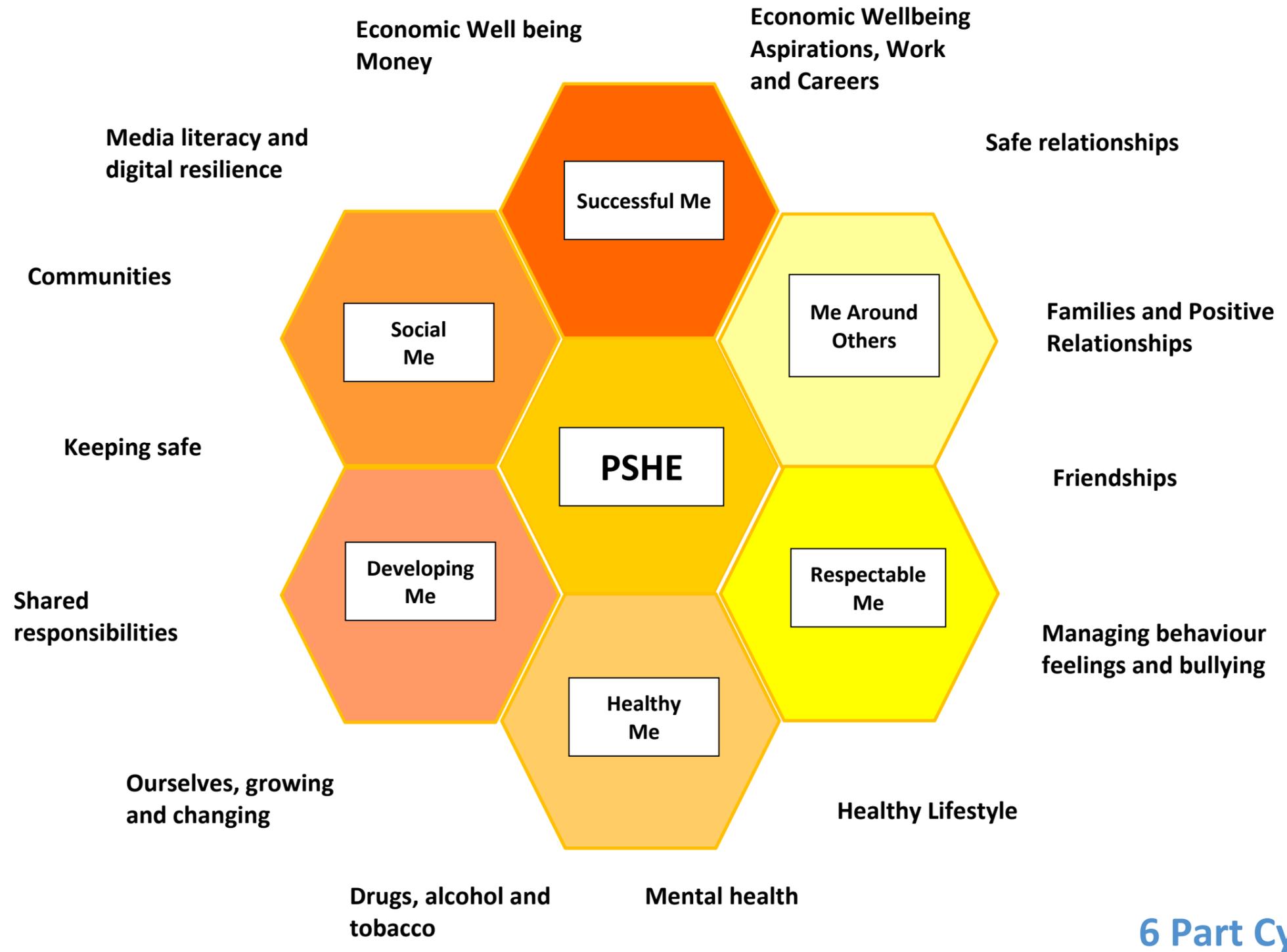


# PSHE whole school overview



PSHE Progression- expected outcomes			
<p>This document aims to give guidance on the progression of PSHE knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above expectations and below age-related expectations (particularly SEND pupils and GD pupils). Their increasingly critical thinking can be reflected in their attitude towards the world and the increasing confidence they must express views and feelings independently.</p>			
<p>In PSHE, like in any other subjects, we recognize the importance of the methods and practice of teaching (the pedagogy), we choose to use in enabling students to know more, understand more and remember more.</p>			
<p><b>Teaching sequence in PSHE</b></p>	<p><b>STEP 1 Engage</b></p> <ul style="list-style-type: none"> <li>Introduce a new concept through a question followed by a discussion, brainstorming, a social story, passing an object a teddy</li> <li>Philosophical Approach in KS2</li> <li>Teach / Present the new vocabulary. Explain the new vocabulary using pictures, definitions, gestures</li> </ul> <p><b>STEP 2 Study</b></p> <ul style="list-style-type: none"> <li>Provide relevant and realistic information, which reinforces positive social norms</li> <li>Provide opportunities for the children to work interactively with the teacher acting as the facilitator.</li> </ul> <p><b>STEP 3 Produce</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.</li> </ul>	<p><b>Pedagogical Approaches used in PSHE programme</b></p>	<p><b>Behaviourism</b></p> <ul style="list-style-type: none"> <li>Direct Teacher instructions</li> <li>Modelling of the skills and language necessary to reinforce correct social norms.</li> </ul> <p><b>Constructivism</b></p> <ul style="list-style-type: none"> <li>Learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.</li> </ul> <p><b>Liberationism</b></p> <ul style="list-style-type: none"> <li>Practice of freedom</li> <li>Teachers who educate as a “practice of freedom” teach “not merely to share information but to share in the intellectual and spiritual growth of students”</li> <li>Pupil-led learning; opportunities</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>learning can be developed and improved.</li> <li>a positive attitude towards learning and their ability to progress and achieve.</li> <li>rise to challenges and learn from the mistakes they make, rather than feeling distressed and defeated if they are unable to do or understand something.</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>Humanism would concentrate upon the development of the child's self-concept. If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of ones' strengths and weaknesses, and a belief in one's ability to improve.</li> </ul>



**6 Part Cycle Model**

## Year Reception

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<b>Me Around Others</b>  <i>Understanding the world</i>  <i>People and Communities</i>	<b>Objectives</b>  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>Lesson 1 What makes me special?</b> <b>Lesson 2 Who is my family?</b> <b>Lesson 3 Who are my friends?</b> <b>Lesson 4 How do I spend time with my family?</b> <b>Lesson 5 What makes me different?</b> <b>Lesson 6 What am I good at?</b>	
Autumn 2	<b>Respectable Me</b>  <i>Personal, social and emotional development</i>  <i>Making Relationships</i>	<b>Objectives</b>  Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  <b>Lesson 1 What is turn taking?</b> <b>Lesson 2 How do I play sensibly?</b> <b>Lesson 3 Why do we share?</b> <b>Lesson 4 How can I be a good friend?</b> <b>Lesson 5 How do I make friends?</b> <b>Lesson 6 How do I respect adults?</b>	
Spring 1	<b>Healthy Me</b>  <i>Physical development</i>  <i>Health and Self- Care</i>	<b>Objectives:</b>  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  <b>Lesson 1 How can I stay healthy?</b> <b>Lesson 2 What is a healthy option?</b> <b>Lesson 3 Why should I stay active?</b> <b>Lesson 4 Why is staying clean important?</b> <b>Lesson 5 How can I look after myself independently?</b> <b>Lesson 6 What is a dressing routine?</b>	
Spring 2	<b>Developing Me</b>  <i>Personal, social and emotional development</i>  <i>Managing feelings and behaviour</i>	<b>Objectives:</b>  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  <b>Lesson 1 When do I feel happy?</b> <b>Lesson 2 What makes me sad?</b>	

		<p>Lesson 3 How do we show feelings?</p> <p>Lesson 4 What makes me angry?</p> <p>Lesson 5 What changes when I grow?</p> <p>Lesson 6 What happens if there is a change at school, home or any other place?</p>	
Summer 1	<p><b>Social Me</b></p> <p><i>Understanding of the world</i></p> <p><i>The world</i></p>	<p><b>Objectives:</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Lesson 1 Where do I live?</p> <p>Lesson 2 What is my immediate environment?</p> <p>Lesson 3 How do we look after our environment?</p> <p>Lesson 4 How can we look after each other?</p> <p>Lesson 5 How do we care for animals?</p> <p>Lesson 6 How can we use technology at home and school?</p>	
Summer 2	<p><b>Successful Me</b></p> <p><i>Personal, social and emotional development</i></p> <p><i>Self-confidence and Self-Awareness</i></p>	<p><b>Objectives:</b></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Lesson 1 What is great about me?</p> <p>Lesson 2 Why is it important to be active at school and home?</p> <p>Lesson 3 What are my interests?</p> <p>Lesson 4 Why is being confident important?</p> <p>Lesson 5 What are my strengths?</p> <p>Lesson 6 What to do if I need help?</p>	

# Year 1

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<p><b>Me Around Others</b></p> <p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p> <p><b>New Vocabulary:</b> <i>Group, rights, responsibilities, family, friend, love, care, difference, similarities, special, family member, common features, same sex parents, single parents, worried</i></p>	<p><b>Lesson 1: What it means to be a part of a social group?</b> Understand the group they belong to, their rights and responsibilities.</p> <p><b>Lesson 2: What groups do I belong to?</b> Learning that family is one of the groups they belong to, as well as, for example, school, friends, clubs about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p><b>Lesson 3: Who are the special people in my life?</b> what their family members, or people that are special to them, do to make them feel loved and cared for the role these different people play in children's lives and how they care for them</p> <p><b>Lesson 4: How do families differ?</b> How families are all different but share common features – what is the same and different about them; what it means to be a family and how families are different, e.g. single parents, same-sex parents etc.</p> <p><b>Lesson 5: How do I spend time with my family?</b> about different features of family life, including what families do / enjoy together</p> <p><b>Lesson 6: When do I need to tell someone?</b> that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried; how to manage and whom to tell when finding things difficult, or when things go wrong</p>	<p><a href="https://www.pshe-association.org.uk/metro-charity">Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro charity KS1 Love and respectful relationships</a></p> <p><a href="https://www.pshe-association.org.uk/metro-charity">https://www.pshe-association.org.uk/metro-charity</a></p> <p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a></p>
Autumn 2	<p><b>Respectable Me</b></p> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R10, R13, R15, R16, R17 PoS Refs: R21, R22</p> <p><b>New Vocabulary:</b> <i>respect, unkind, behaviour, behave, like, dislike, unique, quality, personal feature, in common, private, touch, respond, permission, body, strengths, differences, similarities, uncomfortable</i></p>	<p><b>Lesson 1 What does respect mean?</b> what kind and unkind behaviour mean in and out of school, how kind and unkind behaviour can make people feel, about what respect means; about class rules, being polite to others, sharing and taking turns</p> <p><b>Lesson 2 What makes me, me?</b> what they like/dislike and are good at, what makes them special and how everyone has different strengths, how their personal features or qualities are unique to them</p> <p><b>Lesson 3 What is similar? What is unique?</b> to recognise what makes them special and unique including their likes, dislikes and what they are good at; how they are similar or different to others, and what they have in common</p> <p><b>Lesson 4 How can I express my feelings around others?</b> recognize how other people are feeling and share their own feelings with other, about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave; about situations when someone's body or feelings might be hurt and whom to go to for help</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></p> <p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me-and-other-interesting-questions/zjbft39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me-and-other-interesting-questions/zjbft39</a></p>

		<p><b>Lesson 5 What is the private part of me?</b> and that parts of bodies covered with underwear are private about what it means to keep something private, including parts of the body that are private</p> <p><b>Lesson 6 What are different types of touch?</b> to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses, and punches) how to respond if being touched makes them feel uncomfortable or unsafe; when it is important to ask for permission to touch others; how to ask for and give/not give permission</p>	
Spring 1	<p><b>Healthy Me</b></p> <p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p><b>New Vocabulary:</b> <i>Healthy, daily basis, take care, medicines, doctor, dentist, community, role, physical activity, balance, indoor, outdoor, screen-based play, job, hygiene, stranger, emergency, germs, routine, accident, online</i></p>	<p><b>Lesson 1 How do I stay healthy?</b> what it means to be healthy and why it is important ways to take care of themselves daily what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor); about healthy and unhealthy foods, including sugar intake.</p> <p><b>Lesson 2 Why do we need medication?</b> that things people put into or onto their bodies can affect how they feel; how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p><b>Lesson 3 Why is physical activity healthy?</b> about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor, and screen-based play; how to keep safe in the sun</p> <p><b>Lesson 4 Why is it important to stay clean?</b> why hygiene is important and how simple hygiene routines can stop germs from being passed on; about basic hygiene routines, e.g. hand washing; what they can do to take care of themselves daily, e.g. brushing teeth and hair, hand washing</p> <p><b>Lesson 5 Who can help us?</b> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people, who can help them in different places and situations.</p> <p><b>Lesson 6 What is an emergency?</b> how to attract someone's attention or ask for help; what to say; how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends">https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends</a></p> <p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a></p>
Spring 2	<p><b>Developing Me</b></p> <p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<p><b>Lesson 1 How do we change?</b> consider the ways they have changed physically since they were born; how people grow and change and how people's needs change as they grow from young to old; to recognise what makes them special and unique including their likes, dislikes and what they are good at and know that they have changed over time;</p> <p><b>Lesson 2 How am I different?</b> begin to recognise the proper names for the external parts of the body; To be able to describe some of the functions of some of the parts of the body; how they are the same and different to others</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-</a></p>

	<p><b>New Vocabulary:</b></p> <p><i>Human cycle, baby, child, adult, change, physical, young, old, unique, special, body parts, external, function, feeling, unsafe, worried, excited, support, angry, anxious, overcome, anxiety</i></p>	<p><b>Lesson 3 When do I feel worried? When do we feel happy?</b>  about different kinds of feelings; telling when they are feeling excited; showing when you are feeling good and happy; what to do if they feel unsafe or worried for themselves or others; and the importance of continually asking for support until they are heard</p> <p><b>Lesson 4 When do I feel angry, scared, or upset?</b>  how to recognise feelings in themselves and others  how feelings can affect how people behave; expressing my feelings when I am angry and making myself feel better when I am angry.</p> <p><b>Lesson 5 How can I stop feeling anxious?</b>  what it means to feel anxious and strategies to overcome one's anxieties; how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p><b>Lesson 6 When should I ask for help?</b>  managing emotions and positive thinking; useful strategies for emotion management; when to talk to an adult</p>	<p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39">https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</a></p>
<p><b>Summer 1</b></p>	<p><b>Social Me</b></p> <p><b>Belonging to a community</b>  What rules are; caring for others' needs; looking after the environment   PoS Refs: L1, L2, L3</p> <p><b>Media literacy and Digital resilience</b>  Using the internet and digital devices; communicating online   PoS Refs: L7, L8</p> <p><b>Keeping safe</b>  How rules and age restrictions help us; keeping safe online   PoS Refs: H28, H34</p> <p><b>New Vocabulary:</b>  <i>behaviour, kind, affect, polite, courteous, precious, unkind, work, play, cooperatively, local environment, global, rules, outside, safe, community, digital device, communicate, internet, online</i></p>	<p><b>Lesson 1 How should I treat others?</b>  how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively; that different people have different needs</p> <p><b>Lesson 2 Is all life precious?</b>  how people and animals need to be looked after and cared for  how we care for people, animals, and other living things in different ways  <b>Visitor- dog trainer</b></p> <p><b>Lesson 3 How do we care for our local environment?</b>  what can harm the local and global environment; how they and others can help care for it; how they can look after the environment, e.g. recycling</p> <p><b>Lesson 4 What are the rules in my community?</b>  about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p><b>Lesson 5 How do I keep safe in my community?</b>  How to keep safe at school, home and in public places  Why being cautious is important; how rules can help to keep us safe; why some things have age restrictions, e.g. TV and film, games, toys or play areas; basic rules for keeping safe online; whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> <p><b>Lesson 6 Why do we need the internet?</b>  how and why people use the internet; the benefits of using the internet and digital devices; how people find things out and communicate safely with others online</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s">https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></p>
<p><b>Summer 2</b></p>	<p><b>Successful Me</b></p>	<p><b>Lesson 1 What is money?</b>  what money is - that money comes in different forms  how money is obtained (e.g. earned, won, borrowed, presents)</p> <p><b>Lesson 2 Why do we need money?</b></p>	<p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a></p> <p><a href="https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf">https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf</a></p>

	<p>Money; making choices; needs and wants Strengths and interests; jobs in the community</p> <p>L14, L16, L17</p> <p><b>New Vocabulary:</b> <i>Money, coins, notes, cards, bank, payment, bill, obtain, earn, present, choice, save, spend, strength, goal, aspiration, perspective, future, need, want</i></p>	<p>how people make choices about what to do with money, including spending and saving; how to keep money safe and the different ways of doing this</p> <p><b>Lesson 3 Do I really need it?</b> the difference between needs and wants - that people may not always be able to have the things they want</p> <p><b>Lesson 4 What are my strengths?</b> that everyone has different strengths, in and out of school ; about how different strengths and interests are needed to do different jobs; about people whose job it is to help us in the community; about different jobs and the work people do</p> <p><b>Lesson 5 What is a goal?</b> understanding what a goal is and how to choose one</p> <p><b>Lesson 6 Why should I be persistent?</b> Focusing my attention and starting a task; different ways of sustaining attention and working hard to achieve my goal. knowing that working hard is important to reaching my goal.</p>	<p><a href="https://www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1">https://www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1</a></p>
--	---	--	--

## Year 2

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<p><b>Me Around Others</b></p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p> <p><b>New Vocabulary:</b></p> <p><i>team, group, belong, share, listen to others, discussion, view, opinion, rights, responsibility, friend, friendly, kindness, honesty, loneliness, positive, include, conflict, resolve, argument, unhappy, happy</i></p>	<p><b>Lesson 1 How can I be a good team player?</b> understand the group they belong to, their rights and responsibilities; how to play and work cooperatively in different groups and situations; how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p><b>Lesson 2 What role do I play in my circle of friends?</b> how to make friends with others; how people behave when they are being friendly and what makes a good friend how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends</p> <p><b>Lesson 3 How do I conquer loneliness?</b> how to recognise when they feel lonely and what they could do about it; strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p><b>Lesson 4 What is a conflict?</b> how to resolve arguments that can occur in friendships about what causes arguments between friends how to positively resolve arguments between friends</p> <p><b>Lesson 5 What is another point of view?</b> Knowing that people do not always see things in the same way Seeing things from someone's point of view Understanding and listening to others how to play and work cooperatively in different groups and situations; how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p><b>Lesson 6 How to keep relationships happy?</b> how to ask for help if a friendship is making them unhappy how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zswwxnb">https://www.bbc.co.uk/bitesize/topics/zswwxnb</a></p> <p><a href="https://www.tes.com/teaching-resources/blog/friendship-resources-eyfs-and-primary">https://www.tes.com/teaching-resources/blog/friendship-resources-eyfs-and-primary</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-our-special-people-%E2%80%94-ks1-2-home">https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-our-special-people-%E2%80%94-ks1-2-home</a></p>
Autumn 2	<p><b>Respectable Me</b></p> <p><b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p> <p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25</p>	<p><b>Lesson 1 Why should we celebrate our differences?</b> about the things they have in common with their friends, classmates, and other people; how friends can have both similarities and differences; how to play and work cooperatively in different groups and situations; how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p><b>Lesson 2 How can I affect others?</b> how words and actions can affect how people feel how to have a positive impact on others</p> <p><b>Lesson 3 What makes me and others uncomfortable?</b> how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe; how to resist pressure to do something that feels uncomfortable or unsafe; how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zmpfb9q">https://www.bbc.co.uk/bitesize/subjects/zmpfb9q</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me-and-other-interesting-questions/zjft39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me-and-other-interesting-questions/zjft39</a></p>

	<p><b>New Vocabulary:</b></p> <p><i>Celebrate, differences, classmate, friend, similarity, difference, impact, permission, uncomfortable, unsafe, worried, secret, surprise, bullying, name calling, teasing, excluding, unacceptable, hurtful behaviour, experience, online</i></p>	<p><b>Lesson 4 What is a secret?</b> about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p><b>Lesson 5 Why is it wrong to bully?</b> why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable; how to respond if this happens in different situations; about what bullying is and different types of bullying; how someone may feel if they are being bullied; how to recognise hurtful behaviour, including online; what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p><b>Lesson 6 When to ask for help?</b> how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so; how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online</p>	
<p>Spring 1</p>	<p><b>Healthy Me</b></p> <p><b>Physical health and Mental wellbeing</b> Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p><b>New Vocabulary:</b> <i>Health, healthy, grow, change, physical, mental, sleep, rest, sugar, dental health, medicine, immunization, vaccination, allergy, skin, cream, affect, mental health, feeling, physically active, sunshine, danger, accident, 999, emergency</i></p>	<p><b>Lesson 1 What can help us grow and stay healthy physically and mentally?</b> that different things help our bodies to be healthy, including food and drink, physical activity, sleep, and rest: about routines and habits for maintaining good physical and mental health; why sleep and rest are important for growing and keeping healthy; how to be physically active and how much rest and sleep they should have everyday</p> <p><b>Lesson 2 Is too much sugar bad?</b> that eating and drinking too much sugar can affect their health; including dental health about food and drink that effect dental health; the importance of, and routines for, brushing teeth and visiting the dentist</p> <p><b>Lesson 3 Why is medication important for our health?</b> that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies who to talk to if you are worried about yourself or your friends; about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p><b>Lesson 4 Why is physical activity important?</b> how regular physical activity benefits bodies and mental health- their feelings; (how to make choices about physical activity, including what and who influences decisions); ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others; that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p><b>Lesson 5 Why is the sunshine important to my body?</b> how sunshine helps bodies to grow and how to keep safe and well in the sun; what are the dangers of spending too much time in the sunshine?</p> <p><b>Lesson 6 How to keep myself and others safe?</b> how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	<p><a href="https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/health-and-wellbeing-pshe-subjects-key-stage-1">https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/health-and-wellbeing-pshe-subjects-key-stage-1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zchvvcw/resources/1">https://www.bbc.co.uk/bitesize/topics/zchvvcw/resources/1</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and</a></p>

<p><b>Spring 2</b></p>	<p><b>Developing Me</b></p> <p><b>Growing and changing</b> Growing older; naming body parts; Feelings; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p> <p><b>New Vocabulary:</b> <i>same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender, old, young, feeling, loss, bereavement, resilient, managing, trust, share</i></p>	<p><b>Lesson 1 How do we recognise our feelings?</b> how to recognise, name and describe a range of feelings how feelings can affect people in their bodies and their behaviour:</p> <p><b>Lesson 2 What affects our emotions?</b> how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group); when and how to ask for help, and how to help others, with their feelings</p> <p><b>Lesson 3 What can I do to feel better?</b> what helps them to feel good, or better if they are not feeling good how to recognise when they might need help with feelings and how to ask for help when they need it; ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p><b>Lesson 4 How can I be resilient?</b> ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p><b>Lesson 5 What changes as we grow up?</b> about change as people grow up, including new opportunities and responsibilities; how our needs and bodies change as we grow up; preparing to settle in a new class and setting goals for next year</p> <p><b>Lesson 6 What are the stages of the human cycle?</b> about the human life cycle and how people grow from young to old and how our needs and bodies change as we grow up; to identify and name the main parts of the body;</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image">https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zsjsbk7">https://www.bbc.co.uk/bitesize/clips/zsjsbk7</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39">https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</a></p>
<p><b>Summer 1</b></p>	<p><b>Social Me</b></p> <p><b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6</p> <p><b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information PoS Refs: L8, L9</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<p><b>Lesson 1 What group do I belong to?</b> about being a part of different groups, and the role they play in these groups e.g. Class, teams, faith groups; about different rights and responsibilities that they have in school and the wider community; about how a community can help people from different groups to feel included; to recognise that they are all equal, and ways in which they are the same and different to others in their community</p> <p><b>Lesson 2 How do I stay safe in my environment?</b> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online); how to help keep themselves safe at home in relation to electrical appliances, fire; safety and medicines/household products; how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p><b>Lesson 3 How do I spot risks in my social world?</b> how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p><b>Lesson 4 How do I deal with peer pressure?</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zmpfb9q">https://www.bbc.co.uk/bitesize/subjects/zmpfb9q</a></p> <p><a href="https://www.teachingideas.co.uk/subjects/pshe">https://www.teachingideas.co.uk/subjects/pshe</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkssgk7">https://www.bbc.co.uk/bitesize/topics/zkssgk7</a></p> <p><a href="https://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html">https://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html</a></p>

	<p><b>New Vocabulary:</b>  <i>Roles, responsibilities, groups, faith, class, community, equal, different, peer pressure, unsafe, uncomfortable, secret, restriction, rule, household product, electrical appliances, environment, unfamiliar, report, concern. Safety, medicine</i></p>	<p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p><b>Lesson 5 How do I know if it is true?</b>  how not everything they see online is true or trustworthy and that people can pretend to be someone they are not; the ways in which people can access the internet e.g. phones, tablets, computers; to recognise the purpose and value of the internet in everyday life; to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos; that information online might not always be true</p> <p><b>Lesson 6 Do I need to report it?</b>  how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them; STRANGER DANGER</p>	
<p><b>Summer 2</b></p>	<p><b>Successful Me</b></p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p> <p><b>New Vocabulary:</b>  <i>Money, form, coin, note, pay, debit card, electronic payment, bill, obtain, earn, need, want, job, earn money, strengths, interest, internet</i></p>	<p><b>Lesson 1 What forms can money take?</b>  about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p><b>Lesson 2 Why do we care about money?</b>  how money can be kept and looked after; about getting, keeping, and spending money; how people make choices about spending money, including thinking about needs and wants</p> <p><b>Lesson 3 How do we earn money?</b>  that people are paid money for the job they do; how to recognise the difference between needs and wants</p> <p><b>Lesson 4 Are all jobs the same?</b>  about a range of different jobs, including those done by people they know or people who work in their community; how jobs help people earn money to pay for things they need and want</p> <p><b>Lesson 5 What suits me?</b>  how people have different strengths and interests that enable them to do different jobs; how strength and interests influence their learning</p> <p><b>Lesson 6 How can the internet help us in our learning and at work?</b>  how people use the internet and digital devices in their jobs and everyday life; ways of using the internet effectively for different purposes;</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%94-free-ks1-ks2-economic">https://www.pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%94-free-ks1-ks2-economic</a></p> <p><a href="https://www.twinkl.co.uk/resources/pshce-twinkl-life/year-1-pshce-twinkl-life/money-matters-year-1-pshce-twinkl-life">https://www.twinkl.co.uk/resources/pshce-twinkl-life/year-1-pshce-twinkl-life/money-matters-year-1-pshce-twinkl-life</a></p> <p><a href="https://www.tes.com/teaching-resource/where-money-comes-from-ks1-lesson-plan-12045278">https://www.tes.com/teaching-resource/where-money-comes-from-ks1-lesson-plan-12045278</a></p> <p><a href="https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf">https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf</a></p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1">https://www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1</a></p>

## Year 3

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<p><b>Me Around Others</b></p> <p><b>Families and friendships</b> What makes a family; features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R1, R6, R7, R8, R9, R5, R19, R22, R24, R30</p> <p><b>New Vocabulary:</b> <i>family, single parents, same sex parents, stepparents, blended families, adoptive parents, support, stability, quality time, encouragement, support, supervision, trusted sites, sharing, privacy, boundaries, unsafe</i></p>	<p><b>Lesson 1 Why is family important?</b> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents); that being part of a family provides support, stability, and love</p> <p><b>Lesson 2 How do I spend quality time with my family?</b> how common features of positive family life often include shared experiences, e.g. celebrations, special days, or holidays; about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p><b>Lesson 3 How do I show love for my family?</b> how people within families should care for each other and the different ways they demonstrate this; about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty; to identify if/when something in a family might make someone upset or worried</p> <p><b>Lesson 4 What are the basic strategies of keeping myself safe around others?</b> basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p><b>Lesson 5 What can I share with my community outside of my family?</b> What is appropriate to share with friends, classmates, family and wider social groups including online; about what privacy and personal boundaries are, including online.</p> <p><b>Lesson 6 When do I ask for help?</b> how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe; what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zfqqtfr">https://www.bbc.co.uk/bitesize/topics/zfqqtfr</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-dealing-with-jealousy-in-relationship/zrrdt39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-dealing-with-jealousy-in-relationship/zrrdt39</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</a></p>
Autumn 2	<p><b>Respectable Me</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p> <p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<p><b>Lesson 1 What factors create positive friendships?</b> the importance of self-respect and their right to be treated respectfully by others; what it means to treat others, and be treated, politely; the ways in which people show respect and courtesy in different cultures and in wider society; to recognise respectful behaviours e.g. helping or including others, being responsible; how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p><b>Lesson 2 What are the negative effects of peer exclusion?</b> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p><b>Lesson 3 How do we overcome differences in friendships?</b> that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences; how to model respectful behaviour in different situations e.g. at home, at school, online, to recognise respectful behaviours e.g. helping or including others, being responsible</p>	

	<p><b>New Vocabulary:</b> self-respect, respect, courtesy, culture, society, exclusion, friendships, argument, dispute, reconcile, appropriate, privacy, adult supervision, bullying, hurtful</p>	<p><b>Lesson 4 What can I share with my friends?</b> What is appropriate to share with friends, classmates, family and wider social groups including online; about what privacy and personal boundaries are, including online; basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p><b>Lesson 5 How does bullying affect us?</b> What is an argument between two friends and how can it be resolved; that bullying and hurtful behaviour is unacceptable in any situation; about the effects and consequences of bullying for the people involved; about bullying online, and the similarities and differences to face-to-face bullying</p> <p><b>Lesson 6 When to ask for support?</b> how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	
Spring 1	<p><b>Healthy Me</b></p> <p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p><b>New Vocabulary:</b> <i>healthy diet, nutritionally rich, healthy/unhealthy, routine, asthma, allergy, habits, wellbeing, exercise, hazards, stabilizers, emergency, graze, scratch, protective clothing</i></p>	<p><b>Lesson 1 Why is a healthy diet important?</b> what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally; how to eat a healthy diet and the benefits of nutritionally rich foods; to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep); how people make choices about what to eat and drink, including who or what influences these; about the choices that people make in daily life that could affect their health</p> <p><b>Lesson 2 What is a healthy routine?</b> how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly); about habits and that sometimes they can be maintained, changed or stopped</p> <p><b>Lesson 3 How can I benefit from physical activity?</b> how to be active on a daily and weekly basis and how to balance time online with other activities; how the lack of physical activity can affect health/ wellbeing; that regular exercise such as walking or cycling has positive benefits for their mental and physical health; the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p><b>Lesson 4 How can I reduce risk?</b> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe; how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p><b>Lesson 5 What do I do in case of an accident?</b> how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns; what to do in an emergency, including calling for help and speaking to the emergency services</p> <p><b>Lesson 6 When do I get help?</b> how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried; how lack of sleep can affect the body and mood and</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p> <p><a href="https://www.tes.com/teaching-resource/health-ks2-pshe-12249208">https://www.tes.com/teaching-resource/health-ks2-pshe-12249208</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/health-here-where-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/health-here-where-resources</a></p>

		simple routines that support good quality sleep; how, when and where to ask for advice and help about healthy eating and dental care	
Spring 2	<p><b>Developing Me</b></p> <p>Growing and changing Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p> <p><b>New Vocabulary:</b> <i>challenges, self-worth, feelings, body language, contribution, identity, setback, regular exercise, improvement, self-reflective, improvement, revise, adapt, strengths, weaknesses, goals, aspirations</i></p>	<p><b>Lesson 1 What are the challenges I am going to face?</b> to recognise common challenges to self -worth e.g. finding schoolwork difficult, friendship issues</p> <p><b>Lesson 2 What factors influence my feelings?</b> strategies to identify and talk about their feelings; about the things that affect feelings both positively and negatively; about some of the different ways people express feelings e.g. words, actions, body language</p> <p><b>Lesson 3 How do I show resilience?</b> to recognise how feelings can change overtime and become powerful; identify strategies that are helpful to manage their feelings</p> <p><b>Lesson 4 How valuable are my strengths?</b> that everyone is an individual and has unique and valuable contributions to make; to recognise how strengths and interests form part of a person's identity; how to identify their own personal strengths and interests and what they are proud of (in school, out of school)</p> <p><b>Lesson 5 How do I manage setbacks?</b> basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again; that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p><b>Lesson 6 How can I reflect on my past?</b> To begin to identify personal areas that need improvement; why is being self-reflective important?</p>	
Summer 1	<p><b>Social Me</b></p> <p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms, and responsibilities</p> <p>PoS Refs: L1, L2, L3</p> <p><b>Media literacy and Digital resilience</b> How the internet is used, assessing information online</p> <p>PoS Refs: L11, L12</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<p><b>Lesson 1 What wider groups am I a part of?</b> what is a community and a social group; how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p><b>Lesson 2 Why must we be respectful?</b> what human rights are and how they protect people; to identify basic examples of human rights including the rights of children; about how they have rights and responsibilities; that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p><b>Lesson 3 What is a diverse community?</b> what is meant by a diverse community, how different groups make up the wider/local community around the school the reasons for rules and laws in wider society; the importance of abiding by the law and what might happen if rules and laws are broken</p> <p><b>Lesson 4 How does the community help us?</b> how the community helps everyone to feel included and values the different contributions that people make; what human rights are and how they protect people; to identify basic examples of human rights including the rights of children; about how they have rights and responsibilities; how to be respectful towards people who may live differently to them</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zqtnvcw">https://www.bbc.co.uk/bitesize/subjects/zqtnvcw</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-connect-with-others/z4mgcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-connect-with-others/z4mgcqt</a></p> <p><a href="https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb">https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb</a></p>

	<p><b>New Vocabulary:</b>  <i>social group, community, faith, friendship, identity, human rights, responsibilities, diverse community, rules, laws, respect, hazards, safety rules, alter, adapt, leisure, evaluate, concern, inappropriate</i></p>	<p><b>Lesson 5 How can I identify hazards in my community?</b>          how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water, and firework safety; how to identify typical hazards at home and in school          how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen, the importance of following safety rules from parents and other adults</p> <p><b>Lesson 6 What is the safe way of using the internet?</b>          to recognise that images and information online can be altered or adapted and the reasons for why this happens; how the internet can be used positively for leisure, for school and for work; to evaluate whether a game is suitable to play or a website is appropriate for their age-group; to make safe, reliable choices from search results; how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication; strategies to recognise whether something they see online is true or accurate</p>	
<p>Summer 2</p>	<p><b>Successful Me</b></p> <p><b>Money and Work</b>          Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p> <p><b>New Vocabulary:</b>  <i>learner, strengths, learning, obstacles, success criteria, goal, overcome, teamwork, achievements, stereotypes, challenge, frustration, persevere, barriers, overcome, realistic goal</i></p>	<p><b>Lesson 1 Who am I?</b>          Knowing myself as a learner, my strengths, and weaknesses; knowing that they are responsible for the learning and behaviour; knowing how their feelings can influence their learning.</p> <p><b>Lesson 2 How do I set a realistic goal?</b>          Foreseeing obstacles and a plan to overcome them, when I am setting goals; Setting success criteria so that they know whether they have reached their goal; breaking down a goal into a number of steps; knowing how others can help them to achieve the goals and how they can help others.</p> <p><b>Lesson 3 How do I persevere?</b>          Recognising when they find learning difficult and how to persevere when they need it; managing frustration by different strategies; overcoming their barriers in learning.</p> <p><b>Lesson 4 What job is right for me?</b>          about some of the skills needed to do a job, such as teamwork and decision-making; to recognise their interests, skills and achievements and how these might link to future jobs; how to set goals that they would like to achieve this year e.g. learn a new hobby</p> <p><b>Lesson 5 What types of jobs are there?</b>          about jobs that people may have from different sectors e.g. Teachers, business, people, charity work; that people can have more than one job at once or over their life time.</p> <p><b>Lesson 6 What are gender stereotypes?</b>          about common myths and gender stereotypes related to work          to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</a></p> <p><a href="https://www.tes.com/teaching-resource/ks2-pshe-12087262">https://www.tes.com/teaching-resource/ks2-pshe-12087262</a></p> <p><a href="https://www.tes.com/teaching-resource/target-and-goal-setting-pshe-task-mindmap-6143290">https://www.tes.com/teaching-resource/target-and-goal-setting-pshe-task-mindmap-6143290</a></p> <p><a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-aspirations-dreams-and-goals-lesson-pack-t-lf-2548923">https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-aspirations-dreams-and-goals-lesson-pack-t-lf-2548923</a></p>

## Year 4

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<p><b>Me Around Others</b></p> <p>Families and friendships Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p> <p><b>New Vocabulary:</b> <i>Strengths, skills, interests, rights, responsibilities, healthy friendships, trust, sharing interests, compliment, point of view, communicate, respectfully, digital devices, online relationship, concern, harmful content</i></p>	<p><b>Lesson 1 What defines me?</b> What are my strengths, skills, and interests; what is my role in a new group; what are my rights and responsibilities.</p> <p><b>Lesson 2 What is a healthy, positive relationship?</b> about the features of positive healthy friendships such as mutual respect, trust and sharing interests; strategies to build positive friendships</p> <p><b>Lesson 3 How should I interact with others?</b> Knowing how to look and sound friendly; how to be a good listener (taking turns); giving and receiving compliments from someone else's point of view.</p> <p><b>Lesson 4 How do I spot exclusion within my peer group?</b> how to seek support with relationships if they feel lonely or excluded; how to help others in this situation.</p> <p><b>Lesson 5 How do we communicate respectfully?</b> What are the features of positive communication; how to communicate respectfully with friends when using digital devices</p> <p><b>Lesson 6 What is an online relationship?</b> how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know; when to speak to a trusted adult; how to recognise risks online such as harmful content or contact; how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</a></p> <p><a href="https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844">https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a></p>
Autumn 2	<p><b>Respectable Me</b></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p> <p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p><b>Lesson 1 Is everyone the same?</b> to recognise differences between people such as gender, race, faith; to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations; about the importance of respecting the differences and similarities between people; a vocabulary to sensitively discuss difference and include everyone</p> <p><b>Lesson 2 How do we treat each other with respect?</b> how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p><b>Lesson 3 What is privacy?</b> about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt); when it is right to keep or break a confidence or share a secret</p> <p><b>Lesson 4 Should I do what my friends dare me to do?</b> recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable; how to manage pressures associated with dares</p>	

	<p><b>New Vocabulary:</b>  <i>difference, values, likes/dislikes, have in common, aspirations, respect, sensitive, courteous, politeness, behaviour, privacy, dares, confidence, secret, teasing, hurtful behaviour, bullying, concern, online safety</i></p>	<p><b>Lesson 5 How do I identify appropriate behaviour?</b>  how people’s behaviour affects themselves and others, including online; to differentiate between playful teasing, hurtful behaviour and bullying, including online, how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p><b>Lesson 6 When to say STOP?</b>  how to recognise risks online such as harmful content or contact; how people may behave differently online including pretending to be someone they are not; how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</p>	
Spring 1	<p><b>Healthy Me</b></p> <p><b>Physical health and Mental wellbeing</b>  Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p> <p><b>Keeping safe</b>  Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p> <p><b>New Vocabulary:</b>  <i>oral hygiene, dental health, floss, substance, balanced healthy lifestyle, illness, common illnesses, household products, drug, cigarettes, vaping, alcohol, medicine, concern, anti-social, law</i></p>	<p><b>Lesson 1 What is oral hygiene?</b>  to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally; how to maintain oral hygiene and dental health, including how to brush and floss correctly, the importance of regular visits to the dentist and the effects of different foods, drinks, and substances on dental health</p> <p><b>Lesson 2 What is an illness?</b>  what good physical health means and how to recognise early signs of physical illness; that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p><b>Lesson 3 Why do we use medicine?</b>  the importance of taking medicines correctly and using household products safely; to recognise what is meant by a ‘drug’</p> <p><b>Lesson 4 Why are drugs dangerous?</b>  that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing; to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects; to identify some of the risks associated with drugs common to everyday life; that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <p><b>Lesson 5 How can the internet impact on our mental health?</b>  how people’s online actions can impact on other people  how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p><b>Lesson 6 When has it gone too far?</b>  how to report concerns, including about inappropriate online content and contact; that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	
Spring 2	<p><b>Developing Me</b></p> <p><b>Growing and changing</b>  Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p><b>Lesson 1 How do we differ?</b>  To name the main male and female internal and external sexual reproductive parts, using the correct terminology; To explore girls’ perceptions of boys and boys’ perceptions of girls in a variety of situations. To make clear the link between changes at puberty, sexual intercourse, and the start of a baby.</p> <p><b>Lesson 2 How do I improve my emotional wellbeing?</b>  ways to boost their mood and improve emotional wellbeing; about the link between participating in interests, hobbies and community groups and mental wellbeing; about the benefits of being outdoors and in the sun for physical and mental health</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0">https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7</a></p>

	<p>PoS Refs: H30, H31, H32, H34</p> <p><b>New Vocabulary:</b>  <i>external genitalia, reproductive organs, puberty, menstruation, menstrual wellbeing, erections, wet dreams, hygiene, emotional changes, menstrual cycle, personal hygiene, feelings, grief, loss, change, tampon, sanitary towel, sweat, odour, discharge, period, cycle, ovary, ovaries</i></p>	<p><b>Lesson 3 How do we express ourselves?</b>  how to recognise, respect and express their individuality and personal qualities; about the link between participating in interests, hobbies and community groups and mental wellbeing</p> <p><b>Lesson 4 Is it important to express my feelings?</b>  how feelings change over time and can be experienced at different levels of intensity.</p> <p><b>Lesson 5 What are the ways of managing my feelings?</b>  the importance of expressing feelings and how they can be expressed in different way; how to respond proportionately to, and manage, feelings in different circumstances; ways of managing feelings at times of loss, grief and change</p> <p><b>Lesson 6 When to ask for help?</b>  how to ask for advice and support about growing and changing and puberty; how to access advice and support to help manage their own or others' feelings; how to discuss the challenges of puberty with a trusted adult; how to get information, help and advice about puberty</p>	<p><a href="https://www.pshe-association.org.uk/news/joint-briefing-teaching-about-puberty-key-stage-2">https://www.pshe-association.org.uk/news/joint-briefing-teaching-about-puberty-key-stage-2</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-moods-and-hormones/z7cd2sg">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-moods-and-hormones/z7cd2sg</a></p>
<p><b>Summer 1</b></p>	<p><b>Social Me</b></p> <p><b>Belonging to a community</b>  What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p> <p>Media literacy and Digital resilience  How data is shared and used</p> <p>PoS Refs: L13, L14</p> <p><b>New Vocabulary:</b>  <i>social world, caring, environment, social group, compassion, care, concern, shared responsibility, volunteering, digital footprint, advert, content, factual, advertising, popularity, website, online content, information</i></p>	<p><b>Lesson 1 Why is community important?</b>  the meaning and benefits of living in a community; to recognise that they belong to different communities as well as the school community; about the different groups that make up and contribute to a community</p> <p><b>Lesson 2 How to care for others?</b>  how to show compassion towards others in need and the shared responsibilities of caring for them; how to show care and concern for others (people and animals); how to carry out personal responsibilities in a caring and compassionate way</p> <p><b>Lesson 3 How can our choices make a difference to others and the environment?</b>  how people have a shared responsibility to help protect the world around them; about the individuals and groups that help the local community, including through volunteering and work; how everyday choices can affect the environment; how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p><b>Lesson 4 What is the digital world?</b>  that everything shared online has a digital footprint; that organisations can use personal information to encourage people to buy things; to recognise what online adverts look like; to compare content shared for factual purposes and for advertising</p> <p><b>Lesson 5 What is the importance of advertising?</b>  why people might choose to buy or not buy something online e.g. from seeing an advert; that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p><b>Lesson 6 What makes a good discussion?</b>  the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues such as safety online, our social world, caring about environment</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan">https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zq3q6fr">https://www.bbc.co.uk/bitesize/clips/zq3q6fr</a></p> <p><a href="https://www.everyschool.co.uk/pshe-key-stage-2-our-world-2.html">https://www.everyschool.co.uk/pshe-key-stage-2-our-world-2.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zqtnvcw">https://www.bbc.co.uk/bitesize/subjects/zqtnvcw</a></p> <p><a href="https://www.theschoolrun.com/homework-help/caring-environment">https://www.theschoolrun.com/homework-help/caring-environment</a></p>

<p><b>Summer 2</b></p>	<p><b>Successful Me</b></p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing setbacks</p> <p>PoS refs: H27, H28, H29, L25</p> <p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p> <p><b>New Vocabulary:</b>  <i>self-esteem, self-worth, personal qualities, setbacks, goals, positive attributes, reframe, achievements, strengths, attributes, budget, values, needs, track of money, cash, cards, e-payment, charities</i></p>	<p><b>Lesson 1 What are my positive attributes?</b>  how to recognise personal qualities and individuality</p> <p><b>Lesson 2 How do I adjust my goals and thinking?</b>  how to set goals for themselves; how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking</p> <p><b>Lesson 3 How do I overcome learning obstacles?</b>  Recognizing when I find learning difficult and persevere when they need to; managing frustration by using a number of strategies; How to keep going when the task is boring or difficult, identifying any barriers to their learning.</p> <p><b>Lesson 4 How to develop my self-worth?</b>  to develop self-worth by identifying positive things about themselves and their achievements; how their personal attributes, strengths, skills, and interests contribute to their self-esteem</p> <p><b>Lesson 5 How do we spend money?</b>  how people make different spending decisions based on their budget, values, and needs; how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment, and the reasons for using them</p> <p><b>Lesson 6 How can we help others with our decisions?</b>  that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%94-free-ks1-ks2-economic">https://www.pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%94-free-ks1-ks2-economic</a></p> <p><a href="https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html">https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html</a></p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a></p>
------------------------	---	--	--

## Year 5

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
<b>Autumn 1</b>	<p><b>Me Around Others</b></p> <p><b>Families and friendships</b> Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p> <p><b>New Vocabulary:</b> <i>healthy relationship, included, excluded, peer influence, peer approval, exit strategies, assertive communication, challenges, dispute, reconcile, differences, consent, personal information, secret, personal safety</i></p>	<p><b>Lesson 1 What impact can a relationship have on my life?</b> about the different types of relationships people have in their lives what makes a healthy friendship and how they make people feel included</p> <p><b>Lesson 2 How do I communicate and what influence does it have?</b> about peer influence and how it can make people feel or behave; the impact of the need for peer approval in different situations, including online; strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication; how friends and family communicate together; how the internet and social media can be used positively</p> <p><b>Lesson 3 Should trust my online friend?</b> how knowing someone online differs from knowing someone face-to-face; how to recognise risk in relation to friendships and keeping safe how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p><b>Lesson 4 How do I reconcile differences?</b> that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships; that friendships can change over time and the benefits of having new and different types of friends</p> <p><b>Lesson 5 What is acceptable? What is not acceptable?</b> about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family; that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p><b>Lesson 6 What do I do when I feel worried?</b> how to respond if a friendship is making them feel worried, unsafe or uncomfortable; how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a></p> <p><a href="https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844">https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zy77hyc">https://www.bbc.co.uk/bitesize/topics/zy77hyc</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zy77hyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zy77hyc/resources/1</a></p> <p><a href="https://www.everyschool.co.uk/pshe-key-stage-2-choices-and-friendship.html">https://www.everyschool.co.uk/pshe-key-stage-2-choices-and-friendship.html</a></p>
<b>Autumn 2</b>	<p><b>Respectable Me</b></p> <p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<p><b>Lesson 1 What is mutual respect?</b> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>Lesson 2 What is acceptable contact?</b> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; how to ask for, give and not give permission for physical contact; how it feels in a person's mind and body when they are uncomfortable; that it is never someone's fault if they have experienced unacceptable contact; how to respond to unwanted or unacceptable physical contact; that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-identity-understanding-sexual-and-gender-identities/zfqrhbk">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-identity-understanding-sexual-and-gender-identities/zfqrhbk</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zjpxpv4">https://www.bbc.co.uk/bitesize/clips/zjpxpv4</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zgq8q6f">https://www.bbc.co.uk/bitesize/clips/zgq8q6f</a></p> <p><a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p>

	<p><b>New Vocabulary:</b>  <i>mutual respect, equal treatment, respectful, belief, tradition, physical touch, acceptable, unacceptable, permission, secret, similarity, difference, identity, ethnicity, family, faith, culture, gender, stereotypes</i></p>	<p><b>Lesson 3 How do people vary?</b>          how to recognise and respect similarities and differences between people and what they have in common with others          to celebrate the differences and similarities between people</p> <p><b>Lesson 4 What makes up our identity?</b>          that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p><b>Lesson 5 Why are stereotypes dangerous?</b>          about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p><b>Lesson 6 What is discrimination?</b>          what discrimination means and different types of discrimination e.g. racism, sexism, homophobia; how to challenge stereotypes and assumptions about others; to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p>	<p><a href="https://www.tes.com/teaching-resource/identity-and-diversity-full-scheme-with-resources-6310604">https://www.tes.com/teaching-resource/identity-and-diversity-full-scheme-with-resources-6310604</a></p>
<p><b>Spring 1</b></p>	<p><b>Healthy Me</b></p> <p>Physical health and Mental wellbeing          Healthy sleep habits; sun safety; medicines, vaccinations, immunisations, and allergies; Drugs, alcohol, and tobacco; healthy habits</p> <p>PoS Refs: H8, H9, H10, H12</p> <p><b>Keeping safe</b>          Keeping safe in different situations, including responding in emergencies, first aid</p> <p>PoS Refs: H38, H43, H44, H45</p> <p><b>New Vocabulary:</b>  <i>healthy lifestyle, mental health, sun exposure, drugs, smoking, nicotine, alcohol, caffeine, medicines, vaccination, immunisation, bacteria, virus, legal, illegal, emergency, FGM, report, concern</i></p>	<p><b>Lesson 1 What is unhealthy? What is healthy?</b>          how sleep contributes to a healthy lifestyle; healthy sleep strategies and how to maintain them about the benefits of; being outdoors and in the sun for physical and mental health; how to manage risk in relation to sun exposure, including skin damage and heat stroke; how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine, and medicines) can affect health and wellbeing</p> <p><b>Lesson 2 How to prevent diseases?</b>          that some diseases can be prevented by vaccinations and immunisations; that bacteria and viruses can affect health          how they can prevent the spread of bacteria and viruses with everyday hygiene routines; to recognise the shared responsibility of keeping a clean environment</p> <p><b>Lesson 3 How can drugs common to everyday life affect health?</b>          that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal; how laws surrounding the use of drugs exist to protect them and others; how medicines can contribute to health and how allergies can be managed</p> <p><b>Lesson 4 Why do people use drugs?</b>          why people choose to use or not use different drugs          how people can prevent or reduce the risks associated with them; that for some people, drug use can become a habit which is difficult to break; how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use; how to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p><b>Lesson 5 How do I identify risk?</b>          to identify when situations are becoming risky, unsafe or an emergency; to identify occasions where they can help take responsibility for their own safety; to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour; services</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z4nbn9q">https://www.bbc.co.uk/bitesize/topics/z4nbn9q</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p> <p><a href="https://www.tes.com/teaching-resource/health-ks2-pshe-12249208">https://www.tes.com/teaching-resource/health-ks2-pshe-12249208</a></p> <p><a href="https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health">https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross">https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</a></p>

		<p><b>Lesson 6 What is first aid?</b> how to deal with common injuries using basic first aid techniques; how to respond in an emergency, including when and how to contact different emergency</p>	
Spring 2	<p><b>Developing Me</b></p> <p><b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p> <p><b>New Vocabulary:</b> <i>male/female internal and external sexual reproductive parts, puberty, changes, sexual intercourse, hygiene, boost, mood, mental wellbeing, sleep strategies, individuality, personal qualities, identity, race, sex, gender, family, faith, culture, biological sex</i></p>	<p><b>Lesson 1 How will we grow and change?</b> how to identify external genitalia and reproductive organs; about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing; how personal hygiene routines change during puberty</p> <p><b>Lesson 2 How does puberty affect my emotions and my behaviour?</b> About the physical and emotional changes during puberty; how puberty can affect emotions and feelings; how everyday things can affect feelings; key facts about the menstrual cycle and menstrual wellbeing;</p> <p><b>Lesson 3 How can I manage it?</b> Strategies to manage the body changes during puberty including menstruation; the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p><b>Lesson 4 What is gender identity?</b> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes; that for some people their gender identity does not correspond with their biological sex; how to recognise, respect and express their individuality and personal qualities</p> <p><b>Lesson 5 Why is FGM against human rights?</b> that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p> <p><b>Lesson 6 When should I get help?</b> When and how we need to get help if we feel uncomfortable about our changing body; Who to tell if you spot something that makes you uneasy or feel unsafe</p>	
Summer 1	<p><b>Social Me</b></p> <p><b>Belonging to a community</b> Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p> <p><b>Media literacy and Digital resilience</b> How information online is targeted, different media types, their role and impact</p> <p>PoS Refs: L12, L14</p> <p><b>New Vocabulary:</b> <i>community, resources, retail, cultural, community space, physical recreation, civic, entertainment, grocery, services, transit, green space, individual, environment, compassion, responsibility,</i></p>	<p><b>Lesson 1 What facilities are there in my community?</b> about how resources are allocated and the effect this has on individuals, communities, and the environment; what facilities there are in my community and how they benefit its members.</p> <p><b>Lesson 2 Why should I protect my environment?</b> the importance of protecting the environment and how everyday actions can either support or damage it; how to show compassion for the environment, animals, and other living things</p> <p><b>Lesson 3 What effect does money have on the environment?</b> about the way that money is spent and how it affects the environment; to express their own opinions about their responsibility towards the environment</p> <p><b>Lesson 4 What are the different types of media?</b> to identify different types of media and their different purposes e.g. to entertain, inform, persuade, or advertise</p>	

	<p><i>entertain, inform, persuade, advertise, facilities, media, content, blog, review, research, stereotypes, trust, online</i></p>	<p><b>Lesson 5 What is a reliable source of information?</b>          basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes</p> <p><b>Lesson 6 What can I trust online?</b>          how to assess which search results are more reliable than others          to recognise unsafe or suspicious content online          how devices store and share information</p>	
<p><b>Summer 2</b></p>	<p><b>Successful Me</b></p> <p><b>Money and Work</b>          Identifying job interests and aspirations. what influences career choices, workplace stereotypes.</p> <p>PoS Refs: L27, L28, L29, L31, L32</p> <p><b>New Vocabulary:</b>  <i>job, career, voluntary, unpaid, skills, attributes, pay, working conditions, career path, pay, interest, working conditions, strengths, qualities, family values, college, training, apprenticeships, university, diversity, promote, opportunity, stereotype, future career, ambition, current account, saving, store card, loan, finances</i></p>	<p><b>Lesson 1 Does everybody find their perfect job straight away?</b>          that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime; that some jobs are paid more than others, and some may be voluntary (unpaid)</p> <p><b>Lesson 2 What is required to do certain jobs?</b>          about the skills, attributes, qualifications, and training needed for different jobs; how people choose a career/job and what influences their decision, including skills, interests and pay; about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p><b>Lesson 3 Where do I begin?</b>          that there are different ways into jobs and careers, including college, apprenticeships, and university; the importance of diversity and inclusion to promote people's career opportunities</p> <p><b>Lesson 4 How can I challenge stereotypes?</b>          What is a stereotype; the dangers of it and how to identify one; how to question and challenge stereotypes about the types of jobs people can do</p> <p><b>Lesson 5 What is my career path?</b>          how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions; to identify jobs that they might like to do in the future; about the role ambition can play in achieving a future career</p> <p><b>Lesson 6 How do we spend and save money?</b>          how people make decisions about spending and saving money and what influences them; how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans); how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	

## Year 6

Half term	Module	In this unit of work, pupils learn...	Lesson overviews / teacher notes / resources
Autumn 1	<p><b>Me Around Others</b></p> <p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p> <p><b>New Vocabulary:</b> <i>relationships, romantic, intimate, attraction, diversity, gender, ethnicity, faith, sexual orientation, flourish, healthy and unhealthy friendship, commitment, marriage, illegal, point of view, challenge, secondary school, choice, transition</i></p>	<p><b>Lesson 1 What are the types of relationships?</b> that people have different kinds of relationships in their lives, including romantic or intimate relationships; what it means to be attracted to someone and the different kinds of loving relationships</p> <p><b>Lesson 2 What is diversity in relationships?</b> that people who are attracted to and love each other can be of any gender, ethnicity, or faith; the way couples care for one another; the difference between gender identity and sexual orientation and everyone has the right to be love</p> <p><b>Lesson 3 What is a healthy relationship?</b> about the qualities of healthy relationships that help individuals flourish; to compare the features of a healthy and unhealthy friendship; ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p><b>Lesson 4 What is marriage?</b> what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults; that people have the right to choose whom they marry or whether to get married; that to force anyone into marriage is illegal; how and where to report forced marriage or ask for help if they are worried.</p> <p><b>Lesson 5 How do we work together?</b> what to tell people if they agree or do not agree with your own view and why; When working in a group, how to listen to people when they do not agree with your point of view and think about what they have said.</p> <p><b>Lesson 6 How can I understand my peers' feelings?</b> understand why people might behave the way they do when they are facing a difficult challenge; know that people respond differently to changes and challenges; know that many children have mixed feelings about going to secondary school; try to understand other people's behaviour by thinking about what they might be feeling or thinking; tell how people might feel and behave when they go to a new school.</p>	<p><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a></p> <p><a href="https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844">https://www.tes.com/teaching-resource/promoting-positive-relationships-6080844</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p>
Autumn 2	<p><b>Respectable Me</b></p> <p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R26, R28, R29 PoS Refs: R30, R34</p> <p><b>Safe relationships</b></p>	<p><b>Lesson 1 What forms can peer pressure take?</b> about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong; strategies to respond to pressure from friends including online; how to assess the risk of different online 'challenges' and 'dares'; how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p><b>Lesson 2 Why does consent matter?</b> what consent means and how to seek and give/not give permission in different situations</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share">https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share</a></p>

	<p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p> <p><b>New Vocabulary:</b>  <i>peer pressure, shared responsibility, challenges, consent, dare, peer pressure, concern, permission, point of view, values, behaviour, positive role models, disagreement, exclusion, positive role model</i></p>	<p><b>Lesson 3 Who can be a positive role model?</b>  about the link between values and behaviour and how to be a positive role model</p> <p><b>Lesson 4 What are the ground rules for effective discussion?</b>  how to discuss issues respectfully  how to listen to and respect other points of view  how to constructively challenge points of view they disagree with  ways to participate effectively in discussions online and manage conflict or disagreements</p> <p><b>Lesson 5 How can I understand things from someone else's perspective?</b>  being able to see a situation from another person's perspective.  Knowing how it can feel to be excluded or treated badly because of being different in some way.</p> <p><b>Lesson 6 How do I keep safe?</b>  how to get advice and report concerns about personal safety, including online; who should I talk to first?</p>	
<p><b>Spring 1</b></p>	<p><b>Healthy Me</b></p> <p><b>Physical health and Mental wellbeing</b>  What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  Drug use and the law; drug use and the media, FGM</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24  PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p><b>New Vocabulary:</b>  <i>mental wellbeing, physical health, club, community group, maintain, bullying, mental health problems, oral hygiene, dental health, balanced healthy lifestyle, legal, illegal, drug, nicotine, alcohol, medicines, trusted adult, wellbeing</i></p>	<p><b>Lesson 1 What is mental wellbeing?</b>  how mental and physical health are linked; that mental health is just as important as physical health and that both need looking after; how negative experiences such as being bullied or feeling lonely can affect mental wellbeing; how positive friendships and being involved in activities such as clubs and community groups support wellbeing; how balancing time online with other activities helps to maintain their health and wellbeing</p> <p><b>Lesson 2 What are the early signs of mental ill-health?</b>  how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside of school; that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on; that anyone can experience mental ill-health and to discuss; concerns with a trusted adult; that mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p><b>Lesson 3 How can I support my mental wellbeing?</b>  positive strategies for managing feelings; that there are situations when someone may experience mixed or conflicting feelings; how feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p> <p><b>Lesson 4 How can I balance time online effectively?</b>  how balancing time online with other activities helps to maintain their health and wellbeing; strategies to manage time spent online and foster positive habits e.g. switching phone off at night; what to do and whom to tell if they are frightened or worried about something they have seen online</p> <p><b>Lesson 5 What is the difference between illegal drugs and pharmaceutical drugs?</b>  about the risks and effects of different drugs; about the laws relating to drugs common to everyday life and illegal drugs; to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use; about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</a></p>

		<p><b>Lesson 6 When to ask for help?</b></p> <p>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available; identify where they and others can ask for help and support with mental wellbeing in and outside school; the importance of asking for support from a trusted adult</p>	
Spring 2	<p><b>Developing Me</b></p> <p><b>Growing and changing</b> Human reproduction and birth. increasing independence; managing transitions</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p> <p><b>New Vocabulary:</b> <i>Growing, independent, responsibilities; friendships, reproductive organs, conceive, conception, sperm, fertilise, womb, sexual intercourse, intimate relationships, pregnancy, contraception, parent, carer, feelings, relationship, secondary school</i></p>	<p><b>Lesson 1 When do we become independent?</b></p> <p>to recognise some of the changes as they grow up e.g. increasing independence; how puberty relates to growing from childhood to adulthood; how growing up and becoming more independent comes with; increased opportunities and responsibilities; how friendships may change as they grow and how to manage this</p> <p><b>Lesson 2 How do humans reproduce?</b></p> <p>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made; identify the links between love, committed relationships and conception;</p> <p><b>Lesson 3 What is pregnancy?</b></p> <p>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults; how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb; that pregnancy can be prevented with contraception; about the responsibilities of being a parent or carer and how having a baby changes someone’s life</p> <p><b>Lesson 4 How do we manage change?</b></p> <p>how to manage change, including moving to secondary school. about the transition to secondary school and how this may affect their feelings; how to ask for support or where to seek further information and advice regarding growing up and changing; about how relationships may change as they grow up or move to secondary school</p> <p><b>Lesson 5 What other challenges might we face?</b></p> <p>about the changes that may occur in life including death, and how these can cause conflicting feelings; that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss; to identify how to ask for help and support with loss, grief or other aspects of change</p> <p><b>Lesson 6 How do I manage my feelings effectively?</b></p> <p>positive strategies for managing feelings; that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all the time) – help and support is available</p>	
Summer 1	<p><b>Social Me</b></p> <p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<p><b>Lesson 1 How does social media affect me?</b></p> <p>how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings, and actions; that not everything should be shared online or social media and that there are rules about this, including the distribution of images; how to protect personal information online; to identify potential risks of personal information being misused; strategies for dealing with requests for personal information or images of themselves; to</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-</a></p>

	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p> <p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p><b>New Vocabulary:</b> <i>evaluate, suspicious, content, reliable, blog, advert, review, gambling, online safety, stereotypes, prejudice, viewpoints, discrimination</i></p>	<p>identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p><b>Lesson2 What is fake news?</b> that mixed messages in the media exist (including about health, the news, and different groups of people) and that these can influence opinions and decisions; how text and images can be manipulated or invented, strategies to recognise this</p> <p><b>Lesson 3 How do I know what to believe online?</b> that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it; how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p><b>Lesson 4 How do I make good decisions online?</b> how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue; to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p><b>Lesson 5 How do I stay safe online?</b> what to do if they take, share or come across an image which may upset, hurt or embarrass them or others; how to report the misuse of personal information or sharing of upsetting content/images online; about the different age rating systems for social media, T.V, films, games and online gaming; why age restrictions are important and how they help people make safe decisions about what to watch, use or play;</p> <p><b>Lesson 6 What is prejudice?</b> what prejudice means; to differentiate between prejudice and discrimination; how to recognise acts of discrimination; to discuss and debate what influences people’s decisions, taking into consideration different viewpoints; strategies to safely respond to and challenge discrimination; how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups; how stereotypes are perpetuated and how to challenge this</p>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">extremism-%E2%80%94-ks1-2</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</a></p>
<p><b>Summer 2</b></p>	<p><b>Successful Me</b></p> <p><b>Money and Work</b> Influences and attitudes to money; money and financial risks; Goals, Aspirations, Future</p> <p>PoS Refs: L18, L22, L23, L24</p> <p><b>New Vocabulary:</b> <i>value, money, wellbeing, customer, fraud, gambling, financial risk, achievements, celebrate, effective learner, achievable goals, long-term plan, consequences, aspirations, career, modern world</i></p>	<p><b>Lesson 1 What roles does money play in our life?</b> about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money; about value for money and how to judge if something is value for money; how having or not having money can impact on a person’s emotions, health and wellbeing</p> <p><b>Lesson 2 What are the challenges of the modern world?</b> how companies encourage customers to buy things and why it is important to be a critical consumer; about common risks associated with money, including debt, fraud and gambling</p> <p><b>Lesson 3 How do I stay safe in the modern world?</b> how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk; how to get help if they are concerned about gambling or other financial risks</p>	

		<p><b>Lesson 4 How do I become the best ME?</b> Knowing the skills and attributes of an effective learner and trying to develop these skills. knowing what some of the people in my class like or admire about me; Recognising when I am using an excuse instead of finding a way around a problem; Recognising and celebrating my own achievements</p> <p><b>Lesson 5 How do I plan to reach my goals?</b> make a long-term personal or learning plan and break it down into smaller, achievable goals; know that it is up to me to get things done by taking the first step; know that if at first, I fail it is worth trying again; can try again even when I have been unsuccessful</p> <p><b>Lesson 6 What are my long-term plans?</b> I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour; consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups</p>	
--	--	---	--