appropriate people. <b>Articles: 12,13 &amp;29</b>  L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <b>Articles: 1&amp; 2</b>  L4 To know that these universal rights are there to protect everyone	L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <b>Articles: 1&amp; 2</b>  L10 to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. <b>Articles 12 &amp; 15</b>  L11 to appreciate the range of national , regional and ethnic identities in the UK. <b>Articles 15 &amp; 30</b>	L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <b>Articles: 1&amp; 2</b>  L2 to know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. <b>Articles 3,6 &amp; 42</b>	L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <b>Articles: 1&amp; 2</b>  L13 to know about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer, <b>Articles 26 &amp; 27</b> L14 to develop an initial understanding of the concepts of ‘interest’ , ‘loan’ , ‘debt’, and tax e.g. their contribution to society by

<p>and have primacy both over national law and community practises. <b>Articles: 3,9 &amp;12</b></p> <p>L 9 To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. <b>Articles: 9 &amp; 18</b></p>	<p>L16 to know what is meant by enterprise and begin to develop enterprise skills. <b>Article 28</b></p>	<p>L6 to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves and others at risk. <b>Articles 14,15 &amp; 40</b></p> <p>L12 to consider the lives of people living in other countries, and people with different values and customs. <b>Articles 13 &amp; 30</b></p> <p>L15 to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment across the world. <b>Articles 6 &amp; 24</b></p>	<p>paying VAT. <b>Articles 26 &amp; 27</b></p> <p>L17 to explore and critic how the media present information. <b>Article 36</b></p>
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