

## **Progression in PSHEe 2023-2024**

### PSHEe Intent

#### **Our belief**



While it is acknowledged that a child's development and growth takes place within the context of their families and communities, our school recognizes its responsibility to promote the personal development and well-being of every child attending Studley Green Primary School. It is our intent that PSHE education in our school will become the foundation for a life-long learning process which will enable pupils to develop positive attitudes towards themselves and others. Through the acquisition of knowledge, skills and positive characteristics taught in PSHE it is our desire for every pupil to thrive as an individual and as a member of the communities they live in. We will prepare them to play an active and informed role as responsible citizens, to respect others and develop positive, healthy relationships. It is our intention that they are prepared to deal with the physical and emotional changes which occur in adolescence and recognise when they need help and to be able to ask for support if necessary. By the time they leave our school we would like them to be confident and aspirational about their futures.

#### **The curriculum**


The PSHE curriculum at Studley Green Primary School has been developed in line with the statutory requirements for the teaching of Health Education and Relationships Education as specified in the DfE's Curriculum document (July 2019). We subscribe to the PSHE Association and to The Corum Life Education SCARF programme, using their resources and lesson plans to develop our scheme of work. As a school we are fully compliant with the new requirements for the teaching of PSHE (September 2021). The PSHE curriculum is a spiral curriculum designed to meet the age related needs of all our pupils at Studley Green school as they progress through the school. It is a scheme of work which has been developed to provide a broad, up to date, and relevant curriculum which nevertheless allows for adequate depth and flexibility in the delivery of the core themes.

Year 2023-2024 Core themes.						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National events	Black History month 1 -31 <sup>st</sup> Oct	Anti-bullying week 14th-18 <sup>th</sup> Nov	Safer internet Day 14th Feb			
Core themes (These will have different emphasis for different Key Stages and year groups)	<p><b>Valuing difference.</b> <b>KS1</b> Celebrating difference. Being kind and respecting others.</p> <p><b>KS2</b> Respecting differences. Healthy friendships/relationships. Stereotypes. Tolerance and respect for others</p>	<p><b>Me and my Relationships</b> <b>KS1</b> What makes us who we are. My special people Healthy friendships and relationships. Thinking about feelings Bullying/teasing. Asking for help <i>Getting on with others. (Rights and respect)</i></p> <p><b>KS2</b> Looking after our special people. Focus on emotions. Assertiveness. Acting appropriately. Resisting negative pressure.</p> <p>.</p>	<p><b>Keeping safe</b> <b>KS1</b> Feeling safe. Fun or not? Should I tell? Online safety. <i>Basic first aid (being my best)</i> How to contact emergency services.</p> <p><b>KS2</b> Helpful or harmful? Understanding and managing different types of Risk. Smoking, drugs and medicines, Alcohol First aid. Online safety. Understanding emotional vulnerability.</p>	<p><b>Growing and changing</b> <b>KS1</b> Growing and changing bodies. Your body my body. Looking after our bodies. Good/bad touch</p> <p><b>KS2</b> Changing bodies. Changing feelings. Puberty Safe body space. Year 5 and 6 RSE. Positive life choices. Looking after our bodies.</p>	<p><b>Being my best</b> <b>KS1</b> Healthy lifestyles Healthy eating. Healthy weight and exercise Body hygiene. <i>Sleep (keeping safe)</i> Healthy feelings.</p> <p>Oral Health</p> <p><b>KS2</b> Healthy choices Looking after your physical needs and Positive Mental Health. (Five ways to well being) Basic first aid. Being assertive dealing with pressure.</p>	<p><b>Rights and respect.</b> <b>KS1</b> Taking care of something. Looking after money Caring for the environment.</p> <p><b>KS2</b> The world of work, future aspirations. Career paths. Caring for the environment. Economic well-being.</p>

Note that SCARF has a Flexible planning tool in the 'My SCARF' section. This has a recommended template and can be shared. There are also lesson plans and supporting resources on the PSHE Association website				
Reception				
2023-2024	Lead Themes PSHE weekly lessons	Key Learning outcomes	Assessment Criteria/Sticky Knowledge	SCARF Lesson plan ref
Term 1 September	<b>Start of year; Building classroom relationships.</b> Ground rules.	<ul style="list-style-type: none"> <li>For all class members to feel welcome and confident in their new classes and for them to have a clear understanding of expectations for positive behaviour and learning.</li> </ul>	For children to feel comfortable in their new class.	Wider transition curriculum.
Term 1 October Black History month 1 -31 <sup>st</sup> Oct	<b>Valuing difference:</b> Respecting others  <b>Key text:</b> 'The great big book of families' Mary Hoffman 'The family book' Todd Parr	<ul style="list-style-type: none"> <li>Talk about similarities and differences.</li> <li>Name special people in their lives.</li> <li>Be sensitive towards others and celebrate what makes each person unique.</li> <li>Recognise that we can have things in common with others.</li> <li>Use speaking and listening skills to learn about the lives of their peers.</li> <li>Know the importance of showing care and kindness towards others.</li> </ul>	Be able to talk about their own interests.  Be able to talk about their families.  Talk about their family, customs and traditions.  Be able to talk about how they are the same or different to others.  Recognise that we can have things in common with others.	<b>✳ Valuing difference</b> I'm special, you're special Same and different Same and different families and same and different homes. I am caring I am a friend

		<ul style="list-style-type: none"> <li>• Demonstrate skills in building friendships and cooperation.</li> </ul>		
<p>Term 2 Anti-bullying week 13<sup>th</sup> -17<sup>th</sup> Nov</p>	<p><b>Me and my relationships;</b> Understanding how we feel. Being a good friend.</p>	<ul style="list-style-type: none"> <li>• Name special people in our lives.</li> <li>• To recognise some of the characteristics of friendships.</li> <li>• Describe different feelings.</li> <li>• That friends sometimes fall out and we can work things out but being unkind and aggressive is never right.</li> <li>• Identify ways to help others or themselves when they feel sad or worried or frightened.</li> </ul>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Show friendly and cooperative behaviour towards a peer.</p> <p>Suggest ways in which we can be kind towards others.</p>	<p> <b>Me and my relationships</b> All about me What makes me special Me and my special people Who can help me My feelings <b>ABA Anti-bullying week resources</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
<p>Term 3 Safer Internet day 7th Feb</p>	<p><b>Keeping safe kS1</b> Keeping our bodies safe. Personal safety. Being safe out and about. Helpful or harmful? Online safety. Basic first aid. How to contact emergency services.</p>	<ul style="list-style-type: none"> <li>• Recognise emotions and physical feelings associated with feeling unsafe and identifying people who can help.</li> <li>• Identifying situations where they would feel safe or unsafe including online.</li> <li>• Understanding that some substances can be harmful and unsafe if not used properly.</li> </ul>	<p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p>	<p> <b>Keeping safe</b> What is safe to go into my body? Safety indoors and outdoors Listening to my feelings ( Keeping safe) People who help to keep me safe. Keeping safe online</p>

			Name adults in their lives and those in their community who keep them safe.	
Term 4 Young Carers Awareness day 15th March	<b>Growing and changing.</b> (Taught in Term 5 as links with our topic)	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans</li> <li>• .Understand that we all grow and as we grow our body changes.</li> <li>• Naming the different stages in childhood and growing up.</li> <li>• Understand that a baby is made by a man and woman.</li> <li>• Understand that a baby grows inside a woman.</li> <li>• Use correct vocabulary when naming different parts of the body.</li> </ul>	<p>Understand that there are changes in nature and humans.</p> <p>To understand that animals and humans change in appearance over time.</p> <p>Name the different stages in childhood and growing up.</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p><b>✖ (R) Growing &amp; Changing &gt; Changes</b></p> <p>Seasons</p> <p>Life stages in plants, animals and humans.</p> <p>Human life stages -who will I be</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys.</p>
Term 5	<b>Being my best</b> Healthy lifestyles Healthy eating.	<ul style="list-style-type: none"> <li>• To understand that our bodies get energy from food, water and air.</li> </ul>	Understand that they can make healthy choices.	<p><b>✖ Being my best</b></p> <p>Healthy eating (1) &amp; (2)</p> <p>Move your body</p> <p>A good night's sleep</p>


	<p>Healthy weight and exercise Body hygiene. Sleep.</p>	<ul style="list-style-type: none"> <li>● Recognise what we need for a healthy lifestyle, ie sleep, exercise, good nutrition.</li> <li>● Recognise the types of food we eat can help us to grow healthily</li> <li>● Understanding that we need to take care of our body, by keeping ourselves clean, brushing teeth and exercising, sleeping well.</li> <li>● Understanding that we can be ill and unhealthy if we don't look after our bodies.</li> </ul>	<p>Name and recognise how healthy choices can keep us well.</p> <p>Name and choose healthy foods and drinks.</p> <p>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</p> <p>Explain the jobs of different food groups.</p>	<p>Yes I can</p>
Term 6	<p><b>Rights and respect</b> Taking care of our environment. Rights and responsibilities. <b>Rights and Responsibilities</b> <b>Looking after money</b> Spending money saving money Looking after money</p>	<ul style="list-style-type: none"> <li>● Identify what they like and value about their school environment or the wider Studley Green environment.</li> <li>● Identify problems or things that might need to be improved.</li> <li>● Recognise that they have a responsibility for looking after their school environment.</li> <li>● Explain the importance of looking after things that belong to themselves or to others</li> <li>● Experiencing the responsibility of looking after something.</li> <li>●</li> </ul>	<p>Identify ways in which they help at home.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Recognise the importance of taking care of a shared environment.</p> <p>Name ways in which they can look after their learning environment.</p> <p>Identify the uses of money.</p> <p>Recognise coins and other items relating to money.</p> <p>Talk about why it's important to keep money safe.</p>	<p> <b>R) Rights &amp; Responsibilities &gt;</b> <b>Caring for my Environment</b> Looking after my special people Being helpful at home and caring for our classroom. Caring for our world. Looking after our money.</p>



			Identify ways to save money.	
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<p>✘ Note that SCARF has a Flexible planning tool in the 'My SCARF' section. This has a recommended template and can be shared. There are also lesson plans and supporting resources on the PSHE Association website</p>				
<b>Year 1</b>				
<b>2023-2024</b>	<b>Lead Themes PSHE weekly lessons</b>	<b>Key Learning outcomes</b>	<b>Assessment Criteria/Sticky Knowledge.</b>	<b>SCARF Lesson plan ref</b>
Term 1	<b>Start of year;</b> Building classroom relationships. Ground rules.	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.	I can tell you a range of classroom rules and explain why we have them.	<p>✘ <b>Me and my relationships</b>  <b>Circle time –getting to know you games</b>  Why we have classroom rules</p> <p>✘ <b>Valuing difference</b>  Harold's school rules</p>
Term 1 October Black History month 1 -31 <sup>st</sup> Oct	<b>Valuing difference.</b> <b>KS1</b> Celebrating difference. Our special people. Living in families. Families are different. Celebrating difference. Respecting others <b>Key text:</b> 'It's okay to be Different' Todd Parr 'The great big book of families' Mary Hoffman 'The family book' Todd Parr	<ul style="list-style-type: none"> <li>Identify the differences and similarities between people.</li> <li>Empathise with those who are different to them</li> <li>Begin to appreciate the positive aspects of those differences.</li> <li>Recognise that children belong to groups such as family.</li> <li>Families are made up of people who are special to us.</li> <li>Who are our special people?</li> </ul>	<p>I can say how people are different.</p> <p>I can say ways in which people are similar as well as different.</p> <p>I can give examples of differences that are something to be valued and celebrated.</p> <p>I can say what is fair or unfair.  I can explain why sometimes things seem unfair to other people.</p> <p>Recognise that they belong to various groups and communities such as their</p>	<p>✘ <b>Valuing difference</b>  Same or different  It's not fair.  Who are our special people?  Our special people balloons</p>

			family; Explain how these people help us and we can also help them to help us.	
Term 2 Anti-bullying week 13 <sup>th</sup> -17 <sup>th</sup> Nov	<b>Me and my relationships</b> Understanding the impact of bullying on ours and other's feelings and emotions . Anti- bullying. Healthy relationships. Feelings and emotions Being a good friend. Should I tell? -	<ul style="list-style-type: none"> <li>• Understand that people's bodies and feelings can be hurt.</li> <li>• To understand the difference between unkindness, teasing and bullying.</li> <li>• To recognise types of teasing and bullying and to understand that these are wrong and unacceptable.</li> <li>• To be aware of strategies to resist teasing and bullying and to know whom to go to and how to get help.</li> <li>• To understand that there are different ways to resolve conflict and arguments can be resolved through negotiation.</li> </ul>	<p>I can name different feelings.</p> <p>I can think of a ways of dealing with 'not so good' feelings.</p> <p>I know the signs of needing help and can identify a range of adults that I can turn to, when needed.</p> <p>I can explain the difference between unkindness, teasing and bullying; understand that bullying is usually quite rare.</p>	<p><b>✳ Valuing difference</b> Unkind, tease or bully? How are you listening? Thinking about feelings Feelings and our bodies. Good friends <b>ABA Anti-bullying week resources-</b>  <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
Term 3 Safer Internet day 7th Feb	<b>Keeping safe</b> Feeling safe. Fun or not? Should I tell? Online safety. <i>Basic first aid (being my best)</i>	<ul style="list-style-type: none"> <li>• Recognise a range of feelings associated with loss.</li> <li>• Recognise feelings associated with feeling unsafe and identifying people who can help.</li> <li>• Identifying situations where they would feel safe or unsafe.</li> </ul>	<p>I can recognise emotions and physical feelings associated with feeling unsafe.</p> <p>I can follow the PANTS rule to keep my body safe.</p>	<p><b>✳ Keeping safe</b> Who can help? Good or bad touches PANTS rule Sharing pictures What could Harold do? Harold loses Geoffrey</p>



	How to contact emergency services.	<ul style="list-style-type: none"> <li>• Understanding that some substances can be harmful and unsafe if not used properly.</li> <li>• Awareness of safety online</li> <li>• Understand that some rules keep us safe.</li> </ul>	<p>I understanding the rules for online sharing.</p> <p>I can identify an adult I can talk to at both home and school. If I do not feel safe.</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p>	
Term 4 Young Carers Awareness day 15th March	<p><b>Growing and changing KS1</b> Growing and changing bodies. Your body my body. Looking after our bodies.</p> <p>Helpful texts- 'Once there were giants' Martin Waddell 'The growing story' Ruth Krauss</p>	<ul style="list-style-type: none"> <li>• Understand that we all grow and as we grow our body changes.</li> <li>• Learning and growing, understanding the learning line.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Identifying parts of the body that are private.</li> <li>• Understanding that babies need care.</li> </ul>	<p>I can identify a range of adults in my life that I can trust and ask for help.</p> <p>I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.</p> <p>I can tell you which body parts girls and boys have that are the same and which body parts are different.</p> <p>I can tell you which parts of my body are private.</p> <p>Understand some of the tasks required to look after a baby;</p>	<p> <b>Health and Wellbeing &gt; Growing and Changing</b></p> <p>Healthy me. Then and now Surprises and secrets Keeping privates private Who can help? Taking care of a baby</p>


			Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	
Term 5	<b>Being my best</b> Looking after our bodies: Healthy weight, healthy eating. Sleep. Healthy feelings Basic First Aid	<ul style="list-style-type: none"> <li>• To understand that our bodies get energy from food, water and air.</li> <li>• Recognise what we need for a healthy lifestyle, ie sleep, exercise, good nutrition.</li> <li>• Understanding that we need to take care of our body, by keeping ourselves clean, brushing teeth and exercising, sleeping well.</li> <li>• Understanding that we can be ill and unhealthy if we don't look after our bodies.</li> <li>• Understand that our bodies and feelings can be hurt and need to be looked after.</li> </ul>	<p>I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).</p> <p>I can explain about different food groups and why we need to choose and eat food from these different groups.</p> <p>Understand how diseases can spread; recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>I can make a clear and efficient call to emergency services if necessary.</p> <p>I can identify when basic first aid might be needed</p>	<p> <b>Health and Wellbeing &gt; Healthy Lifestyles</b> Eat well Harold's wash and brush up Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Pass on the praise! Inside my wonderful body <i>Super sleep (Keeping Safe)</i> <i>Basic first Aid (Rights and respect)</i></p>
Term 6	<b>Rights and respect</b> Taking care of something.	<ul style="list-style-type: none"> <li>• Identify what they like and value about their school environment or</li> </ul>	I can identify things in my environment that I need to look after.	<p> <b>Rights and respect</b> Taking care of something Around and about the school.</p>

	<p>Looking after money Caring for the environment. Useful texts 'When I grow up' Andre Daddo</p>	<p>the wider Studley Green environment.</p> <ul style="list-style-type: none"> <li>● Explain the importance of looking after things that belong to themselves or to others</li> <li>● Experiencing the responsibility of looking after something.</li> <li>● Recognise that they have a responsibility for looking after their school environment.</li> <li>● Understand where money comes from.</li> <li>● Understand that people earn different amounts of money depending on what they do as a job.</li> <li>● Understand that people have choices about what they do with their money.</li> <li>● Explain some of the things that money might be used for in maintaining a home and family.</li> <li>● Identify safe places to keep money and understand the concept of saving money.</li> </ul>	<p>I can identify what having a responsibility means. I recognise different types of money and can identify some of its uses. I recognise that we can look after things we value including money.</p>	<p>Harold's money How we should look after our money</p>
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<b>Year 2</b>				
2023-2024	Lead Themes PSHE weekly lessons	Key Learning Outcomes	Assessment Criteria/Sticky Knowledge.	SCARF Lesson plan ref
Term 1 Star of September.	<b>Start of year;</b> ground rules, building classroom relationships.	<ul style="list-style-type: none"> <li>Children will contribute positively to the life of the classroom.</li> <li>Children to participate in setting classroom ground rules..</li> </ul>	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.	<p>✳ <b>Living in the wider world &gt; rights and responsibilities</b> Our ideal classroom 1 &amp; 2</p>
Term 1 October Black History month 1 -31 <sup>st</sup> Oct	<p><b>Valuing difference.</b> <b>KS1</b> 'What makes us who we are?' Proud to be me! Our special people. Living in families. Families are different. Celebrating difference. Respecting others <b>Key text:</b> 'It's okay to be Different' Todd Parr 'The great big book of families' Mary Hoffman 'Come over to my house' Dr Seuss 'The family book' Todd Parr 'A handful of buttons' Carmen Paret Luque</p>	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people; .</li> <li>Identify the differences and similarities between people.</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Empathise with those who are different to them</li> <li>Begin to appreciate the positive aspects of those differences.</li> <li>Recognise that children belong to groups such as family.</li> <li>Families are made up of people who are special to us.</li> <li>Who are our special people?</li> <li>Developing positive self esteem.</li> </ul>	<p>Identify people who are special to them; Explain some of the ways those people are special to them. I can say how I can get help from someone if I am being left out. I can say some ways I could help people who feel left out. I can give an example of good listening skills. I can use listening skills to help solve disagreements by showing that I have heard another person's point of view. I can put forward other ideas, or a compromise. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p>	<p>✳ <b>(Yr 2) Relationships &gt; Valuing Difference</b> What makes us who we are? My special people How are you feeling today? How do we make others feel? When someone feels left out. An act of kindness</p>

			Explain where someone could get help if they were being upset by someone else's behaviour.	
Term 2 Anti-bullying week 13 <sup>th</sup> -17 <sup>th</sup> Nov	<b>Relationships</b> Understanding the impact of bullying on ours and other's feelings and emotions . Anti- bullying. Healthy relationships. Being a good friend. Should I tell?	<ul style="list-style-type: none"> <li>• Understand that people's bodies and feelings can be hurt.</li> <li>• To understand the difference between unkindness, teasing and bullying.</li> <li>• To recognise types of teasing and bullying and to understand that these are wrong and unacceptable.</li> <li>• To be aware of strategies to resist teasing and bullying to know whom to go to and how to get help.</li> <li>• To understand that there are different ways to resolve conflict and arguments can be resolved through negotiation.</li> </ul>	<p>I can tell you the difference between bullying and teasing and can give an example of each.</p> <p>I can tell you some ways that I can help someone else who is being bullied, if this happens.</p> <p>I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.</p> <p>I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p> <p>I know who I can talk to if I/ or someone else is being bullied.</p>	<p>✳ (Yr 2)<b>Relationships &gt; Healthy relationships</b></p> <p>Let's all be happy Should I tell? Solve the problem A helping hand Types of bullying Bullying or teasing? Don't do that!</p> <p><b>ABA Anti-bullying week resources-</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
Term 3 Safer Internet day 7th Feb	<b>Keeping safe kS1</b> Being safe out and about. Helpful or harmful? Online safety. Basic first aid. How to contact emergency services.	<ul style="list-style-type: none"> <li>• Recognise emotions and physical feelings associated with feeling unsafe and identifying people who can help.</li> <li>• Identifying situations where they would feel safe or unsafe.</li> </ul>	<p>I can recognise situations which might make me or someone else unsafe.</p> <p>I can explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>✳ (Yr 2 ) <b>Health and wellbeing &gt; keeping safe</b></p> <p>Harold's picnic. How safe would you feel? What should Harold say? I don't like that Fun or not Should I tell.</p>



		<ul style="list-style-type: none"> <li>• Understanding that some substances can be harmful and unsafe if not used properly.</li> <li>• Knowing who can help and what to do when they /someone else is unsafe.</li> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul>	<p>I know who can help me when I am, or feel unsafe.</p> <p>I can make a clear and efficient call to emergency services if necessary.</p> <p>I can identify when basic first aid might be needed</p>	
<p>Term 4 Young Carers Awareness day 15th March</p>	<p><b>Growing and changing</b> <b>KS1</b> Growing and changing bodies Looking after our bodies.</p>	<ul style="list-style-type: none"> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Learn names for different parts of the body.</li> <li>• Understand what privacy means and that private parts of the body are private.</li> <li>• Recognising that some touches are not fun and can hurt or be upsetting.</li> <li>• Knowing who can help and who to talk to if they do not feel comfortable or safe..</li> </ul>	<p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>I can identify which parts of the human body are private and use their appropriate name.</p>	<p> (Yr2)Health and Wellbeing &gt; <b>Growing and Changing</b> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept.</p>

			I can explain that a person's genitals help them to make babies when they are grown up.	
Term 5	<b>Being my Best KS1</b> Healthy lifestyles Healthy eating. Healthy weight and exercise Body hygiene. Oral health Sleep. Healthy feelings.	<ul style="list-style-type: none"> <li>• Understand that we all grow and as we grow our body changes.</li> <li>• That bodies get energy from food, water and oxygen.</li> <li>• Recognise what we need for a healthy lifestyle, ie sleep, exercise, good nutrition.</li> <li>• Understanding that we need to take care of our body, by keeping ourselves clean, brushing teeth and exercising, sleeping well.</li> <li>• Understanding that we can be ill and unhealthy if we don't look after our bodies.</li> <li>• Understanding that we need to look after our feelings as well.</li> </ul>	<p>I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest</p> <p>I can say how I try to make sure I do these things regularly.</p> <p>I understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health.</p> <p>Almost always, I can express my feelings in a safe controlled way, and help others to do the same.</p>	<b>✖ (Yr2)Health and Wellbeing &gt; Healthy Lifestyles</b> You can do it My day Harold's bathroom Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My Body needs Basic First Aid
Term 6	<b>Rights and Respect.</b> Understanding the difference between rights and responsibility within a community, our society and wider world. Caring for the environment.	<ul style="list-style-type: none"> <li>• Identify what they like and value about their school environment or the wider Studley Green environment.</li> <li>• Identify problems or things that might need to be improved.</li> <li>• Explain the importance of looking after things that belong to themselves or to others</li> </ul>	<p>I can tell you things that I need to look after.</p> <p>I know what responsibility means and can tell you things I can be responsible for.</p> <p>I can tell you the value of different types of money.</p>	<b>(Yr 2) Rights and Respect.</b> Getting on with others When I feel like erupting Feeling Safe Playing games How can we look after our environment? <b>Money</b>


	<p>Managing your money</p> <p>Useful texts 'When I grow up' Andre Daddo</p>	<ul style="list-style-type: none"> <li>● Experiencing the responsibility of looking after something.</li> <li>● Recognise that they have a responsibility for looking after their school environment.</li> <li>● Identify different notes and coins and their value</li> <li>● Understand where money comes from.</li> <li>● Understand that people earn different amounts of money depending on what they do as a job.</li> <li>● Understand that people have choices about what they do with their money.</li> <li>● Explain some of the things that money might be used for in maintaining a home and family.</li> <li>● Identify safe places to keep money and understand the concept of saving money.</li> </ul>	<p>I can tell you how money is used and how people make money.</p> <p>I know there are things that need to be looked after including money.</p>	<p>Harold saves for something special.</p> <p>Harold goes camping</p>
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<b>Years 3</b>				
2023-2024	Lead Themes	Key Learning outcomes	Assessment Criteria/Sticky Knowledge.	SCARF Lesson plan ref
Term 1 Start of September.	<b>PSHE weekly lessons</b> <b>Start of year;</b> ground rules, building classroom relationships.	<ul style="list-style-type: none"> <li>How individuals can contribute to the life of the classroom and to school.</li> </ul>		 <b>Me and my relationships</b> As a rule.
Term 1 September October Black History month 1 -31 <sup>st</sup> Oct	<b>Valuing difference.</b> <b>KS2</b> Happy to be me. Family and friends. Celebrating differences. <b>Key texts:</b> 'All you need is love' Shanni Collins 'The family book' Todd Parr 'And Tango makes three' Justin Richardson 'Dogs don't do ballet' Anna Kemp and Sara Ogilive	<b>Relationships: valuing difference, Understanding family.</b> <ul style="list-style-type: none"> <li>Identifying ways in which everyone is unique.</li> <li>Recognising how we are similar and different to each other.</li> <li>Recognise there are different types of family.</li> <li>Understand what is meant by adoption and fostering and same-sex relationships.</li> <li>Recognise factors that make people different to each other.</li> <li>Understanding what the term prejudice means.</li> <li>Understanding what it means to show respect: respectful language, challenging other peoples view point respectfully.</li> </ul>	I can give examples of different types of families.  I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc).  I can say some ways that prejudice can be safely challenged.  I understand what tolerance and respect mean and how they can help everyone.  I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.	 <b>Valuing Difference</b> Family and friends Respect and challenge. My community Our friends and neighbours Let's celebrate our differences. Zeb

		<ul style="list-style-type: none"> <li>• What is a stereotype</li> </ul>	<p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	
<p>Term 2 Anti-bullying week 13<sup>th</sup> -17<sup>th</sup> Nov</p>	<p><b>Me and My Relationships</b> Understanding the impact of bullying on ours, and other people's feelings and emotions . Anti- bullying. Healthy relationships. Being a good friend. Should I tell? Resisting negative pressure.</p>	<ul style="list-style-type: none"> <li>• Know that actions affect themselves and others.</li> <li>• Recognise what constitutes a positive, healthy relationship. How to form and maintain a positive relationship.</li> <li>• Recognise that name calling is a form of bullying.</li> <li>• Identify different types of bullying, physical, verbal, emotional. In different contexts and online.</li> <li>• Understanding what it means to show respect: respectful language, challenging other people's view point respectfully.</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and compromise. To know when they might need help to resolve a situation.</li> </ul>	<p>I can find ways of helping others to resolve arguments or disputes.</p> <p>I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p><b>✘ (Yr 3 )Relationships</b> <b>&gt;Healthy relationships.</b> Looking after my special people. Tangram challenge How can we solve this problem Friends are special Thanks Dan's dare My special pet <b>ABA Anti-bullying week resources-</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
<p>Term 3 Safer Internet day 7th Feb</p>	<p><b>Keeping safe KS2</b> Managing Risk Online safety.</p>	<ul style="list-style-type: none"> <li>• Identifying risk factors in given situations. Thinking about ways to reduce risk.</li> </ul>	<p>I can give examples of risky situations.</p>	<p><b>✘ (Yr3) Health and Wellbeing</b> Safe or unsafe. Danger or risk? The risk robot</p>



	<p>Understanding emotional vulnerability. Being assertive dealing with pressure.</p>	<ul style="list-style-type: none"> <li>Identifying situations which are safe or unsafe. Identifying people who can help if a situation is unsafe.</li> <li>Understanding medicines and drugs and the ways they can be helpful or harmful.</li> </ul>	<p>I can say why some people might take risks and why others choose to avoid risky situations.</p> <p>I can say some of the risks of cigarettes and alcohol.</p> <p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can tell you a few things about keeping my personal details safe online.</p> <p>I can explain why information I see online might not always be true.</p>	<p>Help or harm?. None of your business! Super Searcher. Alcohol and cigarettes: the facts The raisin challenge.</p>
<p>Term 4 Young Carers Awareness day 15th March</p>	<p><b>Growing and changing KS2</b> Changing bodies Puberty Safe body space. Positive life choices. Looking after our bodies.</p>	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> <li>Understand that we all grow and as we grow our body changes.</li> <li>Understand what is meant by personal body space.</li> <li>Knowing what to do if they feel uncomfortable or unsafe.</li> </ul>	<p>I can tell you something that makes a positive relationship.</p> <p>I can tell you what is needed to make a new human being (egg and sperm) and who produces these.</p> <p>I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.</p> <p>I can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p>	<p> <b>Health and Wellbeing &gt; Growing and Changing</b> Relationship tree None of your business My changing body Body space Secret or surprise?</p>



			I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.	
Term 5	<b>Being my Best KS2</b> Healthy Life styles. Healthy choices Drugs? Alcohol Looking after your physical needs <b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• Understand what a balanced diet is and to be able to give examples of foods that make up a balanced diet.</li> <li>• Describe the internal parts of the body and understand how we can look after our bodies by eating well, exercising, sleeping well and keeping clean.</li> <li>• Understanding some of the consequences if we don't look after our bodies.</li> </ul>	<p>I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can identify achievements and areas of development in myself.</p>	 <b>(Yr 3) Health and wellbeing &gt; Healthy Lifestyles</b> Derek cooks dinner! Poorly Harold Body team work. For or against I am fantastic Getting on with your nerves <b>Basic first aid</b>
Term 6	<b>Rights and Respect.</b> Understanding the difference between rights and responsibility within a community, our society and wider world. <b>Living in the wider world</b> Caring for the environment. Managing your money	<ul style="list-style-type: none"> <li>• Define the terms community and environment.</li> <li>• Valuate how we might look after the school environment/community.</li> <li>• Understand whose responsibility it is to look after the local environment/community.</li> <li>• Define what a volunteer is and recognise some of the reasons why people might become a volunteer.</li> <li>• Understand the terms income, saving and spending.</li> </ul>	<p>I can explain that as I get older I start to take more responsibility for my environment/community and can give an example of this.</p> <p>I can give a few examples of how I've helped people who help me and how I can help myself.</p>	 <b>Rights and Respect</b> My community Our helpful volunteers Harold's environment project Let's tidy up!  <b>Yr 3) Living in the Wider World &gt; Money and work.</b> Can Harold afford it? Earning money

		<ul style="list-style-type: none"> <li>• Explain that income is earned through people working, if people do not work they receive state benefits.</li> <li>• Understand that the amount that people get paid is due to a range of factors (skill, experience, training, responsibility)</li> <li>• Recognise that there are times when we can buy what we want and other times when we need to save to get what we want.</li> <li>• Think about different things that money is used for in running a home and family.</li> </ul>		
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<p><b>Note that SCARF has a Flexible planning tool in the 'My SCARF' section. This has a recommended template and can be shared. There are also lesson plans and supporting resources on the PSHE Association website</b></p>				
<b>Years 4</b>				
2023-2024	<b>Lead Themes</b>	<b>Key Learning outcomes</b>	<b>Assessment Criteria/Sticky Knowledge.</b>	<b>SCARF Lesson plan ref</b>
Term 1 Start of September.	<b>PSHE weekly lessons :</b> <b>Start of year;</b> ground rules, building	<ul style="list-style-type: none"> <li>• How individuals can contribute to the life of the classroom and to school.</li> </ul>	I can give examples of how my decisions might affect communities including schools.	<b>Rights and Respect</b> My school community How do we make a difference

	classroom relationships.			
Term 1 September October Black History month 1 -31 <sup>st</sup> Oct	<p><b>Valuing difference, KS2</b></p> <p>Happy to be me. Family and friends. Celebrating difference. Respecting others. Me and the media.</p> <p><b>Key texts:</b></p> <p>'And Tango makes three' Justin Richardson 'Dogs don't do ballet' Anna Kemp and Sara Ogilive</p>	<p><b>Relationships: valuing difference,</b></p> <ul style="list-style-type: none"> <li>● Identifying ways in which everyone is unique.</li> <li>● Recognising how we are similar and different to each other.</li> <li>● Recognise factors that make people different to each other.</li> <li>● Understanding what the terms prejudice and stereotype mean.</li> <li>● Understanding what it means to show respect: respectful language, challenging other people's view point respectfully.</li> </ul>	<p>I can say some ways that people are different besides how they look.</p> <p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can say how differences sometimes cause conflict but can also be something to celebrate</p> <p>I can recognise that people are labelled (stereotyped) and that these labels are often wrong.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.</p>	<p><b>✖ Valuing Difference</b></p> <p>Can you sort it? What would you do? The people we share our world with. That is such a stereotype. Friend or acquaintance Islands</p>

<p>Term 2 Anti-bullying week 13<sup>th</sup> -17<sup>th</sup> Nov</p>	<p><b>Me and My Relationships</b> Understanding the impact of bullying on our, and other people's feelings and emotions . Anti- bullying. Healthy relationships. Being a good friend.</p>	<ul style="list-style-type: none"> <li>● Know that actions affect themselves and others.</li> <li>● Recognise what constitutes a positive, healthy relationship. How to form and maintain a positive relationship.</li> <li>● Recognise that name calling is a form of bullying.</li> <li>● Identify different types of bullying, physical, verbal, emotional. In different contexts and online.</li> <li>● Understanding what it means to show respect: respectful language, challenging other people's view point respectfully.</li> <li>● To develop strategies to resolve disputes and conflict through negotiation and compromise. To know when they might need help to resolve a situation.</li> </ul>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can give examples of how I can help someone else who is upset or being bullied.</p> <p>I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).</p>	<p> (Yr 4) Relationships &gt; <b>Healthy Relationships</b> Human machines Ok or not ok? (part 2) Ok or not ok? (part 1) An email from Harold! Different feelings Under pressure <b>ABA Anti-bullying week resources-</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
<p>Term 3 Safer Internet day 7th Feb</p>	<p><b>Keeping Safe- KS2</b> Managing Risk Online safety. Understanding emotional vulnerability. Being assertive dealing with pressure.</p>	<ul style="list-style-type: none"> <li>● Identifying risk factors in given situations. Thinking about ways to reduce risk.</li> <li>● Identifying situations which are safe or unsafe. Identifying people who can help if a situation is unsafe.</li> <li>● Understanding medicines and drugs and the ways they can be helpful or harmful.</li> </ul>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p>	<p> (Yr 4) Health and Wellbeing &gt; <b>Keeping Safe</b> Danger, risk or hazard? How dare you! Keeping ourselves safe Know the norms Traffic lights Medicines: check the label Picture Wise Raisin challenge (2) Basic first aid.</p>

		<ul style="list-style-type: none"> <li>Knowing what to do if we don't feel safe.</li> </ul>		
<p>Term 4 Young Carers Awareness day 15th March</p>	<p><b>Growing and changing KS2</b> Changing bodies Puberty Safe body space. Positive life choices.</p>	<ul style="list-style-type: none"> <li>Identifying parts of the body that males and females have in common and those which are different.</li> <li>Knowing the correct vocabulary for genitalia.</li> <li>Understanding and explaining why puberty happens</li> <li>Key facts about the menstrual cycle.</li> <li>Understanding that puberty can have emotional as well as physical impact.</li> </ul>	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can talk about how some parts of the body change during puberty.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I understand that I have a right to protect their personal body space.</p> <p>I know who I can talk to if I feel uncomfortable with other people's actions towards them.</p>	<p> <b>(Yr 4) Health and Wellbeing &gt; Growing and Changing</b> An email from Harold! Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise Together</p>
<p>Term 5</p>	<p><b>Being my Best</b> Looking after our bodies: Healthy weight, healthy eating. Body/hand hygiene. Sleep.</p>	<ul style="list-style-type: none"> <li>Give examples of choices they make for themselves and choices others make for them.</li> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>Plan a menu that provides a healthy balance of food from different food groups.</li> </ul>	<p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can explain the benefits of looking after myself both now and in the future.</p>	<p> <b>Beng my Best</b> What makes me ME! Making choices SCARF hotel Harold's Seven Rs Basic First aid Volunteering is cool.</p>





Term 6	<p><b>Rights and Respect</b> Taking care of our environment. Rights and responsibilities.</p> <p><b>Living in the Wider World</b> Positive life choices. The world of work, future aspirations. Career paths.</p>	<ul style="list-style-type: none"> <li>• Define the terms community and environment.</li> <li>• Valuate how we might look after the school environment/community.</li> <li>• Understand whose responsibility it is to look after the local environment/community.</li> <li>• Define what a volunteer is and recognise some of the reasons why people might become a volunteer.</li> <li>• Plan and carry out an event that will benefit the school or local environment/community.</li> </ul>	<p>I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.</p> <p>I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.</p> <p>I can give an example of something I can do to help look after my environment.</p> <p>I can explain the benefits of looking after my environment both now and in the future, and for future generations.</p>	<p><b>✖ Rights and Respect</b> It's your right How do we make a difference In the news Logo quiz Safety in numbers</p> <p><b>✖ (Yr 4) Living in the Wider World &gt; Money and work.</b> Harold's expenses Why pay taxes?</p>
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<b>Years 5</b>				
2023-2024	Lead Themes	Key Learning outcomes	Assessment Criteria/Sticky Knowledge.	SCARF Lesson plan ref
Term 1 Start of September	<b>PSHE weekly lessons : Start of year;</b> ground rules, building classroom relationships.	<ul style="list-style-type: none"> <li>How individuals can contribute to the life of the classroom and to school.</li> </ul>		<b>✖ (YR 5) Living in the wider world&gt;</b> Rights, responsibilities and duties. My school community 2
Term 1 September October Black History month 1 -31 <sup>st</sup> Oct	<b>Valuing difference, KS2</b> Happy to be me. The media and me Family and friends. Respecting differences. <b>F.R.I.E.N.D.S programme. delivered by MHST team.</b>	<b>Valuing difference,</b> Being proud to be the people we are. Being confident and brave. Looking after our mental health. Define some key qualities of friendship; Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)  I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.  I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	<b>✖ Relationships &gt; Valuing Difference</b> Qualities of friendship Happy being me The land of the Red People Is it true Kind conversations Different skills Star qualities. Stop, start, stereotypes.

			<p>Knowing how to identify thoughts and feelings which are unhelpful.</p> <p>Developing strategies to feel confident and positive.</p> <p>I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.</p>	
<p>Term 2 Anti-bullying week 13<sup>th</sup> -17<sup>th</sup> Nov</p>	<p><b>Me and My Relationships KS2</b> Understanding the impact of bullying on ours, and other people's feelings Healthy friendships Feeling safe. Is it okay? Focus on emotions. Assertiveness. Acting appropriately. Resisting negative pressure. . .</p>	<ul style="list-style-type: none"> <li>● Judging what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>● Recognising different forms of bullying and coercion. Physical, emotional, mental and verbal. Recognising situations where bullying occurs – within peer groups, family groups, school, home and online.</li> <li>● Being independent and assessing risk.</li> <li>● Reflect on their own friendship/ relationship qualities.</li> <li>● Recognising when they need help, who to go to and how to ask for help.</li> </ul>	<p>I can give some examples of how to be a good friend.</p> <p>I can give an example of how to stand up for myself (be assertive).</p> <p>I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</p>	<p>✘ <b>Yr 5 Healthy Relationships &gt; Keeping safe</b> Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe. Being assertive Our emotional needs Spot bullying</p> <p>✘ <b>Yr 5 Healthy Relationships &gt; Feeling and emotions</b> How good a friend are you? <b>ABA Anti-bullying week resources-</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a></p>
<p>Term 3 Safer Internet</p>	<p><b>Keeping safe.</b> Personal safety. Managing Risk</p>	<ul style="list-style-type: none"> <li>● Understand that there are positive and negative risks. How</li> </ul>	<p>I can give examples of risky situations that happen online (e.g. on a phone)</p>	<p>✘ <b>(Yr 5) Health and Wellbeing&gt; Keeping safe</b></p>

<p>day 7th Feb</p>	<p>Online safety. Understanding emotional vulnerability. Being assertive dealing with pressure. Basic first aid</p>	<p>to weigh up risk factors in given situations. Thinking about ways to reduce risk.</p> <ul style="list-style-type: none"> <li>● Identifying situations which are safe or unsafe. Identifying people who can help if a situation is unsafe.</li> <li>● Understanding what a habit is.</li> <li>● Know that all medicines are drugs but not all drugs are medicines.</li> <li>● Identifying characteristics such as passivity, assertiveness,</li> </ul>	<p>and what I can do to make them less risky.</p> <p>I can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.</p> <p>I can explain risks associated with habitual behaviour and addiction.</p> <p>I can explain why fewer young people smoke than people usually think</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>Play, like. Share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? 'Thinking' about habits Would you risk it. Drugs true or false? Basic first aid - Sepsis awareness. PSHE association has lesson plans provided by St John Ambulance on: <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p><b>Asthma:</b> Causes and what to do if someone is having an asthma attack</p> <p><b>Bites and stings:</b> First aid for bites and stings and responding to allergic reactions</p> <p><b>Bleeding:</b> First aid for bleeding and shock</p> <p><b>Choking:</b> What to do if a toddler, child, or adult is choking</p> <p><b>Emergencies and calling for help:</b> Responding in an emergency situation and calling emergency services</p> <p><b>Head injuries:</b> First aid for minor and severe head injuries</p>
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<p>Term 4 Young Carers Awareness day 15th March</p>	<p><b>Growing and changing KS2</b> Changing bodies Puberty Safe body space. Year 5 and 6 RSE. Positive life choices. Looking after our bodies.</p>	<ul style="list-style-type: none"> <li>● Identify what happens during puberty and why the body changes.</li> <li>● Know what menstruation is and why it happens.</li> <li>● Know the correct words for the external sexual organs.</li> <li>● Know that as well as the body changing during puberty feelings will also change.</li> <li>● Understanding that some kinds of touch are not acceptable.</li> <li>● Knowing strategies for when they feel uncomfortable in a relationship.</li> <li>● Identifying who they can trust.</li> </ul>	<p>I am able to describe physical, emotional and mental changes that take place during puberty.</p> <p>I can use the correct names and language when describing changes that take place in our bodies during puberty.</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> <p>I can recognise when others may need to get help and can advise them to talk to a trusted adult.</p> <p>I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).</p>	<p> <b>Health and Wellbeing</b> &gt;<b>Growing and changing</b> Taking notice of our feelings. Dear Ash Growing up and changing bodies Changing bodies and feelings Help I'm a teenager- get me out of here! Dear Hetty</p>
<p>Term 5</p>	<p><b>Being my Best KS2</b> Positive life choices. Looking after our bodies. Facts about legal and illegal substances and their associated risks. Looking after our bodies: Healthy weight, healthy eating..</p>	<ul style="list-style-type: none"> <li>● Understanding the importance of food, water, oxygen, sleep and exercise for our bodies.</li> <li>● Knowing the functions of the four systems of the body and how they are inter-related. Know the harmful effects of smoking and drinking to the body.</li> </ul>	<p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I recognise that I can make positive choices which will impact my future health and well-being.</p> <p>I can explain that fewer young people smoke than people usually think. I can explain how healthy choices impact physical and mental well-being.</p>	<p> <b>(Yr 5) Health and wellbeing &gt; Healthy Lifestyles</b> It all adds up! Smoking what is normal? Different skills Independence and responsibility Star qualities?</p>

	Sleep.	<ul style="list-style-type: none"> <li>• Learning about the legal facts about smoking and consuming alcohol.</li> <li>• Understand how our choices can contribute to a healthy life- style.</li> </ul>		
Term 6	<p><b>Rights and Respect</b> Taking care of our environment. Rights and responsibilities. <b>Living in the Wider World</b> Positive life choices. The world of work, future aspirations. Career paths.</p>	<ul style="list-style-type: none"> <li>• Define differences between responsibilities, rights and duties.</li> <li>• Define the terms community and environment.</li> <li>• Understanding what it means to live in an environmentally sustainable way</li> <li>• Think about actions that might be taken to benefit the community and environment.</li> <li>• Understand the terms income, tax saving and spending and benefits.</li> <li>• Understand that the amount that people get paid is due to a range of factors (skill, experience, training, responsibility)</li> <li>• Recognise that there are times when we can buy what we want and other times when we need to save to get what we want.</li> </ul>	<p>I can explain that people have rights and responsibilities and give examples of these two different things.</p> <p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can explain that local councils spend money on services where I live. I can give an example of one of these services.</p> <p>I can explain benefits of saving money and the term 'interest'</p> <p>I can think about different things that money is used for in running a home and family.</p>	<p>✘ (Yr 5) <b>Rules, Rights and Responsibilities</b> Local councils What's the story? Fact or opinion? Mo makes a difference. Rights, respect and duties.</p> <p>✘ (Yr 5) <b>Living in the Wider World &gt; Money and work.</b> Spending wisely Lend us a fiver! Jobs and taxes Local councils.</p>

<p><b>Note that SCARF has a Flexible planning tool in the 'My SCARF' section. This has a recommended template and can be shared. There are also lesson plans and supporting resources on the PSHE Association website</b></p>				
<b>Years 6</b>				
2023-2024	Lead Themes	Key Learning outcomes	Assessment Criteria/Sticky Knowledge.	SCARF Lesson plan ref
Term 1 Start of September.	<b>PSHE weekly lessons</b> <b>Start of year;</b> ground rules, building classroom relationships.	<ul style="list-style-type: none"> <li>• How individuals can contribute to the life of the classroom and to school.</li> </ul>		
Term 1 September October Black History month 1 -31 <sup>st</sup> Oct	<b>Valuing difference, KS2</b> Happy to be me. The media and me Family and friends. Respecting differences.	<b>valuing difference,</b> <ul style="list-style-type: none"> <li>• Recognise factors that make people different to each other.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand that not everything portrayed in the media is true.</li> <li>• Understanding the pressure that media images can place on people to conform to an idealised image of what we should look like.</li> </ul>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.</p>	<b>valuing difference.</b> OK to be different. We have more in common than not. Respecting differences. Tolerance and respect for others Advertising friendships Boys will be boys? – challenging gender stereotypes. <b>(Yr6)Growing and changing /Rights and Respect.</b> I look great Media manipulation. Two sides to every story. Fakebook friends

		<ul style="list-style-type: none"> <li>● Recognise stereotypes and the negative impact they might have on perceptions of someone.</li> <li>● Having positive self-esteem related to who we are</li> <li>● Learning to be confident and brave.</li> <li>● Looking after our mental health.</li> </ul>	<p>I can give examples of things that I can do or say to myself that can help me feel good about myself.</p> <p>I know how to identify thoughts and feelings which are unhelpful.</p> <p>Developing strategies to feel confident and positive.</p>	
<p>Term 2 Ant-bullying week 13th -17th Nov.</p>	<p><b>Me and My Relationships</b> <b>KS2</b> Understanding the impact of bullying on ours, and other people's feelings Healthy friendships Feeling safe. Is it okay? Focus on emotions. Assertiveness. Acting appropriately. Resisting negative pressure.</p>	<ul style="list-style-type: none"> <li>● To recognise and respond appropriately to the feelings of others.</li> <li>● Judging what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>● Recognising different forms of bullying and coercion. Physical, emotional, mental and verbal. Recognising situations where bullying occurs – within peer groups, family groups, school, home and online.</li> <li>● Learn how to resolve conflicts in a constructive way.</li> <li>● Reflect on their own friendship/ relationship qualities.</li> <li>● Recognising when they need help, who to go to and how to ask</li> </ul>	<p>I can give examples of different types of bullying and coercive behaviour including prejudice-based bullying.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>	<p><b>Yr 6 Me and My Relationships</b> Working together Solve the friendship problem Dan's day Let's negotiate Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately</p>



		<p>for help.</p> <ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> </ul>		
<p>Term 3 Safer Internet day 7th Feb</p>	<p><b>Keeping safe.</b> Personal safety. Managing Risk Online safety. Understanding emotional vulnerability. Why smoking, taking drugs and consuming alcohol is harmful. Being assertive dealing with pressure. Basic first aid</p>	<ul style="list-style-type: none"> <li>Understand that there are positive and negative risks. How to assess risk factors in given situations.</li> <li>Thinking about ways to reduce risk.</li> <li>Identifying situations which are safe or unsafe. Identifying people who can help if a situation is unsafe.</li> <li>Learning about the legal facts about smoking and consuming alcohol.</li> <li>Identifying characteristics such as passivity, assertiveness, aggression. Learning how to be assertive.</li> </ul>	<p>I can tell you some assertive behaviours.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain the norms about young people's use of alcohol, drugs and smoking.</p> <p>I can explain that if young people know the actual norms they are less likely to take part in risky behaviour (e.g. drinking alcohol).</p>	<p><b>✖ Keeping Safe</b> Think before you click It's a puzzle To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Pressure online KS2 First Aid <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p><b>Asthma:</b> Causes and what to do if someone is having an asthma attack</p> <p><b>Bites and stings:</b> First aid for bites and stings and responding to allergic reactions</p> <p><b>Bleeding:</b> First aid for bleeding and shock</p> <p><b>Choking:</b> What to do if a toddler, child, or adult is choking</p> <p><b>Emergencies and calling for help:</b> Responding in an emergency situation and calling emergency services</p>

				<b>Head injuries:</b> First aid for minor and severe head injuries.
Term 4 Young Carers Awareness day 15th March	<b>Growing and changing</b> <b>KS2</b> Changing bodies Puberty Safe body space. Year 5 and 6 RSE. Positive life choices. Looking after our bodies.	Define the word puberty, give examples of some of the physical and emotional changes that take place for boys and girls. Understand sexual reproduction and the variety of ways that a baby can be created. Provide strategies for coping with change. Knowing the legal age of consent and what consent means . Understand FGM and what is legal practice in this country. Knowing where to get support if needed	I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.  I can tell you how a baby is conceived.  I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.  I can give an example of a secret that should be shared with a trusted adult	<b>* Growing and changing</b> Helpful or unhelpful? Managing change Is this normal? Making babies Puberty What is HIV (Optional) Year 6 RSE resources.

Term 5	<p><b>Being my Best</b> Looking after our bodies and minds: Healthy life style choices. Five Ways to wellbeing</p>	<ul style="list-style-type: none"> <li>• Understanding the importance help our minds and bodies to stay healthy.</li> <li>• Knowing the functions of the systems of the body and how they are interrelated. Know the harmful effects of smoking and drinking to the body.</li> <li>• Understand how our choices can contribute to a healthy life style.</li> </ul>	<p>I can explain how the choices in my life can impact my health and wellbeing.</p> <p>I know strategies to help me stay healthy in my body and mind.</p>	<p><b>✖ Being my Best</b> This will be your life! Five ways to well-being Joe's story part 1 &amp; 2</p>
Term 6	<p><b>Rights and Respect</b> Taking care of our environment. Rights and responsibilities. The world of work, future aspirations. Career paths.</p>	<ul style="list-style-type: none"> <li>• Define differences between responsibilities, rights and duties.</li> <li>• Define the terms community and environment.</li> <li>• Understand what voluntary groups and pressure groups do.</li> <li>• Understanding what it means to live in an environmentally sustainable way</li> <li>• Think about actions that might be taken to benefit the community and environment.</li> <li>• Understand the terms income, saving and spending.</li> </ul>	<p>I can explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>I can explain some of my rights and responsibilities as a citizen of the world, of the uk and of my communities.</p> <p>I can give some different things that have an impact on the environment.</p> <p>I can explain how groups of people in the community help to do this.</p> <p>I can explain the advantages and disadvantages of different ways of saving money.</p>	<p><b>✖ (Yr 6) Living in the Wider World&gt; Caring for the environment.</b> Action Stations Hppy shoppers -caring for the environment Community Art Project Pitch 1 &amp; 2</p> <p><b>✖ (Yr 6) Living in the Wider World&gt; Money and work.</b> Democracy in Britain - Elections Democracy in Britain - How laws are made. What's it worth? Jobs and taxes Money Matters 1-4</p>

		<ul style="list-style-type: none"><li>● Explain that income is earned through people working, if people do not work they receive state benefits.</li><li>● Understand that the amount that people get paid is due to a range of factors (skill, experience, training, responsibility)</li><li>● Spending wisely, what questions should a consumer ask before spending money?</li><li>● Reflecting on how choices we make will impact future opportunities.</li></ul>	<p>I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal. I can tell you different ways to keep my money safe.</p>	
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