

Mental Health and Wellbeing





Mental Health and Wellbeing: Year 1

Context	In Early years, the children began to understand different feelings and emotions, using the zones of regulations to support with self-regulation and managing emotions. This unit aims to develop this by supporting children to identify big and little emotions, sharing ways to manage these and how to help others. The children will also explore what makes them special and think about how they are the same and different from their peers.
PSHE themes	Feeling and emotions, mindfulness, self-confidence, similarity and difference

	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 1 Know that we all have to learn a new rules and routines. Know 5 trusted adults that we can turn to for support (<i>give me 5</i>).	PSHE charter <i>Write PSHE charter</i>
2	<u>What makes me special?</u> Know that we are all special, we are all unique. Know that unique means that we are all different- and that that makes us special! Know what makes me special (discuss individual skills and strengths)	Giraffes can't dance - Giles Andreae
3	<u>How am I the same and different to other people?</u> Know how I am different to others. Know how I am the same as others. Know that having different strengths is a good thing, it would be boring if we were all the same. Know that even if we look different we have things in common.	
4	<u>How do I feel?</u> Know that humans experience different feelings. Know that we can experience lot of different feelings throughout the day. Know how to recognise and name a range of feelings, such as sad, happy, worried and angry.	Colour Monster - Anna Llenas
5	<u>How do my feelings affect me?</u> Know that our feelings affect how we feel and act. Know that we have to learn to self-regulate. Know simple strategies to help us to feel better, for example taking deep breaths if we feel angry. (Use self-regulation poster to support).	https://www.bbc.co.uk/teach/super-movers/articles/z28strd
6	<u>Assessment:</u>	



Mental Health and Wellbeing:

Year 2

Context	In year one pupils have begun to think about how to identify simple feelings and think about how their feelings affect them. In this unit, pupils will begin to learn how to manage their own feelings and how to identify how others may be feeling. They will also explore change and loss. This will be developed further in key stage 2, where they will learn about self regulation and things that can affect our moods and emotions.
PSHE themes	Feelings and emotions, similarity and difference and change and loss.

	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 2 Know that what it means to be apart of class (vision/values etc). Know what it means to belong. Know 5 trusted adults that we can turn to for support (give me 5).	<i>Write PSHE charter</i> PSHE charter
2	<u>Why is it important to be unique?</u> Know that we are all unique, that we things that make us special Know that some people are/do things that makes them the same, but some that are also make us different.	My world, Your world - Melanie Walsh
3	<u>What are big feelings and how can I manage them?</u> Know how to identify big and little feelings, and how they can affect someone's behaviour (link to zones of regulation). Know that feelings can get stronger. Know what can help someone to feel better when they have a big feeling. Know how to ask for help with feelings.	
4	<u>Does everyone have the same feelings?</u> Know that we all feel the same emotions, but have different emotions at different times. Know that we can recognise how someone feels through words and actions Know that people may express different emotions about the same things.	
5	<u>What is change and loss?</u> Know that change means when somethings different happens. Know that people experience different change, for example, physical change, emotional change, change in circumstance or bereavement (loss) Know that there is a relationship between change and loss.	Change and loss resources on One Drive (PSHE 24-25, Teaching Resources, Autumn 1, Y2).
6	<u>Assessment:</u>	



Mental Health and Wellbeing: Year 3

Context	In Key Stage one, pupils focused on identifying their own emotions and feelings. This unit builds on this by exploring the affect of external factors on our emotions. The children will then explore the importance of sharing our feelings and how we can do this. The unit will end as the children start to learn strategies for managing emotions, starting with mindfulness.
PSHE themes	Feelings, emotions and mindfulness.

	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 3 Know that what it means to be apart of class (vision/values etc). Know what it means to belong. Know 5 trusted adults that we can turn to for support (<i>give me 5</i>)	<i>Write PSHE charter</i> PSHE charter
2	<u>What affects how I feel?</u> Know, identify and describe different emotions they experience in everyday situations. Know what could trigger feeling a certain emotion e.g. falling our with friends, getting told off etc. Know that it is important to express feelings in a healthy way, for example using verbal communication, writing, drawing, or other creative outlets.	
3	<u>How do I share my feelings?</u> Know to use the zones of regulation to identity and describe emotions. Know that it is important to share our feelings. Know that feelings can change over time, becoming more or less powerful.	
4	<u>What is Mindfulness?</u> Know that mindfulness means paying close attention to what is happening right now. Know that mindfulness can help me to understand my emotions. Know that mindfulness can be practiced anywhere.	
5	<u>How can mindfulness help me?</u> Know and name some big feelings and describe how they affect my body. Know that I can recognise how I am feeling and know when I need time to regulate. Know and recall how to use mindfulness techniques when I am feeling angry, worried etc. Know what affect mindfulness has on my body and my mind.	
6	<u>Assessment:</u>	



Mental Health and Wellbeing: Year 4

Context	Previously, the children have learnt about identifying their own emotions and have begun to identify how our feelings can be affected by external factors. In this topic, the children will begin to think about how we view ourselves and our self worth. The children will explore themselves as learners and what happens to their self worth when they make mistakes. The children will end the topic by thinking about how they can show resilience in the face of challenges.
PSHE themes	Feeling and emotions, mindfulness, learning styles, resilience

	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 4 Know that what it means to be apart of class (vision/values etc). Know what it means to belong. Know 5 trusted adults that we can turn to for support (give me 5).	<i>Write PSHE charter</i> PSHE charter
2	<u>What is self worth, and why is it important?</u> Know their own individuality and personal qualities and what makes them unique, such as their character traits, preferences, and values. Know that personal strengths, skills, achievements, and interests contribute to a person's identity. Know that all these aspects of themselves impacts their confidence and self-esteem.	
3	<u>How do we learn</u> Know that we all have different strengths and weaknesses. Know that we all learn in different ways (learning styles) and at different paces. Know that learning can be challenging and that is how we improve. Know that asking for help is okay.	
4	<u>Are mistakes all bad?</u> Know how mistakes affect our self worth. Know that we all make mistakes. Know how to identify mistakes and how we overcome them. Know that we can learn from mistakes.	The Koala who could by Rachel Bright.
5	<u>Challenges and resilience</u> Know that everyone faces challenges and setbacks at different times. Know that challenges can be positive as they can help us to grow. Know that resilience means never giving up, even in the face of challenges. Know that being resilient takes practice and we are always working on our resilience.	
6	<u>Assessment:</u>	



Mental Health and Wellbeing: Year 5

Context		In previous year groups, pupils have learnt about their own feelings and self worth. They have thought about themselves as learners and began to consider how being resilient may help them to overcome challenges. In year five pupils move beyond themselves to think about their role and impact in the wider community. This includes how they conduct themselves through online interactions and in person. The children also begin to look at some emotions in more depth.
PSHE themes		Feelings and emotions, mindfulness, online interactions.
	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 5 Know that what it means to be apart of class (vision/values etc). Know what it means to belong. Know 5 trusted adults that we can turn to for support (<i>give me 5</i>).	<i>Write PSHE charter</i> PSHE charter
2	<u>How does my self-respect influence my relationships with others?</u> Know that self-respect can positively impact their self-esteem, overall well-being and our relationships with others. Know that that everyone, including themselves, deserves to be treated politely and with respect by others. Know that strategies for respectful relationships include practicing active listening, showing empathy, using polite language, setting boundaries, and addressing disrespectful behavior appropriately.	
3	<u>How does my self-respect influence my online conduct?</u> Know that respectful treatment is crucial in digital interactions, including social media, gaming, and other online platforms, and recognise their right to expect it even in anonymous settings. Know strategies that can support courteous and respectful online relationships. This includes practicing digital etiquette, using polite and positive language, respecting privacy, setting and respecting boundaries, and addressing cyberbullying or disrespectful behavior appropriately.	
4	<u>Managing fairness</u> Know and explain what fairness means and why it is important. Know and recognise when situations feel fair and unfair to me and others. Know that different people have different viewpoints and be able to consider the feelings of others. Know that fairness sometimes means people get what they need and this is not always the same for everybody. Know that I can stay calm when something feels unfair and that I can speak up in an appropriate way when I feel that something needs to change.	
5	<u>Managing anger</u> Know that anger is a normal emotion and everyone feels angry sometimes. Know what situations may trigger us to become angry and to know how anger affects our bodies, thoughts and feelings. Know that there are safe and healthy ways to release anger. Know that mindfulness is a strategy to manage anger. Know that managing anger takes practice and that we can seek support to help us.	
6	<u>Assessment:</u>	



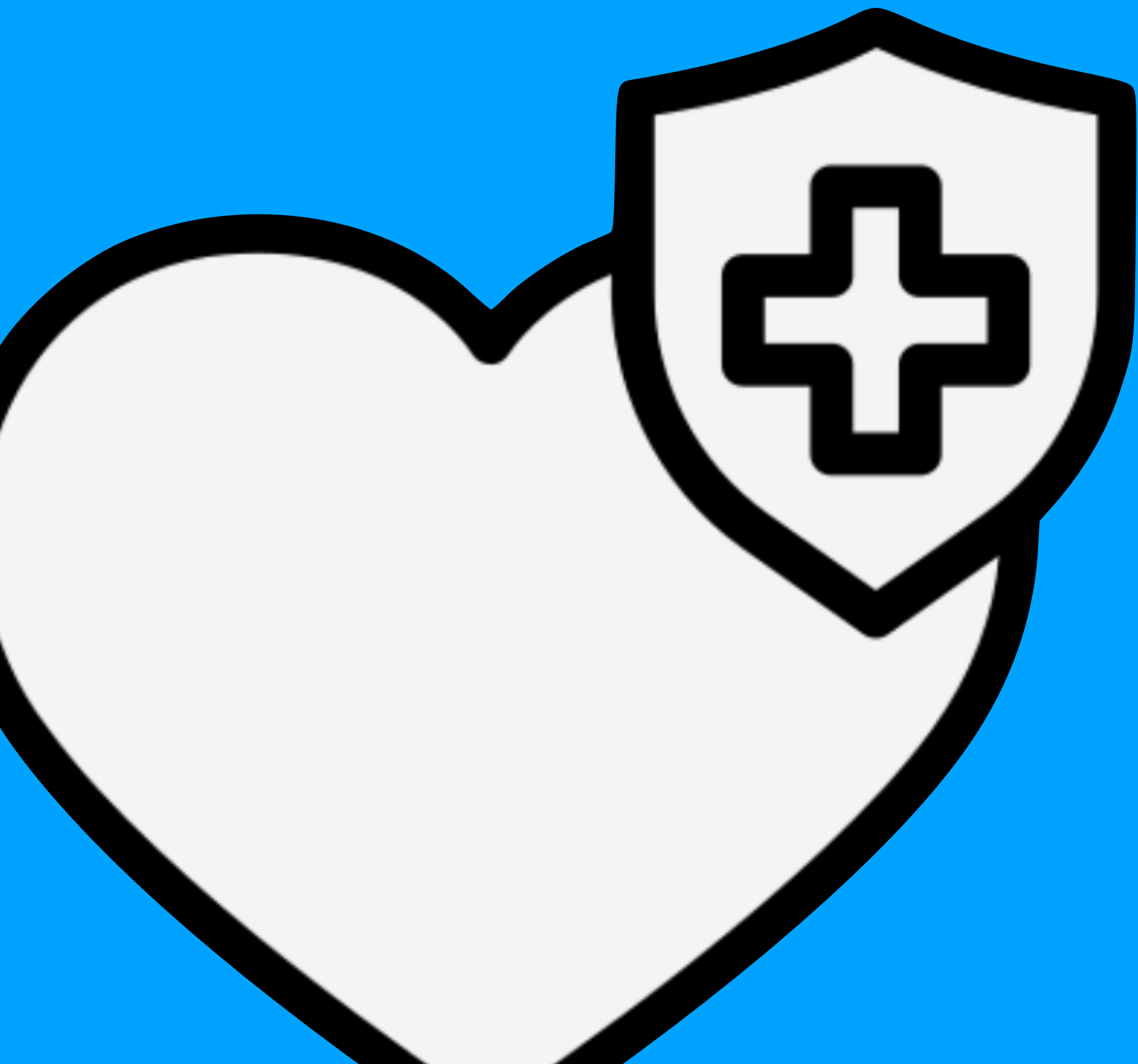
Context	In Year five, pupils explored their relationships with others, both online and in person. They also thought about ways to manage fairness and anger. In year 6, the pupils start to explore change as they approach their final year in school. The children begin to look at managing their mental health and making healthy habits going forward. This topic will end with the children thinking about grief and bereavement.
PSHE themes	Feelings and emotions, change and loss, mindfulness, similarity and difference

	Focus	Resources
1	<u>What does it mean to belong to our class?</u> Know that we are year 6 Know that what it means to be apart of class (vision/values etc). Know what it means to belong. Know 5 trusted adults that we can turn to for support (<i>give me 5</i>).	<i>Write PSHE charter</i> PSHE charter
2	<u>How can I manage change?</u> Know that change can cause us to feel different emotions, such as anxiety, anger or fear. Know that techniques such as deep breathing, mindfulness exercises, talking to a trusted adult or friend, journaling, or engaging in physical activity, can help us to cope with change. Know that for each situation we need to use problem-solving skills by breaking down challenges into manageable steps, evaluating possible solutions, and making informed decisions.	
3	<u>What can affect my mental health?</u> Know that looking after our mental health is as important was our physical health. Know that things that can affect our mental health include; stress, social issues e.g. relationships, self esteem, financial problems, poor sleep, experiences. Know that bullying can cause mental ill health, as this can cause a feeling of loneliness. Know that anyone can be affected by mental ill-health, and that help and support can overcome this.	
4	<u>How can I manage unhelpful feelings?</u> Know that we all have to manage our feelings, and that sometimes these feelings can be unhelpful e.g. anxiety, loneliness Know that everyone experiences unhelpful feelings, and we need to learn to manage these so that they do not negatively impact our mental health. Know that help if available in lots of different ways, for example external agencies (e.g.Childline), trusted adults at home and in school, trusted friends	



5	<u>How can I have healthy habits online?</u> Know that a habit is a regular thing we do, and it can be hard to give up. Know that we need to ensure that we have healthy online habits, to ensure that we have positive mental and physical health. Know that some healthy online habits include; limiting screen time, taking breaks, prioritising sleep, limiting social media, stop notifications etc. Know that it is important to talk about what we are accessing online, and report anything that is worrying or frightening.	
6	<u>How can we manage grief and bereavement?</u> Know that identify how loss and bereavement might affect someone Know that grieving takes time and can include many different feelings Know some self-help strategies for managing change, loss or bereavement Know ways to support someone who is grieving Know different sources of support and information available to help someone who is grieving	Change and loss resources on One Drive (PSHE 24-25, Teaching Resources, Autumn 1, Y6).
7	<u>Assessment:</u>	

Physical health





Physical health: Year 1

Context	In Early years, the children began to understand how to keep their body healthy. This is extended in year 1 by learning about how to stay physically healthy, the importance of sleep, oral hygiene and simple changes as we grow.
PSHE themes	Being healthy, diet and nutrition (hydration), physical activity, sleep, growing and changing, life changes

	Focus	Resources
1	<u>What does being healthy mean?</u> Know that keeping healthy means being being in good physical and mental health (link to previous unit). Know that there are different ways to keep our body healthy- such as sleep, exercise and healthy eating Know that different parts of the body need different things to keep them healthy (doctors, dentist). Know that there are different ways to keep our mind healthy- such as being outside, hobbies and spending time with our families.	
2	<u>How can I keep my body healthy?</u> Know different ways to be physically active, such as walking, running, playing sport. Know that we need to be physically active everyday to stay healthy. Know that diet and the food we eat will affect our ability to stay active. Know that I need to stay hydrated to be healthy.	
3	<u>How can I keep my teeth healthy?</u> Know how to brush our teeth to prevent the build up of plaque on our teeth that can cause dental decay. (Brush twice a day, for two minutes, with a pea sized amount of toothpaste). Know that we need to avoid eating too much sugar to keep our teeth healthy. Know that regular visits to the dentist help us to look after our teeth (every 12 months).	
4	<u>Why is sleep important?</u> Know that sleep is very important for ensuring that we stay healthy. Know that children aged five years needs at least 9-12 hours a day. Know what could happen if we don't get enough sleep - affects on the body and mind. Know that relaxation is important for us to feel happy.	
5	<u>How will I change as I get older?</u> Know that everyone gets older. Know the simple life stages; baby, child, adult, elderly. And the simple changes that happen between each stage. Know that what we need to stay healthy is different at different stages of our life.	
6	<u>Assessment:</u>	



Physical health: Year 2

Context	In year 1, pupils have learnt to keep themselves healthy by looking after their physical health by managing sleep routines and maintaining oral health. In year 2 this is further developed by learning about how external factors impact our health for example germs. This will be further developed in year 3 when they learn about how to identify healthy and unhealthy choices.
PSHE themes	Being healthy, diet and nutrition, hygiene, medicine management, allergies.

	Focus	Resources
1	<u>What food is good for my body?</u> Know about the food groups and that we need all types of food in moderation. Know, and be able to give example of foods that are good for our body and ones that need to be eaten in moderation (healthy diet). Know that sugary food contain less of the good things we need for our bodies, such as vitamins and minerals. Know that sugar can build up fats in our body that can cause use to develop illnesses and diseases as we get older.	
2	<u>How can I protect my body from germs?</u> Know that there are germs all around us, germs are tiny organisms, or living things, that can cause disease. Know that germs invade our bodies and can make us sick, they might give us colds, flus, upset stomachs, coughs and rashes. Know that we need to stop germs from entering our bodies by washing our hands, covering our noses and mouth with we sneeze or cough, getting our immunisations (next lesson) and keeping healthy.	https://www.germsjourney.com/uk-resources/ages-3-6/key-stage-1/
3	<u>How do medicines keep me healthy?</u> Know that when we become ill, the right type of medicine can help us to feel better. Know that some people have to take medicine all of the time to keep their body healthy. Know that we should only ever take medicines that are intended for us. Know that there are lots of different types of medicines, for example tablets, creams, liquid, inhalers and injections. Know that injections, or immunisations, are given to us to fight against diseases which could make us very ill.	
4	<u>What are allergies?</u> Know what an allergy is. Know that allergies are very common (between 10%-40% of people globally have them). Know about different allergens (food allergens, allergic asthma and hay fever). Know that some allergens are more common than others.	
5	<u>What do we need to do if somebody has an allergic reaction?</u> Know how allergies and an allergic reaction can affect someone (short term and long term). Know that we must keep others safe by not sharing foods. Know that if we are worried about a classmate they should tell a trusted adult immediately. Know that we must show kindness and understanding to people with allergies.	
6	<u>Assessment:</u>	

Physical health: Year 3



Context	In Key stage 1, pupils learnt ways to stay healthy, such as getting enough exercise, the importance of sleep and what is a healthy, balanced diet. In year 3, they look at how our habits can be healthy or unhealthy, and revisit oral health. As they move into year 4, they will build upon their understanding of a balanced lifestyle, before learning about physical illnesses and hygiene.
PSHE themes	Being healthy, diet and nutrition, physical activity, sleep, sun safety, hygiene, balanced lifestyles, oral health.

	Focus	Resources
1	<u>What is an unhealthy choice, and how does it affect me?</u> Know that the choices we make can impact our bodies in a healthy or unhealthy way. Know that unhealthy choices (no physical exercise, unhealthy diet, skipping meals, no fresh air) can stop our bodies working as they should. Know that unhealthy choices we make now can affect how healthy we are in the future.	
2	<u>How can I identify healthy and unhealthy choices?</u> Know how to identify healthy choices, such as; eating fruit and vegetables, getting enough sleep, staying hydrated, playing outside (fresh air), washing our hands before eating. Know how to identify unhealthy choices, such as; too much screen time, skipping breakfast, eating too much sugar, going to bed late, not wearing sunscreen.	
3	<u>What is a habit?</u> Know that habits are things that we do regularly. Know that it is important that we make making healthy choices a habit. Know that it can be hard to break unhealthy habits- but we need to try to keep our bodies working properly. Know how we can make routines to help us to make healthy choices into a habit.	
4	<u>Why is it important to go to the dentist?</u> Know that it is important that we look after our teeth and gums, so that we can eat a balanced diet and so we stay physically healthy. Know that different foods can help or harm our teeth. Know that some foods can cause tooth decay and gum disease. Know that we need to visit the dentist if our teeth are hurting or are sensitive. Know that visiting a local dentist regularly can help prevent dental decay and gum disease.	
5	<u>How can I keep my teeth healthy?</u> Know that alongside maintaining a healthy diet, it is also essential to practice good oral hygiene habits. Know when and how to correctly brush and floss our teeth. Know the importance of using a toothpaste containing fluoride.	
6	<u>Assessment:</u>	



Physical health: Year 4

Context		In year 3, pupils learnt the importance of creating habits to sustain healthy choices. In year 4 they recap the importance of maintaining a healthy lifestyles, explore sleep routines and being physically unwell. In year 5, the children continue to explore creating healthy habits and start to think about managing risks.
PSHE themes		Being healthy, diet and nutrition, hygiene, balanced lifestyles, physical illness, bacteria and viruses
	Focus	Resources
1	<u>How do I maintain a healthy, balanced lifestyle?</u> Know that by leading a healthy balanced lifestyle we can be physically and mentally healthy. Know that ways to lead a balanced lifestyle include; eating a balanced diet, exercising regularly, getting enough sleep, staying hydrated, having a positive attitude. Know what might influence their choices. Know the benefits of eating a healthy diet.	
2	<u>How can I maintain a good sleep routine?</u> Know why sleep is important for my health, mood and learning. Know how much sleep I should be getting at my age. Know the possible barriers to a healthy sleep routine. Know what could help me to get a good nights sleep.	
3	<u>How do I know if I am physically unwell?</u> Know that everyone gets ill, and this can be in lots of different ways, for example cold/flu, temperature, stomach ache, head ache, broken leg etc. Know that there different symptoms for different illnesses. Know that different illnesses need different levels of response and care e.g. treatment at home, doctors, hospital etc.	
4	<u>What do I do if I am feeling physically unwell?</u> Know that we need to speak to an adult if we feel unwell to support with our care. Know which adults are responsible for helping us to stay safe and healthy in different environments (school, home, while in the community). Know that some illnesses we can manage at home, with rest, drinking plenty of fluids and taking over the counter medicines (safely with the support of parents) Know that sometimes we need to seek medical help and follow the advice and treatment given.	
5	<u>How can I prevent becoming physically unwell?</u> Know that bacteria and viruses can affect my health. Know that by following simple hygiene routines, we can stop viruses from spreading to others.	
6	<u>Assessment:</u>	

Physical health: Year 5

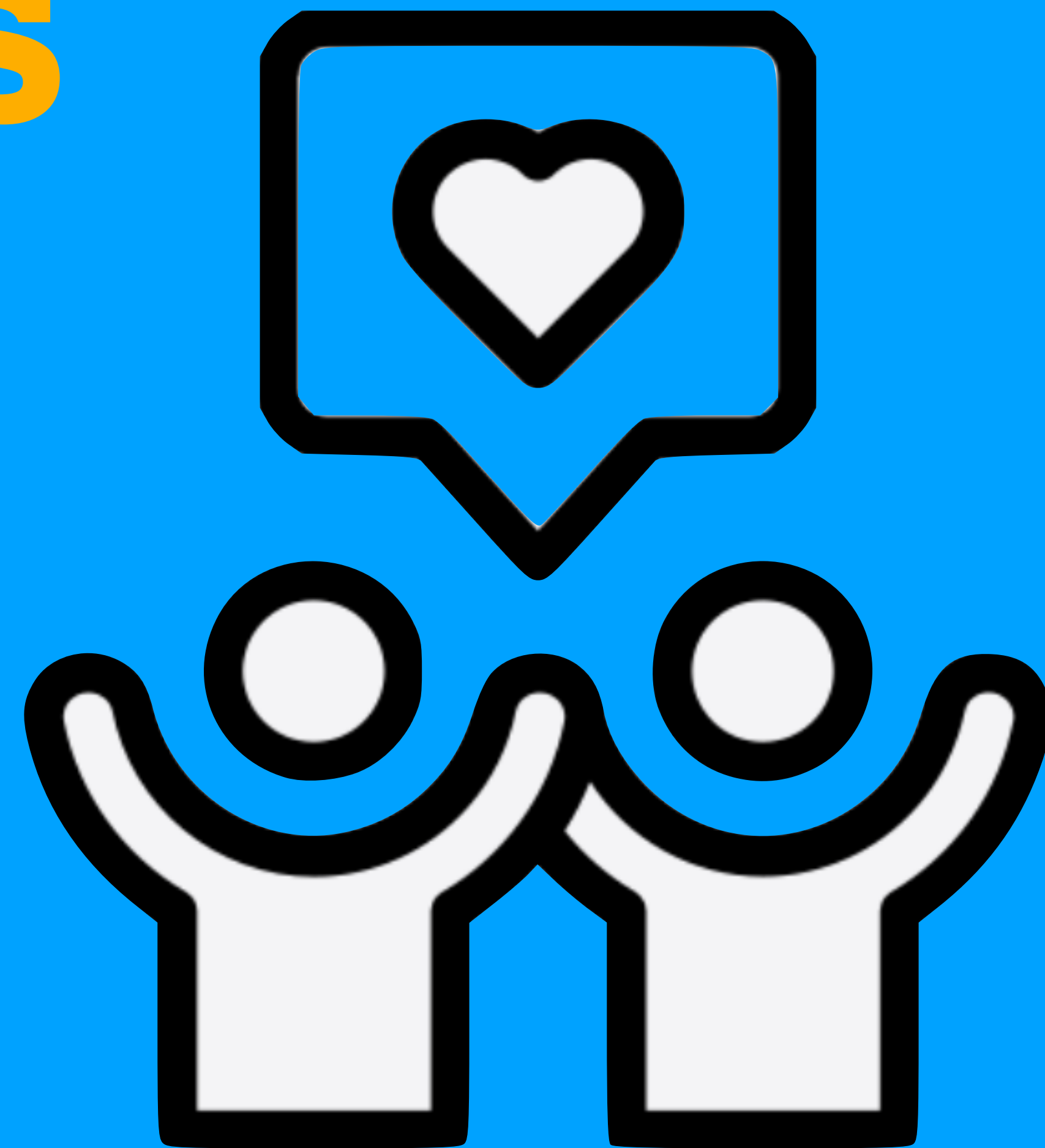


Context		In year 4, pupils learnt the importance of maintaining a healthy lifestyles, explore sleep routines and being physically unwell. In year 5, they recap habits and then explore rules and managing risks. This is further developed in year 6 where the children think about how their increasing independence leads to more risks.
PSHE themes		Being healthy, sleep, hygiene, health and fitness, balanced lifestyles, rules, emergencies, risks.
	Focus	Resources
1	<u>What is a habit and why are they hard to change?</u> Know what a habit is. Know some habits that help us - sleep routine, being active, eating a balanced diet, limiting screen time and practising good hygiene routines. Know that some habits do not help us. Know that some unhealthy habits can become addictive and leave us dependent - too much screen time. Know how to break an unhealthy habit by setting small goals and swapping for healthier activities.	
2	<u>How does the media portray ideas of health and fitness?</u> Know some of the everyday choices that we make about our health and wellbeing. Know some role models of healthy lifestyles and what makes them healthy. Know how the media portrays fit, healthy and successful people. Know how this portrayal may affect us.	
3	<u>What are the school rules on health and safety?</u> Know some school rules that keep us safe. Know what an emergency is. Know how to call the emergency services in the case of an emergency. Know how to give accurate answers calmly to information that may be asked by emergency services (location, name, what has happened, who is involved etc).	
4 and 5	<u>How can I manage risks?</u> Know that as I grow older I become more independent. Know that we take risks everyday. Know that risks can be positive and negative. Know how to weigh up risk factors when making decisions (staying out after dark, climbing a tree in the park, talking to a stranger online). Know how to reduce risks. Know that different people have different attitudes to taking risks. Know who can help us to keep safe (at home, in school and in the community) and where we can find helpful information.	
6	Assessment:	



Context		Throughout KS1 and 2, pupils have secured a good foundational knowledge of how to promote and maintain good physical health. This unit revisits risks and links to the children's increasing independence as they get older. They then explore the impact that drugs, alcohol, smoking and vaping have on our bodies and our mental health.
PSHE themes		Drugs, alcohol, tobacco, vaping, mental health, peer pressure, media, independence, risks.
	Focus	Resources
1	<u>How can commonly available substances and drugs (including alcohol and tobacco) affect my health?</u> Know the difference between legal and illegal substances. Know that some substances change the way people feel - making them more relaxed or energised. Know that these substances can affect people differently. Know that misusing substances can be dangerous (guidance in PSHE Association p123).	Page 123 of the PSHE association gives clear guidance on this topic.
2	<u>How can commonly available substances and drugs (including alcohol and tobacco) affect my health?</u> Know the short term and long term effects on health of some common substances (including alcohol, tobacco and vaping). Know that society protects us by making some substances available to anyone, some only available to adults, some that are only prescribed by doctors and some that are illegal. Know wider impact of misuse on family and communities (guidance on page 123 of PSHE association). Know where to find trustworthy and reliable information on substances. Know what adults can support us if we have any questions or concerns.	
3	<u>How can peer pressure and the media influence our behaviour?</u> Know that wanting peer approval can influence what we say or do. Know how the media can influence my behaviour. Know that what we see in the media is not always true (misinformation). Know who to talk to if we are feeling pressure.	
4	<u>How can I manage my increasing independence?</u> Know that as we move to high school and get older, we may have more independence (walking to school). Know that more independence comes with more responsibility. Know that having more independence means we have to keep ourselves and others safe. Know some of the situations that we could be responsible for our own safety (whilst travelling on trains, playing near roads and water sources, being home alone, talking to strangers etc). Know some of the strategies they could use to keep themselves safe. Know where to seek reliable advice.	
5	<u>How can I manage risks?</u> Know that as we move to high school and get older, we may have more independence (walking to school). Know some of the risky situations that we may face (a friend asks you to ride a bike down a busy road with no helmet). Know that peers may encourage us to take risks but that we have the right to make our own choices. Know how to assess risky situations and make a safe decision.	
6	<u>Assessment:</u>	

Positive Friendships



Positive Friendships: Year 1



Context		In EYFS children are supported to show kindness through sharing, and turn taking. In this unit, the children will learn what it means to be a good friend, and start to talk about unkind behaviour and how it impacts others. In year 2 this is developed further by children learning about bullying. Throughout this unit, the children will be developing their ability to explain their views and opinions.
PSHE themes		friendship, loneliness, conflict, unkind behaviour
	Focus	Resources
1	<u>How do we make friends?</u> Know that there are different ways that people meet and become friends. Know some things that friends and classmates have in common. Know that friends can have similarities and differences. Know some ways to be a good friend.	
2	<u>What does 'fair' and 'unfair' mean?</u> Know what the words fair and unfair means to them. Know some examples of situations that may feel fair or unfair. Know some examples of kindness and unkindness, including some of their own acts of kindness. Know what is meant by right and wrong (focused on behaviour). Know how our actions can affect others.	
3 & 4	<u>How can I solve arguments with my friends?</u> Know how to identify some reasons why friends might argue. Know that disagreeing with friends can happen and is normal. Know some ways that friends can play well together. Know a range of ways that friends can solve arguments. Know how and when to seek help if we are unable to solve arguments on our own.	
5	<u>What is unkind behaviour?</u> Know what kind behaviour looks like inside and outside of school. Know how unkind behaviour can make people feel - including the effects on their wider friends and family. Know that feelings can affect how people think and how they behave. Know what to do if they witness or experience unkind behaviour.	
6	<u>What does it mean to feel lonely?</u> Know that when we feel left out or sad this could be loneliness. Know that everyone feels lonely sometimes. Know that we can help ourselves when we feel lonely by finding friends to play with. Know that we can help someone who is lonely for example by offering to sit with them.	
7	<u>Assessment:</u>	



Positive Friendships: Year 2

Context		In year 1 children explored friendship and how they can make friends. In this unit, children focus on bullying; the different types of bullying, its impact and how it can be dealt with. In KS2 children further this knowledge by exploring healthy and unhealthy relationships and how to manage conflicts. In upper KS2, this is developed further through the exploration of peer pressure and hate crime.
PSHE themes		Bullying, friendship, feedback, school values.
	Focus	Resources
1	<u>Why should we always be kind? Should we always CARE?</u> Know that kindness means being friendly and considerate of other people. Know that when we are kind, and people are kind to us, we feel happy. Know that when we are unkind, or people are unkind to us, we feel sad. Know examples of kind and unkind behaviour, and kind and unkind words.	
2	<u>Who gives us support and feedback?</u> Know when and how we give support and feedback within school. Know how it feels to offer feedback and receive feedback. Know what feedback is constructive (Austin's butterfly). Know who gives us support at home.	
3	<u>Are we all the same or different?</u> Know what the words similar and different mean. Know how we are similar and different to others in our school. Know our special gifts and talents. Know that although we are different, we are all equal.	
4	<u>What is bullying and does bullying always look the same?</u> Know that bullying is a repeated type of unkind behaviour, that someone does on purpose. Know that bullying doesn't always look the same. Know that bullying can occur online as well as in person. Know examples of bullying include; being mean, leaving people out, hurting others, stealing and damaging.	
5	<u>How does bullying make people feel?</u> Know that bullying can affect the victim in lots of ways, for example; feeling sad, feeling lonely, struggling to concentrate, not learning at school. Know that bullying can also make others upset, they can feel pressured to do something that they know is wrong. Know how to say no to pressure to do something you don't want to do.	
6	<u>How can we get help to deal with bullying?</u> Know that if you or someone you know is being bullied, you must act. Know that you can tell a trusted adult, this could be your parent, carer or teacher. Know that you could talk to the bully and ask them to stop. Know that you need to be friends with people you trust and that treat you well.	
7	Assessment:	

Positive friendships: Year 3



Context		In KS1 children began to explore what it means to be a good friend and were introduced to the concept of bullying. In year 3 children develop this by deepening their understanding of friendship, looking at healthy and unhealthy friendships, how social skills support friendship development and resolving conflicts. In year 4, children look at bullying both in person and online.
PSHE themes		Friendship, conflict, unhealthy/healthy friendships, emotions.
	Focus	Resources
1	<u>What is friendship and are all friendships the same?</u> Know that a friend is someone we trust and who we feel understands us. Know that not all friendships are the same. Know that examples of different friendships include: where people have lots of similar interests, where people are competitive with each other, where one person talks a lot and the other person listens a lot or friendships that are balanced (they both talk and listen and get along well with each other). Know that friends can have different points of view but can be respectful of each other. Know that friendships change over time, for example friends we had in nursery may not be our friends now.	
2	<u>What makes a friendship healthy or unhealthy?</u> Know that the characteristics of an unhealthy friendship might include power imbalance, not being an active listener and being disrespectful. Know that a healthy relationship where both people feel valued and included. Know that if someone suspects an unhealthy friendship, they need to: speak to a trusted adult, talk to the friend (in the friendship) and explain how they feel, talk to other friends, make other friends and spend more time with them and do things they enjoy that make them feel good to increase their self-care so they feel calm and happy.	
3	<u>How can we recognise other people's emotions?</u> Know a range of emotions and be able to describe how they affect our thoughts and actions. Know that we can recognise feelings in others even if they don't say anything. Know how to recognise feelings in others by recognising some of the indicators that people may show (body language). Know how to help other people when they are upset.	
4	<u>How can social skills help us to make and keep friends?</u> Know that examples of good social skills include: looking at the person who is talking, showing that you are listening by nodding or shaking your head or asking open-ended questions. Know that if someone is not listening, and they are talking over another person, this will make their peers feel upset. Know how to work collaboratively in a group. Know what skills are essential when working collaboratively.	
5	<u>How can I resolve conflict?</u> Know that conflict is when people have a serious disagreement, this can last a long time and be difficult to solve. Know that everyone experiences conflict at some point in their lives. Know that conflict can happen for lots of reasons, such as: different beliefs or stubbornness. Know different strategies to manage conflict include: talking it through, listening and compromising. Know that there is a difference between being assertive and being controlling. Know that there is a difference between being kind to others and neglecting your own needs. Know that compromise is where people find middle ground and how it can help make and keep friendships healthy and strong. Compromise is an agreement or a	
6		



Positive Friendships: Year 4

Context		In year 3, children explored the challenges faced by friends and the difference between healthy and unhealthy friendships. This is extended in year 4 as pupils learn about how to respond to hurtful behaviour, including bullying and cyber bullying. In UKS2, children will explore the importance of feeling included and the impact of peer pressure and dares.
PSHE themes		Friendship, relationships, dares, bullying and cyber bullying
	Focus	Resources
1	<u>What is the value of friendship?</u> Know the positive features of friendships. Know the importance of spending time with friends, of supporting each other and having fun together. Know and describe how having or not having friends can make people feel. Know ways to maintain positive friendships.	
2	<u>What challenges do friendships face?</u> Know how friendships can go through ups and downs, including how this can feel. Know strategies for managing when friends disagree, have a different opinion, fall out or when friendships change. Know how to resolve conflict positively. Know how to compromise with peers.	
3	<u>What are 'dares' and how can we manage them?</u> Know what a dare is and how it may make somebody feel. Know some examples of dares that are okay Know some examples of dares that make people feel uncomfortable, create danger or are risky. Know that our actions affect ourselves and others. Know who to talk to if we are feeling uncomfortable.	
4	<u>Why is cyber bullying?</u> Know that online bullying, also known as cyber bullying, is bullying that takes place online. Examples of online hazards include; trolling, deep fakes, stalking etc. Know that unlike bullying off line, online bullying can follow a child wherever they go, via social media networks, gaming and mobile phones. A person can be bullied online and offline at the same time. Know that things that we say online stay online and they have real consequences	
5	<u>How should we respond to bullying and hurtful behaviour?</u> Know what teasing, hurtful behaviour and bullying is. Know what discriminatory language is and how it may affect both the person being bullied and their family. Know the possible impacts of bullying, e.g loneliness, sadness, loss of interest in hobbies and friendships, changes in sleep etc. Know how to respond safely to bullying for themselves and others including online and how to seek support	
6	Assessment:	



Positive Friendships: Year 5

Context		In year 4, children continued to develop their idea of positive friendships, including bullying online and offline. In this unit, year 5 will focus on how they can recognise others' emotions and will examine the affect of peer pressure on their relationships. In Year 6, the children will learn about vulnerable groups and stereotyping.
Vocabulary		Inclusion, emotions, peer pressure, human rights, support.
	Focus	Resources
1	<u>Why is it important that friendships make people feel included?</u> Know why friendship is important. Know reasons why friendships might develop and change over time. Know some of the benefits of making new friends, and having different types of friends. Know some of the challenges of making new friendships while maintaining old ones. Know how someone may feel if they are excluded.	
2	<u>How can I recognise other people's emotions?</u> Know that our feelings change over time and recognise some of the ways we may feel now that we are older. Know how recognising and responding to others' feelings can help support them and be beneficial for us too. Know how to emphasise with our friends that may be experiencing challenging feelings (putting ourselves in their shoes). Know ways that we can manage our own big emotions and how they can affect our friendships.	
3	<u>How can peer pressure affect my relationships?</u> Know that peer pressure is when we feel forced to do things by someone else and can take many forms. Know that if someone pressures you into doing something that makes you feel unsafe or uncomfortable you should always tell a trusted adult. Know that our actions and choices can have real consequences for ourselves and others. Know that we have rights for different things, e.g. the right to be listened to, the right to an education etc. Know that we have the right to say no and no one has the legal right to deny someone their rights.	
4	<u>What are the possible consequences of peer pressure?</u> Know some examples of 'challenges' set by friends that may be positive and know some examples of 'dares' that can be dangerous to ourselves and others. Know some examples of dares that are sometimes made to look or sound like something else. Know that we can say no to dares and who we can go to when we need advice or support.	
5	<u>Who can support me?</u> Know that asking for help is a brave thing to do, but sometimes everyone needs help. Know that it is important to know who can support us. For example, safe people in school, family members or friends. Know that Childline is a free 24-hour service for anyone up to the age of 19. Know how to contact Childline. Know why somebody may seek support from childline.	
6	<u>Assessment:</u>	



Context		In year 5, the children learnt about how to recognise other people’s emotions and how peer pressure can affect their friendships. In Year 6, the children will learn about vulnerable groups that can often be excluded. The children will learn the rights outlined in the Equality act and will begin to challenge common stereotypes.
PSHE themes		Friendship, bullying, conflict, vulnerable groups, misinformation, discrimination, prejudice, stereotypes.
	Focus	Resources
1	<u>Which vulnerable groups can feel excluded?</u> Know the benefits of friendship, belonging and being part of a group. Know that the groups that feel isolated include those who are perceived to be different to the norm for a given community, for example people who are immigrants, disabled, ethnic minorities, living poverty, a different sexual orientation, a different religion or race. Know how it feels to be excluded. Know strategies to support those who feel excluded.	
2	<u>How can conspiratory theories, fake news and misinformation affect our opinions?</u> Know a conspiracy theory is the belief that an event or situation is the result of a secret plan made by powerful people. Know that misinformation is wrong, or partly wrong information that is trying to trick you. Know that fake news is a story that looks like news, but has been created as a joke or to make you feel a certain way. Know that some theories are harmless, and others can be harmful. Know that we need to learn to fact check what we see to know if it is real or not.	
3	<u>What are the protected characteristics?</u> Know that the protected characteristics are outlined in the Equality Act 2010. Know there are nine protected characteristics that protect people from discrimination. Know some examples of the nine characteristics- age, disability, gender, marriage/civil partnership, pregnancy/ maternity, race, religion/belief etc. Know these promote equality, ensuring that people are treated equally, and therefore able to reach their potential.	
4	<u>What is ‘hate crime’ and why does it happen?</u> Know that hate crime includes a crime that includes prejudice or discrimination- focussing on the victims protected characteristics e.g. race or ethnicity. Know that hate crime can be physical or verbal. Know that stereotypes, prejudice and discrimination can cause hate crime. Know that it is important we acknowledge and recognise where we might use stereotypes and discriminate in order to prevent hate crime.	



Positive Friendships: Year 6

5	<u>How can we challenge prejudice and stereotypes?</u> Know what is meant by stereotyping. Know some examples of different kinds of stereotyping and how they affect people (girls only like..., ____ is a job for men etc). Can be stereotypes specific to our school and classroom. Know that stereotyping can lead to problems - people feeling excluded and restricted. Know how we can challenge stereotypes respectfully.	
6	Assessment:	

Healthy relationships





Healthy Relationships: Year 1

Context	In Early years, the children began to understand people who help for us and our family, In year 1, pupils are introduced the concept of trusted adults. Using the NSPCC PANTS resource, they learn about simple consent and privacy.
PSHE themes	Trused adults, consent, privacy

	PSHE association objectives	Focus	Resources
1	To identify special people (friends, family and carers). What makes them special and how people care for each other.	<u>Who is special to me?</u> Know special people in our lives and know that everybody may have different people that are special to them. Know what makes us special. Know how we can care for our special people. Know how our behaviour affect our special people.	
2	about the importance of telling someone — and how to tell them — if they are worried about something in their family About situations when someone's feeling might be hurt and who to go to for help	<u>Who can we ask for help?</u> Know that a trusted adult is someone we are happy to talk to. Know and be able to name five trusted adults they can talk to. Know how to ask to for help	
3 and 4	about what it means to keep something private, including parts of the body that are private. To identify different types of touch and how they are people feel (e.g. hugs, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe	<u>What does it mean to keep something private?</u> Know that adults care for children and help them to stay healthy and safe. Know how to identify safe adults and how to ask for help if something is upsetting or worrying. Know that some parts of the body are private.	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching (Pants power and more pants power) PSHE Association page 137
5	when it is important to ask for permission to touch others how to ask for and give/not give permission	<u>Why is permission important?</u> Know that asking permission means asking if it is OK to do something. Know why I should ask other people for permission in different situations, including when touching someone else. Know simple phrases to ask for, give or not give permission.	
6	<u>Assessment:</u>		



Healthy Relationships: Year 2

Context	In year 1, pupils learnt about privacy and simple consent. In year 2, they will explore different families and challenge gender stereotypes. They will also revisit privacy by examining the difference between secrets and surprises. In year 3, pupils will look at positive relationships in the wider community by exploring rights, laws and responsibilities.
Vocabulary	family, care, gender, stereotypes. secrets

	Focus	Resources
1	<u>What is a family?</u> Know that a family is a group of people who care for each other, these people may be related. Know that caring about someone means that you look after them, and what the best for them.	Families lesson 1
2	<u>Are all families the same?</u> Know that there are lots of different types of families Know that there are differences and similarities between different types of families. Know that all families love and care for each other.	Families lesson 2
3	<u>Does Mummy always have to do the cooking?</u> Know that gender stereotypes are a general belief about what boys and girls should behave. Know that examples of gender stereotypes include the toys that children play with, or the roles of adults in a family, for example Mummy does the cooking and cleaning. Know that we have to challenge gender stereotypes, boys and girls can do the same.	https://pshestaffs.com/wp-content/uploads/2023/04/Womens-Aid-Healthy-Relationships-Expect-Respect.pdf (page 31)
4	<u>How can my body and my feelings be hurt?</u> Know that my body can be hurt when I fall over etc, but that my feelings can also be hurt. Know how it felt when I was hurt physically and emotionally. Know who I can go to if I am hurt or uncomfortable at home or at school. Know how we can support somebody who is hurt or uncomfortable.	
5	<u>Should we keep all secrets?</u> Know that there are good or happy secrets like keeping a birthday surprise. Know that there are bad secrets such as a friend making you promise not to tell. Know that when someone asks us to keep a bad secret we need to say no and tell a trusted adult.	https://pshestaffs.com/wp-content/uploads/2023/04/Womens-Aid-Healthy-Relationships-Expect-Respect.pdf (page 26)
6	<u>Assessment:</u>	



Context	In KS1 pupils have learnt about the family and simple consent and privacy. In year 3, they focus on promoting healthy relationships in the community, learning about rights and responsibilities and the importance of respect and tolerance. They also explore discrimination, and how it can affect people's physical and mental health. In year 4, pupils return to the concept of consent, and appropriate touch.
PSHE themes	Rules, UN rights of the child, respect, tolerance, discrimination

	Focus	Resources
1	<u>What are rules, rights and responsibilities?</u> Know that the rule of law means that laws apply to everyone equally. Laws are made by the UK government in parliament. Know that rights are privileges and freedoms that belong to everyone. Know that we all have responsibilities, for example respecting others rights, mutual respect etc.	https://www.bbc.co.uk/bitesize/articles/zqgm7yc#zx7jjsg
2	<u>What are my rights as a child?</u> Know that in 1989 the UN wrote the legally binding convention on the rights of the child. Know that this sets out what a child needs to be safe, happy and fulfilled. Know that it is made up of 54 articles, covering aspects such as; privacy, education and equality.	https://www.amnesty.org.uk/files/2022-09/Know_your_rights_resource_FINAL.pdf?VersionId=ZDNsQNIe951DY33mLAwNEDE55qwK_MjY https://www.youngcitizens.org/resource/childrens-rights/
3	<u>Why should we always be tolerant? (Link to British values)</u> Know that tolerance means being nice to everyone. Know that we have to be tolerant to people who are different than us, for example they have different beliefs (religion), they have a different family etc. Know that tolerance is a British value, and is very important help everyone in Britain live together peacefully.	https://www.educateagainsthate.com/resources/barking-dagenham-primary-resources-british-values-games/
4	<u>What is respect? (Link to school value & British value)</u> Know that respect means being thinking about the feelings of other people. Know that it is important to treat everyone with respect, it is a British value. Know examples of respectful and disrespectful behaviours e.g. taking turns and using manners.	https://www.educateagainsthate.com/resources/barking-dagenham-primary-resources-british-values-games/
5	<u>What is discrimination?</u> Know that discrimination means treating people differently due to characteristics of their identity and that there are different types of discrimination. Know that under the equality act, it is illegal to discriminate. Know that discrimination can affect people's physical and mental health.	https://www.youngcitizens.org/resource/discrimination/
6	Assessment:	



Healthy Relationships: Year 4

Context	In year 3, pupils learnt about the importance of promoting healthy relationships in the wider community. In year 4 pupils return to the concept of consent through permissions, personal boundaries and appropriate touch. They are also introduced to the dangers of sharing images online. In year 5 this is developed through exploitation, and online exploitation.
PSHE themes	Consent, personal boundaries, appropriate touch, online image sharing

	Focus	Resources
1	<u>What diverse families do we have in our society?</u> Know and describe different family structures - step/blended, adopted, same sex parents. Know how family members are related e.g. step-sister, half-brother, uncle etc. Know how to Identify what families have in common and how they can differ. Know that all family types should be valued and celebrated	Families
2	<u>How do families change?</u> Know some changes that can happen in a family Know how changes in a family can make someone feel Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy	Families
2	<u>When do we need to seek permission?</u> Know how to identify situations where permission needs to be asked for Know examples of how to ask for, give, or not give permission Know why asking for permission is important in different situations	https://belgravestbartholomews.sharepoint.com/:f:/s/WholeSchool/EpJIuxhZw1BFtFd3WKJnYJ8B0nyBfF0qh9wwi2sq_cTeJA?e=OKQmmF
3	<u>What are personal boundaries?</u> Know what is meant by 'personal space' and 'personal boundaries' and why these are important Know how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online Know what might make someone feel uncomfortable and what they could do, or who they could go to for help and support	https://belgravestbartholomews.sharepoint.com/:f:/s/WholeSchool/EpJIuxhZw1BFtFd3WKJnYJ8B0nyBfF0qh9wwi2sq_cTeJA?e=OKQmmF
4	<u>What is the difference between appropriate and inappropriate touch?</u> Know the differences between appropriate and inappropriate touch Know strategies for responding to unwanted physical contact Know who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried	https://belgravestbartholomews.sharepoint.com/:f:/s/WholeSchool/EpJIuxhZw1BFtFd3WKJnYJ8B0nyBfF0qh9wwi2sq_cTeJA?e=OKQmmF
5	<u>When is it okay to share a secret?</u> Know that there is a difference between a surprise and a secret (Surprises make people feel good and happy. Secrets are things that we are told not to tell anyone else and they may make us worried or uncomfortable. Know that if a secret makes us feel worried then we should share it with a trusted adult. Know that even if we have agreed to keep a secret, we can still share it with others if we feel uncomfortable.	
6	<u>Assessment:</u>	



Healthy Relationships: Year 5

Context	In year 4, pupils learnt about seeking permisison. This is furthered with the introduction to the concept of consent, and exploitation. They also explore harassment and the impact this can have on victims. In year 6, pupils learn about committed relationships, including marriage and civil partnerships.	
PSHE themes	Consent, exploitation, healthy/unhealthy relationships	
Lesson	Focus	Resources
1	<u>What is consent?</u> Know that consent means, and that it must be clear, informed, willing and active. Know that consent is important to make sure everyone feels respected. Know that boundaries are things we are comfortable to do and that everyone has different boundaries.	Healthy realtionships
2	<u>When is it OK to share images?</u> Know what images are appropriate to share Know how to respond safely to requests for images of themselves Know what to do if they take, share or see an image which may upset, hurt or embarrass someone Know how to identify and ask for help or advice from sources of support.	
3	<u>What is the difference between a healthy and unhealthy relationship?</u> Know that a healthy relationship is s a relationship that includes values of mutual respect, trust and honesty. Know the qualities of a healthy relationship. Know how to get support if you are in an unhealthy relationship.	Healthy realtionships
3	<u>What is exploitation?</u> Know that exploitation is when a trusted person makes you commit a crime for their benefit. Know the different types of exploitation (sexual, criminal, child and grooming) and how they might happen. Know and understand the dangers that might be present online. Know how to respond to cyberbullying and child exploitation	Healthy realtionships https://primarysite-prod-sorted.s3.amazonaws.com/st-sebastians-liverpool/UploadedDocument/d62411d1b4e641cbb1a774cb50ff59fb/prevent-lesson-plan-year-6-grooming.pdf
5	<u>What is harassment?</u> Know that harassment is unwanted behaviour which is intimidating or humiliating. Know that bystanders to harassment is present but does not act to stop the harassment. Know strategies to deal with harassment, including speaking to a trusted adult and contacting Childline.	https://pshestaffs.com/3-imanis-story-harassment/
6	<u>Assessment:</u>	



Healthy Relationships: Year 6

Context		In year 5, pupils learnt about consent, exploitation and harassment. In year 6 they look at committed relationships, including marriage and civil partnerships. They also look at forced marriage and when relationships end. In KS3 pupils learn about safe and coercive relationships.
PSHE themes		Committed relationships, marriage, civil partnership, divorce, forced marriage, divorce and separation
Lesson	Focus	Resources
1	<u>Do all relationships look the same?</u> Know that a relationship is how two or more people are connected. You can have many different kinds of relationships (friendships, colleagues, neighbours, boyfriend-girlfriend. Know that examples of relationships include; friendships, parent-child, siblings, classmates, husband-wife, boyfriend-girlfriend etc.	Healthy realtionships
2	<u>What is a committed relationship?</u> Know that a 'committed relationship' means a relationship that is serious and intended to be long-lasting or permanent Know that the features of a committed relationship include: spending time together, living together, sharing problems, planning a future together.	Healthy realtionships
3	<u>Are marriages and civil partnerships the same thing?</u> Know that a couple enters into a civil partnership by signing a civil partnership schedule. A ceremony is optional. Know a couple enters into a marriage by exchanging vows and signing a marriage schedule. A ceremony is required. Know that both can be mixed or same sex, and both parties must be over 18 years of age.	Healthy realtionships
4	<u>What is forced marriage?</u> Know that a forced marriage is a marriage in which one, or both parties do not consent to get married. Know that forced marriage is illegal in the UK, and is a form of domestic abuse.	
5	<u>Why do relationships sometimes change or end?</u> Know that sometimes relationships come to an end. Know that parents separate or get divorced. Divorce is the legal termination of a marriage or civil partnership. Know that divorce or separation can be difficult for everyone involved.	https://www.exeter.ac.uk/research/groups/law/frs/projects/rosies_story/
6	<u>Assessment:</u>	

Money & aspirations





Money & Aspirations: Year 1

Context	Throughout this half term, the year 1 children will start to consider who is responsible for their classroom environment. They will begin to consider what money is and where it comes from. They will develop their knowledge of money in year 2 by considering how we keep money safe and considering needs vs wants. The children will start to consider future jobs and gender stereotypes.
PSHE themes	Responsibility, Money, Jobs, Careers.

	Focus	Resources
1	<u>Who is responsible in our classroom?</u> Know what jobs our teachers have in the classroom and how we can help. Know what responsibilities we have in the classroom. Know how our behaviour can affect others in the classroom.	
2	<u>What is money?</u> Know that people use money to buy and pay for things. Know that by having money, we are able to support ourselves and live a comfortable life. Know that we can pay in lots of different forms; coins, notes, online payment or debit cards.	
3	<u>Where does money come from?</u> Know where people get their money from. Know that earning and saving money can enable them to plan for their future. Know about working to earn money.	
4	<u>How can my strengths help me to choose a job?</u> Know what makes everyone unique and has different strengths. Know how identify the different strengths and interests that people can have. Know that different the strengths and interests are suited to different jobs.	https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers?utm_source=pshe&utm_medium=email&utm_campaign=career-explorers
5	<u>Can I do that?</u> Know that boys and girls can do the same jobs. Know that we have to challenge people who believe that some jobs are just for men, or just for women.	
6	<u>Whose job is it to help me?</u> Know the people in our community that help us include; teachers, doctors, firefighters, police officers, crossing warden etc. Know that these people earn money for the job they do. Know that these people help us because it is the job they have chosen to do. Know that people chose their job based upon their strengths.	Lesson 2: https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers?utm_source=pshe&utm_medium=email&utm_campaign=career-explorers



Money & Aspirations: Year 2

Context 	In this unit, children explore the concept of money, including how we need to keep it safe and the difference between needs and wants. They are also introduced to the concept of affordability and simple budgeting. In LKS2, children will explore the decisions around spending money and what might influence this. The children also learn about the role of MPs in the government and consider how people might represent us in our school.
PSHE themes	Responsibility, Money, Saving, Local Government

	Focus	Resources
1	<u>What responsibility do we have to other people?</u> Know some of the needs that others may have (peers, adults, pets). Know what is meant by 'Responsibility to others'. Know how we can support others' needs (sharing, working co-operatively, taking turns).	
2	<u>How do we keep money safe?</u> Know about different places to keep money safe e.g. banks Know that different choices to keep money safe, including online Know the consequences of losing money or having it stolen and how they might feel if they lose money or have it stolen	
3	<u>What are needs and wants?</u> Know that they and their family need and want different thing Know the difference between a 'need' and a 'want' Know that we might not always be able to have the things we want or need	
4	<u>What do I know about spending, selling and saving?</u> Know that that everything has value Know how to combine pounds and pence to make particular values Know how to track saving and spending by keeping simple records Know how to make spending decisions based on affordability Know that cash is only one way to pay for goods and services.	
5	<u>What does representing mean?</u> Know that representing means speaking for other people, sharing their ideas and concerns. Know that at school we are represented by School Councillors and Eco Warriors. Know that Britain is a democracy, so in an election people vote to choose who they want to represent them. people vote to be represented by MPs, who work in parliament, in the government.	
6	<u>Why should we ask questions?</u> Know that MPs ask questions to challenge how things work, so that they can make them better. Know that MPs start each day with 'question time'. Know that Emily Davison questioned why women couldn't vote, and then campaigned for the vote for women.	



Context		In year 2, children began to explore jobs in community that help us (Local Government). In this unit, children develop their understanding of different jobs people do and the relationship between skills and career pathways. The children are introduced to the equality act to challenge stereotypes about gender specific careers. This will be further explored as children learn about the nine protected characteristics in year 6.
PSHE themes		Careers, skills, enterprise, stereotypes, equality, discrimination
	Focus	Resources
1	What job could I do? Know that there are different job sectors, eg. Education, business, charity, public service etc. Know that in each sector there are different jobs, e.g. teachers, early years practitioners, lectures are in the education sector. Know that many people do not work in the same job for all of their life.	
2	Can I do any job? Know the term 'stereotype', and that some jobs are seen as stereotypically male or female, for example that a mechanic is male and a hairdresser is female. Know that no job role is designated to a certain gender. Know that the Equality Act 2010 makes it illegal to discriminate based on gender or race, and this includes the workplace.	
3	What career is for me? Know about transferable skills and the types of activities that can help to develop them. Know how to identify which skills they already possess, and which activities have helped to develop these skills.	https://primaryplatform.careersandenterprise.co.uk/resources/career-related-learning-scheme-work-year-3
4	Know that many of the jobs they might do have not even been created yet! Know that it is OK to have multiple choices/options for their future education and careers.	
5	What skills are needed to get a job? Know about different skills needed in the employment sector, e.g. team work, communication, organisation, creativity and decision making. Know that different jobs need different skills.	Lesson 1: https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers?utm_source=pshe&utm_medium=email&utm_campaign=career-explorers
6	What skills make me enterprising? Know how we raise money as a school. Know what skills are needed to plan and run these events (managing money, work with others etc). Know examples of how young people can be enterprising (cake sales, eco council, toy sales etc). Know why it is important to have people who are enterprising in our society (inventors, creating businesses, inspiring others).	



Money & Aspirations: Year 4

Context	Building on their learning in year 1 and 2, children will explore how money is used in society, how we make decisions about how to spend money and what can influence our spending. They will also be introduced other the concept of ethical spending and how our choices can affect people all around the world. In UKS2, children will continue to learn about risks surrounding money in the form of gambling, scams and fraud.
PSHE themes	Money, online spending, influence, ethical spending

	Focus	Resources
1	<u>How is money used?</u> Know where money comes from, how it is used and why we need it. Know different attitudes people may have towards money.	
2	Know different ways to pay (cash, card, online) and identify which options are more useful or appropriate in different contexts. Know what influences people's decisions about spending money and how they manage those influences.	
3	<u>How do people make decisions about money?</u> Know how budget, value, and needs can influence decisions about spending money. Know different ways that money can be saved and kept safe, and why this is important. Know the importance of keeping track of how much money we spend. (budgeting, saving and spending).	
4	<u>What is a loan?</u> Know that money can be borrowed to pay for big purchases (house, car etc. Know that this is called a loan. Know that we have to pay interest on borrowed money. Know that interest can increase meaning we may owe a lot more money than we initially borrowed. Know that money that is owed is called debt.	
5	<u>How can what I see online affect how I spend money?</u> Know that the things we see online, from influencers or adverts, can make us think that we need to spend our money on a certain item. Know that often, influencer and adverts are biased, they want us to buy something because it earns them more money. Know that we need to fact check what we see online.	https://www.bbc.co.uk/teach/class-clips-video/articles/zm2hrmn
6	<u>How do my spending choice affect others?</u> Know about fair trade and ethical spending. Know that their everyday choices have global consequences (single use plastics, over-consumption). Know that they can make a difference to people (small businesses) and places all around the world through ethical spending. Know how choosing to donate to charities can have an impact on others.	



Money & Aspirations: Year 5

Context	In KS1, children were introduced to jobs and the job/role of the government. In this unit, children focus on job opportunities in the Local area- looking at examples of different jobs and salaries. They will also learn about the jobs within Local Government: managing services for local people, allocating funds, and representing local people. In year 6, children will look at risks associated with money, for example gambling and fraud.
PSHE themes	Jobs, careers, money, saving, spending, government, democracy, elections,

	Focus	Resources
1	<u>What are the links between jobs and money?</u> Know that some jobs pay more than others. Know that the amount of money earned depends on factors such as; working hours, commission, paid or unpaid, voluntary work. Know that their choices about work and money affects their life.	
2	<u>What jobs are available in Cheshire East?</u> Know that there are lots of different careers available.	
3	Know the training/qualifications needed for a variety of different jobs. Know the salary and typical working hours of different careers.	
4	<u>Whose job is it to govern my local area?</u> Know that councillors are elected by local residents to represent them. Know how elections work (campaigning, voting and counting votes). Know that it is the job of the local government (council) to manage and improve services and facilities within a community.	
5	<u>How does my local government support the community?</u> Know that local government supports the community by; maintaining local roads, waste collection, parking and ensuring the safety of local residents. Know that local government also help to support schools, families and the elderly.	
6	<u>How can I be a critical consumer?</u> Know how to tell if a product is good value for money (comparing prices, thinking about usefulness, durability, fashion and desirability). Know where to access reliable advice on spending and saving choices. Know how being a critical consumer will benefit us (saving money and being in control) and the wider world (encouraging ethical business practices and environmental policies).	

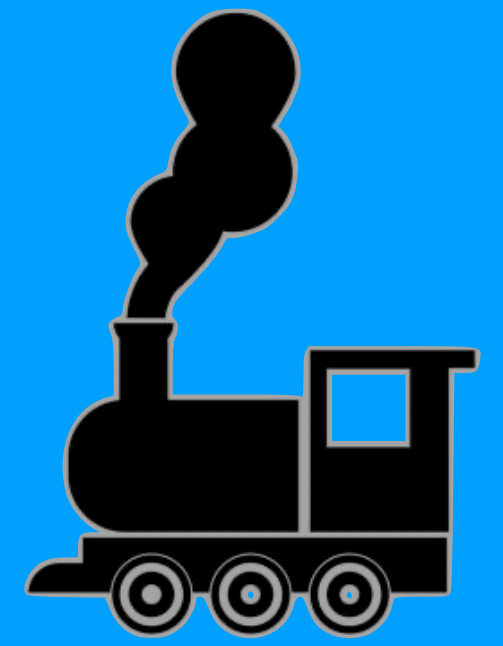


Money & Aspirations: Year 6

Context	In this unit, children return to money and develop prior learning, looking at budgeting and deductions. They will also explore financial risk, looking at gambling and the behaviours associated with healthy gaming habits. Connecting learning about e-safety, children also learn about online risks associated with money e.g. fraud and gamification.
PSHE themes	Money, tax, gambling, risk and financial risk.

	Focus	Resources
1	<u>Do I keep all the money I earn?</u> Know that money is deducted from earning to provide things we all need (e.g. through national insurance and taxes) Know why and how money we earn supports the wider community.	https://moneyheroes.org.uk/resource/billy's-payslip-expert
2	<u>How do I budget?</u> Know that planning my spending helps me stay in control of my money. Know how to use simple financial information to plan and manage a basic budget and keep track of my spending.	https://moneyheroes.org.uk/resource/household-budgeting-expert
3	<u>What is gambling?</u> Know the risk in relation to gambling. Know how winning and losing can affect a person's feelings and what makes someone want to take the risk. Know what can influence someone to gamble or feel pressure to do so. Know who to ask for help if concerned about gambling or the pressure to do something like gambling.	
4	<u>What are the financial risks of gaming?</u> Know behaviours around chasing reward Know some of the financial risks related to online gaming or other types of gambling Know the difference between controlled and uncontrolled spending Know actions to support healthier gaming habits including budgeting	
5	<u>Where can online fraud occur?</u> Know the importance of protecting personal information and data online Know how to identify and analyse examples of online fraud. Know why age restrictions for online games can help to keep people safe and prevent fraud. Know how to report concerns about online fraud.	

Keeping safe



Keeping Safe: Year 1



Context		In Early years, the children began to understand simple rules and how they keep us safe. This is developed in the unit where pupils learn about the rule of law, how to stay safe online and film ratings. Year 1 will also think about how how to keep safe on the road as a pedestrian and a passenger. We will also think about sun safety. In year 2, the children will start to learn about hazards including medicines and
PSHE themes		Rules, laws, online safety, the media, road safety, sun safety, the environment.
	Focus	Resources
1	<u>Why do we have rules?</u> Know why rules are needed for different situations. Know that examples of rules include; class rules, school rules and rules at home. Know that laws are rules that have to follow to keep everyone safe. Know that the law affects my day to day life. Know that judges, lawyers and MPs make the laws that we have to live by.	Year 1 https://www.youngcitizens.org/resource/what-is-the-law/
2	<u>Can I watch that?</u> Know that some rules are made to keep us safe, and this applies to the things we watch or play with. Know some of the BBFC's age-rating symbols and why we should use these. Know other strategies to help us to decide if a programme is suitable including talking to a trusted adult.	Online safety BBFC - 'Watch Out! Helping to make good viewing choices'
3	<u>Stop, look and listen!</u> Know the Stop, Look, Listen and Think sequence. Know that pedestrians walk on the pavement and vehicles travel on the road. Know how to walk safely with a grown up and hold hands when walking near the road.	https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/
4	<u>How can I stay safe when I am travelling?</u> Know the importance of using a car seat and a seatbelt. Know how to be a responsible passenger in a car by staying calm and being sensible. Know how to be responsible riders of bikes and scooter by wearing helmets, not crossing the road and not riding in bad weather.	https://www.think.gov.uk/wp-content/uploads/2018/04/Safety-first-3-to-6yrs.pdf
5	<u>How can I keep safe in the sun?</u> Know that the sun can make us feel unwell or hurt our skin. Know that we need to stay safe by staying in the shade when possible, using a good suncream, top up suncream regularly, wear a sun hat and drink plenty of water.	
6	<u>How can we look after our local environment?</u> Know some of the problems that occur in the local area (litter picking, neglect etc). Know some ways we can improve the local area (litter picking, bins, benches, tree planting). Know who is responsible for looking after our local environment. Know how we can take small steps to improve our local area.	
7	<u>Assessment:</u>	

Keeping Safe: Year 2



Context		In year 1 children learnt about how rules keep us safe and to stay safe on the roads. In year 2 children focus on identifying hazards at home, medicine safety, railway safety and what to do in an emergency. In year 3, children explore hazards in the wider world including road, fire and water safety.
PSHE themes		Road safety, dealing with emergencies, medicine management, managing risk, train safety.
	Focus	Resources
1	<u>What is risk and what are the hazards at home?</u> Know that is a risk is anything with the potential to cause us harm. Know that at home there are risks that we need to be aware of. Know, and be able to identify some risks including; fires, cleaning products, medicine cabinets, electrical appliances, wet floors, sharp knives, hot pans etc. Know that we have to have rules in place to keep us safe from these risks, e.g. don't touch cleaning products.	<u>PSHE Keeping safe at home</u>
2	<u>How do we stay safe around medicines and household products?</u> Know that medicines are used to treat illnesses and are only taken by someone who has been prescribed them. Know that medicine is a good thing but that it can harm us if we use it incorrectly. Know that some house hold cleaning products can be harmful. Know the importance of not using medicines or household products unless you are supervised by an adult.	Medicine safety
3	<u>How can we stay safe around the train tracks?</u> Know that train tracks are a dangerous place and they are not to be played on. Know that we should not be near train tracks without adult supervision. Know that trains move very fast and cannot stop easily. Know that adults should decide when and where we cross the train tracks. Know some safe places to cross the tracks, including bridges or level crossings.	
4	<u>How can we stay safe when travelling on the train?</u> Know how to keep safe on the platform (Standing behind the yellow safety line, waiting calmly, no pushing, hold an adults hand etc). Know how to keep safe on the train (sit properly or hold onto a hand rail, keep arms and legs inside the train, be respectful and calm). Know what to do in an emergency (know to tell an adult or a staff member if something is unsafe, know not to retrieve items that fall onto tracks). Know about emergency buttons and levers on trains and when they should be used.	
5	<u>What do I do in an emergency?</u> Know in an emergency we need to get help as quickly as we can by dialling 999. Know some situations where this may be necessary (at school, at home, in the community and on trains). Know that you need to calmly tell the operator where you are and what has happened. You need to stay on the line, as a lookout, until help arrives. Know that we should only phone 999 in an emergency.	<u>https://www.youtube.com/watch?v=ZxzewVTDas0</u>
6	Assessment:	



Context		In year 2, pupils learnt about how to identify hazards at home, and they also looked at rail safety and being a responsible passenger. In year 3, children explore hazards and risks, and learn about different risks both inside and outside the home including; fire safety, firework safety and water safety. They also revisit road safety, learning about the hazards of the road, and how they can plan safer routes to travel.
PSHE themes		Hazard and risk, fire safety, firework safety, road safety, water safety
	Focus	Resources
1	<u>What is a hazard?</u> Know that a hazard is something that could cause us harm. Know that there are hazards at school and at home, and be able to identify these. Know how to decide if an action is low, medium or high risk. Know that there could be consequences to a choice that is 'risky'.	Keeping safe
2	<u>What is fire safety?</u> Know the fire triangle- heat, oxygen and fuel. Know the main causes of fire at home are kitchen fires, electrical fires, smoking, candles and fireplaces. Know the importance of smoke alarms and having a fire plan. Know the consequences of hoax calls, arson and playing with fire.	https://www.derbyshire-fire.gov.uk/application/files/3216/2099/6847/Year_6_School_Lesson_Plan.pdf
3	<u>How can we stay safe around fireworks?</u> Know how to identify and assess the risks associated with fireworks, bonfires and sparklers. Know how to manage the risks of bonfires and sparklers. Know how peer influence might affect a young person's behaviour around fireworks and how to manage this.	Keeping safe
4	<u>What are a hazards of the road?</u> Know how and why to keep safe near roads. Know how to identify and assess potential risks on or near roads. Know how to identify safer routes for making short, local journeys on foot.	Keeping safe
5	<u>What are the hazards in our local environment?</u> Know that there are things in our local environment that pose risks to us (Litter, dog fouling, fly tipping, water pollution, air pollution, busy roads etc). Know how we can make a difference by completing small actions (Litter picks etc).	Debate. What is the biggest risk in the environment and how could we help solve it? Whose responsibility is it to look after our local area?
6	<u>What are the hazards of being near to water?</u> Know that as the weather heats up we are more likely to partake in water based activities. Know how to spot the dangers of a river and canal, including hidden and slippery edges, ice cold water, leaning over the edge, over hanging trees. Know how to take safety advice by following the signs near to canals and rivers. Know not to go near water alone. Know how to get manage emergencies by calling 999 to get help, shouting help and lying down and using a stick to make yourself stable.	https://pshe-association.org.uk/resource/water-safety?utm_campaign=Programme Builder tracking links&utm_source=environment-agency-ks2 https://canalrivertrust.org.uk/media/document/dTeUs3Zkb_4i-6TrJQplRQ/1quhdEkm2mLtZtWPQj0cncacThYJiQ5GJ-UfLLPwmy0/aHR0cHM6Ly9jcjRwcm9kY2lzdWtzMDEuYmxvYi5jb3JlLndpbmRvd3MubmV0L2RvY3VtZW50Lw/018a08c6-6141-797f-a154-9883fca08b35.pdf
7	<u>Assessment:</u>	



Context	Previously, children have learnt about risks and hazards both in the home, and outside. This unit furthers appropriate to the age of the children. They initially revisit risk but focussing on stranger danger, next they recap railway safety and staying safe around medications. Children also recap how to deal with emergencies, and learn basic first aid.
PSHE themes	Risks and hazards, rail safety, dealing with emergencies, first aid, medications.

	Focus	Resources
1	<u>Are all risks bad?</u> Know how risky different everyday activities are and that it is important it is to 'stop and think' before taking a risk. Know what makes a risk worth taking and what makes it too risky. Know that clever never goes- if someone asks you to go, if it hasn't been agreed, don't go (stranger danger). Know what do do and say if it's not OK- say no, shout, run away, ask a parent and report.	Keeping safe
2	<u>What are the risks of the railway?</u> Know how to identify hazards and risks near railways. Know how to evaluate risky behaviours in relation to railways. Know how to manage peer pressure to be unsafe near railways. Know the emergency procedure on railways, including emergency alarms and calling 999.	Keeping safe https://www.heartcommunityrail.org.uk/resources/resources-1/1
3	<u>How can I stay safe around medications?</u> Know that medicines are only taken when they have been prescribed by a doctor or pharmacist. Know the risks of taking someone else's medicine. Know how medicine is stored away safely. Know that our trusted adults should help us when taking medication.	
4	<u>How can I provide basic first aid?</u> Know how to assess a casualty's condition calmly and give first aid to someone who is bleeding. Know how to seek medical help if required for a casualty who is bleeding. Know how to give first aid to a casualty who is in shock. Know how to recognise a burn or scald. Know how to respond appropriately to someone who has a burn or scald.	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ (Bleeding, burns and scalds) https://www.bbc.co.uk/teach/class-clips-video/articles/zhtq8hv
5	<u>How should I respond in an emergency?</u> Know that it is important to ensure the safety of myself and others in the event of an emergency. Know how to assist in an emergency by correctly calling for help. Know the emergency number in the uk is 999. Know how to explain the information I need to give to emergency services if they are called to an incident.	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/



Context		In year 4, the children learnt about risks, railway and first aid. In this unit, the children begin to think about living in a diverse community (this unit continues into year 6). The children learn about safety around strangers and in the water. The children re-visit first aid but learn about tackling situations where someone may be unconscious. The children also re-visit emergency calls, but deepen their understanding of what they may need to say on their emergency phone call.
PSHE themes		Citizenship, stranger danger, first aid, emergency calls, water safety.
	Focus	Resources
1	<u>How do I stay safe in our diverse community?</u> Know that Crewe has lots of diverse people with different cultures, beliefs, religions and backgrounds. Know that diversity is something to be celebrated. Know that everyone has the right to feel safe in our community. Know that kind and respectful behaviour helps us to feel safe. Know that people might have different beliefs and ideas but we can still treat each other with respect.	
2	<u>How do I stay safe around strangers?</u> Know that while some strangers are safe, some situations involving strangers may be unsafe. Know that we have the right to say no and move away if we feel unsafe. Know that unsafe adults may ask us to keep secrets, go somewhere alone or break safety rules. Know some adults in the community who may be able to help us- police, shop workers, transport workers. Know that calling the emergency services is appropriate in emergencies.	
3	<u>How can I provide first aid to someone who is unconscious?</u> Know that an unconscious person is not awake and may not respond. Know that an adult should be called to help as soon as possible. Know that we can call 999 for help and they will help us to look after the unconscious person. Know how to check if an unconscious person is breathing. Know that the recovery position can help to keep someones airways open until help arrives.	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/
4	<u>How do I make an emergency call and when is it appropriate?</u> Know that 999 is the emergency number in the UK. Know that 99 calls should only be made in an emergency or when we are in danger (fire, crime or medical emergency). Know that making 999 calls unnecessarily is dangerous as it wastes time. Know that when we make 999 calls we need to know basic information like what has happened and our location so that help can be given.	
5	<u>How can I stay safe in the water?</u> Know that water can be dangerous even when it looks calm and shallow. Know that cold water can cause our bodies to go into shock. Know that strong currents and hidden objects in the water can be dangerous. Know that we should only swim in safe spots (supervised by an adult, at a beach or swimming pool with a lifeguard present). Know the no swimming and strong currents signs.	
6	Assessment:	



Context		In year 5, the children began to learn about living in a diverse community. This unit furthers this learning by looking closely at the local community and how we should treat each other. The children re-visit human rights and use their prior knowledge to apply them to a range of situations. The children think about who is responsible in our community and how the media may influence our views of society. Before the children move schools in year 7, they look closely at how to make healthy friendships.
PSHE themes		Community, Anti-social behaviour, human rights, responsibility, media, friendships.
	Focus	Resources
1	<u>What is our community like?</u> Know the different groups that make up our school, community and the UK. Know the importance of mutual respect for different faiths and beliefs. Know the benefits of living in a diverse society.	PSHE Association p290
2	<u>How is Anti-social behaviour, how does it affect our community?</u> Know that anti social behaviour is a range of behaviours that cause nuisance and distress to others. Know that ASB impacts lots of people, for example not feeling safe, anxiety, damage to property, loss of earnings. Know that people commit ASB for lots of reasons, for example due to peer pressure, want to fit in. Know the emotional impact of ASB in the community.	https://pshestaffs.com/wp-content/uploads/2023/11/Primary-Anti-Social-Behaviour-Education-Pack.pdf PSHE Association p307
3	<u>How do our universal human rights protect our community?</u> Know how to identify language and behaviours that conflict with our human rights (sexist or racist jokes, stereotyping, homophobia). Know how these behaviours and language can affect those around us. Know ways we can respect each others' human rights in the classroom and the wider community. Know who we could speak to and what to say if we were concerned about our own human rights.	PSHE Association p.285 and p.304
4	<u>What is our responsibility to our community?</u> Know what a responsibility, right and duty is. Know whose duty it is to look after our community (environment and people - older people, people with additional needs).	
5	<u>How does the media present information?</u> Know some of the ways the media may influence our views. Know the potential dangers of accepting information 'at face value'. Know that the media can sometimes reinforce stereotypes in society. Know how we can detect bias or misrepresentation.	PSHE Association p291
6	<u>What is a healthy friendship?</u> Know what makes a healthy, positive friendship and identify traits that would indicate that a friendship is unsafe or coercive. Know that the the need to belong can influence young people's choices and behaviours Know the warning signs that might mean someone is being coerced into unsafe behaviour Know strategies to manage coercive friendships or social groups.	
Assessment:		

RSE Key

Families and people who care for me
Caring friendships/ respectful kind relationships.
Online safety awareness
Being safe
Health and Wellbeing
Developing bodies - Taught through Science.