

PSHE/RSE 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. – Article 24 COVERED IN SCIENCE CURRICULUM</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.</p>	<p>H1 To know what positively and negatively affects their mental health. Articles: 4 & 19. Upper page 152 ‘Self Care’</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 Articles: 19, 24 & 27. Lower page 98 ‘My Favourite Things’</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. Article 13, 17 & 19. Upper page 20 ‘Body Image Through The Ages’ Page 23 ‘Images on The Internet’</p> <p>H7 To recognise that they experience conflicting emotions and when they might need to listen to or overcome these. Upper page 146 ‘What Are Emotions?’</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. Article: 13, 17 & 19. Upper page 45 ‘What is Fake News?’ Page 47 ‘How to spot Fake News’ Page 50 ‘Clickbait’</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</p>

<p>TEACHER LED ZONES OF REGULATION Yrs 4/5/6 Cont.. Article: 12 Zones Lessons on shared drive Year 3</p> <p>H12 To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. Article: 24 TES lesson Bacteria and Viruses</p> <p>H15. To know school rules about health and safety, basic emergency aid procedures, where and how to get help.Article 29 VISITORS E.G.FIRE BRIGADE & COLLECTIVE WORSHIP</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. Article 1, 18, 20 & 26. VISITORS E.G.PARAMEDICS & COLLECTIVE WORSHIP</p>	<p>H8 To learn about change including loss, separation, divorce and bereavement. Articles: 5 & 18 Upper Page 32 ‘Loss’ Page 34 ‘Losing Someone We Love’ Page 41 ‘When Families Change’</p> <p>H21 To have strategies for keeping physically and emotionally safe including road, rail, water and fire safety. Articles: 24 & 27. COLLECTIVE WORSHIP</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. Article: 33, 34, 36, & 39.PSHE Association – KS2 Consent Lesson 1 – Giving and Seeking Permission</p> <p>Here is the link to take you to Year4/5 & 6 consent lessons:</p>	<p>H9 To differentiate between the terms, risk, danger and hazard. Article: 37 & 39 COVERED BY VISITORS AND COLLECTIVE WORSHIP</p> <p>H11 To recognise how their increasing independence brings responsibility to keep themselves and other safe. Article: 11 & 39 Upper page 193 ‘Name That Crime’</p> <p>H15. To know school rules about health and safety, basic emergency aid procedures, where and how to get help.Article 29 Lower page 146 ‘What is an Emergency? Page 150 ‘First Aid’</p> <p>H18 To know how their body will, and their emotions may, change as they approach and move through puberty.Article 29 STM/SE</p> <p>H24 To responsibly use mobile phones: safe keeping and safe user habits. Article: 11 & 39. TES lesson ‘Mobile Phones’</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</p>	<p>them uncomfortable or anxious or that they think is wrong.Article: 24. Upper page 104 ‘Who can we trust?’</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. Article: 24 COVERED IN SCIENCE CURRICULUM</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. Article: 33, 34, 36, & 39. Upper page 133 ‘Consent’</p> <p>H20 PSHE Association – KS2 Consent Lesson 3. Appropriate and Inappropriate Touch. Here is the link to take you to Year4/5 & 6 consent lessons:</p>
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	<p>https://pshe-association.org.uk/resource/consent-ks1-2</p>	<p>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. Article: 33, 34, 36, & 39. PSHE Association – KS2 Consent Lesson 2. Personal Boundaries. Here is the link to take you to Year4/5 & 6 consent lessons:</p> <p>https://pshe-association.org.uk/resource/consent-ks1-2</p>	<p>https://pshe-association.org.uk/resource/consent-ks1-2</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. Article: 16 Upper 178 ‘What’s my password?’ Page 189 ‘It’s Personal’</p> <p>H22 To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Article 34 As above Upper 178 ‘What’s my password?’ Page 189 ‘It’s Personal’</p>
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PSHE/RSE Scheme of Work - Spring

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:	Topic Areas:	Topic Areas :

Healthy Lifestyles Keeping Safe Growing and Changing	Healthy Relationships Feelings and Emotions Valuing Difference	Rights and Responsibilities Taking Care of the Environment Money
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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. Articles: 4,5 15 & 18. Lower Book Page 52 ‘I belong in my class’ 3.3.1 Lower Book ‘I belong in my family’ 3.3.2 Lower Book page 212 ‘Healthy Friendships’ 4.6.5</p> <p>R7 To understand how their actions affect themselves and others. Article: 40 Upper Book Page 95 ‘What does friendship look like?’ 5.6.1</p> <p>R 8 To judge what kind of physical contact is acceptable or unacceptable and how to respond. Articles: 31, 32, 27 & 40</p>	<p>R2 To recognise what constitutes a positive, healthy relationship and to develop skills to form and maintain them. Lower Page 82 ‘Boys v Girls’ Articles: 15, 36 & 39 Lower Book Page 25 ‘Friends Forever’ 3.1.3</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’. Articles: 2, 15, 19, 36 & 39. Twinkl – Secrets (resources in email 8th Dec)</p> <p>R21 To understand personal boundaries; to identify what they are willing to share with their most special people; friends ,classmates and others; and that we all have rights to privacy. Article: 16</p>	<p>R3 To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Articles: 34, 36, 37 & 42 Upper Book Page 96 ‘What does friendship look like’ 5.6.1</p> <p>R5 &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. Article: 39 Upper Page 127 ‘What is love’ 6.2.1 TES Lesson ‘Love, Marriage and Civil Partnerships’ (Zip folder emailed 6th Dec)</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. Article: 12 & 40 Lower Page 165 ‘A Fantastic Friend’ 4.41 Upper Page 101 ‘Being a bystander’ 5.6.3</p> <p>R17 To understand the differences between, and terms associated with, sex , gender ,identity and sexual orientation. Articles: 2, 6 & 12. 3.5.1 Lower Page 84 ‘Men v Women’ 3.5.2 Twinkl – Understanding gender and sexuality. Saved to PSHE folder.</p>

<p>STM/SE. To learn about the differences between the sexes and to be aware of appropriate physical contact from adults and peers. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>R13 To learn about differences and similarities but understand everyone is equal. Articles: 1 & 2 COVERED IN COLLECTIVE WORSHIP</p> <p>R.14 strategies to resist teasing or bullying,if they witness or experience it, whom to go to and how to get help.Articles 2 & 19 TEACHER LED ANTIBULLYING WEEK</p>	<p>Lower Book Page 173 ‘Five Fingers’ 4.4.4 Twinkl- Consent Lesson Plan & Respect and Consent Scenario Cards (resources in email 8th Dec)</p> <p>R.14 strategies to resist teasing or bullying,if they witness or experience it, whom to go to and how to get help.Articles 2 &19 TEACHER LED ANTIBULLYING WEEK</p>	<p>Upper Page 41 ‘When families change’ 5.25</p> <p>R12: To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Articles 2 & 19 Lower Page 167 ‘I don’t like it when.....’ 4.4.2</p> <p>R.18 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, trolling, how to respond and ask for help.Articles 2 &14 TEACHER LED ANTIBULLYING WEEK</p>	<p>R.18 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, trolling, how to respond and ask for help.Articles 2&1 TEACHER LED ANTIBULLYING WEEK</p> <p>Fire Service Online sessions for Year 6 held in Autumn Term</p>
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RSE/PSHE Scheme of Work

Green – Outcomes that match to or are in addition to statutory requirements as in our SEX Ed policy

Outcomes class teachers will deliver

Covered in other areas in school

Where to find lessons and resources

Please find the **SUMMER** overview for PSHE.

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Summer 1 & 2 – Learning Objectives

Living in the Wilder World – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>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. Articles: 1& 2</p> <p>L4 To know that these universal rights are there to protect everyone and have primacy both over national law and community practises. Articles: 3,9 &12 PP UNCRC Childrens Rights</p>	<p>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. Articles: 1& 2 Lower Book Page 135 Born Free 4.2.3</p> <p>L10 to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. Articles 12 & 15 Lower Book Page 63 It’s Everyone’s Community 3.3.5</p>	<p>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. Articles: 1& 2 Lower Book Playtime for Everyone page 129 4,2,1</p> <p>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</p>	<p>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. Articles: 1& 2 Unicef Know Your Rights Workbook From Unicef Website.</p> <p>L13 to know about the role money plays in their own and others lives, including how to manage their money and about</p>



CfE-HW-266-UNCR
C-Childrens-Rights-

Lower Book Playtime for Everyone page 129 4,2,1

L 9 To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. **Articles: 9 & 18**

Lower Book Page 58 I Belong in My Community 3.3.3

NB:Lower Book Starting at Page 51 There is a section on Community that can be mixed and matched for Year 3 & 4 if needed.

L11 to appreciate the range of national , regional and ethnic identities in the UK. **Articles 15 & 30**

Premier League Stars

<https://plprimarystars.com/resources/diversity>

L16 to know what is meant by enterprise and begin to develop enterprise skills. **Article 28 SUMMER FAYRE – CLASSES ORGANISING AND RUNNING STALLS/ACTIVITIES**

STM/SE. To have a basic understanding of human reproduction and pregnancy **COVERED IN SCIENCE CURRICULUM**

to take part in making and changing rules. **Articles 3,6 & 42**

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. **Articles 14,15 & 40**

Twinkle Upper Key Stage 2



Identities Lesson Presentation.pptx

Diversity PP

L12 to consider the lives of people living in other countries, and people with different values and customs. **Articles 13 & 30 COVERED BY OUR NYRANGE LINKS AND ASSEMBLIES**

L15 to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability

being a critical consumer, **Articles 26 & 27**

L14 to develop an initial understanding of the concepts of ‘interest’ , ‘loan’ , ‘debt’ , and tax e.g. their contribution to society by paying VAT. **Articles 26 & 27**

Your Money Matters Book– Martin Lewis

L18. To critically examinewhat is presented to them in social media and why it is important to do so; understand how information contained in social media can mis-represent or mislead;the importance of being careful what they forward others.**Article 17 Upper Book Page 181 You’ve won a prize 6.5.3**

H19. To know about human re[roduction. **Article 28 STM/SE**

STM/SE To develop an understanding the nature of relationships between partners **COVERED IN SCIENCE CURRICULUM**

		<p>of the environment across the world. Articles 6 & 24 COVERED BT GEOGRAPHY CURRICULUM</p> <p>L17 to explore and critic how the media present information. Article 36 Upper Book Page 49 Real or Fake? 5.3.2</p>	
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