PSHE Curriculum

Stokesay Primary School

(Stokesay is a member of the PSHE Association and uses their PSHE planning toolkit* – which will be adapted as required by each teacher)

Stokesay Primary School want to develop children who understand and model our 6 school values of:

- **LOVE**
- **HONESTY**
- **RESPECT**
- **RESPONSIBILITY**
- **EMPATHY**
- **TEAMWORK**

We also want to develop children who understand and model Fundamental British Values:

At Stokesay Primary School the fundamental British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs" are reinforced regularly and in the following ways:

Democracy

Our children are actively encouraged to have a strong voice and share their views and opinions regularly, in lessons, assemblies and in Class and School Council. Ideas from pupils form part of our school development plan and inform special days (ie. Themes for non-uniform days). Linked to the May 2015 general election, we held an election week across school. A secret ballot was held and the results were announced in a special assembly and celebrated in the newsletter.

Our children also take the lead in: Break Buddies at break and lunchtime, pupil librarians, as well as involvement in Rotary Club and deciding what charities we support. Every Summer, the children plan and deliver a 'party on the playground' to raise money for charity. The children also complete an annual questionnaire giving their views on the school and their views are responded to and acted on.

Governors and school leaders also talk regularly to children, in order to ensure that school self-evaluation is robust and accurate, and therefore moving the school forward.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Behaviour is a central focus of every 'Monday' assembly, where improved behaviour is celebrated. This also happened on Fridays, with parents present. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our schools rules, rewards and sanctions are clear and understood by all, as an example of

PSHE CURRICULM FRAMEWORK – WHOLE SCHOOL OVERVIEW -

STOKESAY PRIMARY SCHOOL
SOUTH SHROPSHIRE ACADEMY TRUST

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing *Minimum of 10 lessons*			Relationships *Minimum of 10 lessons*			Living in the Wider World *Minimum of 10 lessons*		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment *(CROSS YEAR-GROUP PROJECT WITH YEAR 2)*	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment *(CROSS YEAR-GROUP PROJECT WITH YEAR 1)*	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise *(CROSS YEAR-GROUP PROJECT WITH YEAR 6)*
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax

Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty *(recap Y4);* human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise *(CROSS YEAR-GROUP PROJECT WITH YEAR 3)*

Year 1 PSHE Curriculum Framework Long Term Planning:

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y1 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y1 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y1 learning objectives
H1. To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health **H6/H7.** To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	***Healthy lifestyles*** • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • about basic personal hygiene routines and why these are important	**R1.** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond	***Feelings and emotions*** • about recognising how other people are feeling • about sharing feelings their own feelings with others	**L1/L2.** To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them **L8.** To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' **L9.** To understand the ways in which we are the same as all other people; what we have in common with everyone else	***Rights and responsibilities*** • about group and class rules and why they are important • that everybody is unique • about the ways we are the same as other people
H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals **H5.** To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	***Growing and changing*** • to recognise what they are good at and set simple goals • about how it feels when there is change or loss	**R3.** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid **R9.** To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another	***Healthy relationships*** • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • about special people in their lives	**L5.** To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	***Environment*** • about looking after the local environment
H11. To learn that household products, including medicines,	***Keeping safe***	**R5.** For pupils to share their opinions on things that matter	***Valuing difference***	**L6/L7.** To learn that money comes from different sources	***Money***

can be harmful if not used properly **H13/H14/H15.** To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	• that household products, including medicines, can be harmful if not used correctly • how to ask for help if they are about something	to them and explain their views through discussions with one other person and the whole class **R8.** To identify and respect the differences and similarities between people	• share their views and opinions with others • about the importance for respect for the differences and similarities between people	and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	• about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe

Year 2 PSHE Curriculum Framework Long Term Planning:

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y2 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y2 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y2 learning objectives
H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences **H4.** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	***Healthy lifestyles*** • about making healthy choices • about different kinds of feelings • simple strategies to manage feelings	**R2/R4/R12.** For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. **R11.** To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	***Feelings and emotions*** • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt	**L1/L2.** To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them **L3.** To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) **L4.** For pupils to learn that they belong to various groups and communities such as family and school 'them' **L10.** About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	***Rights and responsibilities*** • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to get their help, including in an emergency

H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals **H8/H9.** To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring **H10.** To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	***Growing and changing*** • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls	**R6/R7.** To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others **R10.** To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) **R13/R14.** To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help	***Healthy relationships*** • about listening to others and playing cooperatively • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening	**L5.** To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	***Environment*** • about looking after the local environment
H12. To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety **H13/H14/H15.** To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more	***Keeping safe*** • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about privacy in different contexts	**R5.** For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class **R8.** To identify and respect the differences and similarities between people	***Valuing difference*** • to share their views and opinions with others • about the importance for respect for the differences and similarities between people	**L6/L7.** To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	***Money*** • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe

easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. **H16.** To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.					

Year 3 PSHE Curriculum Framework Long Term Planning:

STOKESAY PRIMARY SCHOOL
SOUTH SHROPSHIRE ACADEMY TRUST

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y3 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y3 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y3 learning objectives
H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet **H16.** To learn what is meant by the term 'habit' and why habits can be hard to change	***Healthy lifestyles*** • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food • about what is meant by a habit • how habits can be hard to change	**R1.** To be able to recognise and respond appropriately to a wider range of feelings in others	***Feelings and emotions*** • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt	**L1.** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **L9/L10.** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	***Rights and responsibilities*** • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to get their help, including in an emergency
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals **H6/H7.** For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions	***Growing and changing*** • to recognise their achievements and set personal targets for the future • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time	**R2/R4.** To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families **R7.** To learn that their actions affect themselves and others	***Healthy relationships*** • about listening to others and playing cooperatively • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening	**L7.** To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	***Environment*** • about looking after the local environment

and when they might need to listen to, or overcome these	• about describing their feelings to others	**R11.** To work collaboratively towards shared goals			
H15. To understand school rules about health and safety, basic emergency aid procedures, where and how to get help **H23.** To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	***Keeping safe*** • about the importance of school rules for health and safety • about how to get help in an emergency • about people who help them stay healthy and safe	**R14/R18.** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	***Valuing difference*** • to share their views and opinions with others • about the importance for respect for the differences and similarities between people	**L16.** To learn what is meant by enterprise and begin to develop enterprise skills	***Money*** • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe

Year 4 PSHE Curriculum Framework Long Term Planning:

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y4 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y4 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y4 learning objectives
H1/H2. To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **H17.** To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others **H12.** To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread	***Healthy lifestyles*** • about what makes a 'balanced lifestyle' • about making choices in relation to health • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • how the spread of infection can be prevented	**R9.** To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **R15.** To learn to recognise and manage 'dares'	***Feelings and emotions*** • about the concept of keeping something confidential or secret • about when they should or should not agree to keeping a secret • to recognise and manage dares	**L1.** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **L11.** To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom **L12.** To consider the lives of people living in other places, and people with different values and customs **L15.** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	***Rights and responsibilities*** • to discuss and debate issues concerning health and wellbeing • to appreciate difference and diversity (people living in the UK) • about the values and customs of people around the world
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	***Growing and changing*** • to recognise their achievements and set personal targets for the future	**R8.** To judge what kind of physical contact is acceptable or unacceptable and how to respond **R12.** To develop strategies to solve disputes and conflict	***Healthy relationships*** • about the difference between acceptable and unacceptable physical contact	**L15.** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	***Environment*** • about the sustainability of the environment across the world

H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty	• about the changes that happen at puberty	through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	• how to respond to unacceptable physical contact • about solving disputes and conflict amongst themselves and their peers		
H21. To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) **H22/H25.** To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request	***Keeping safe*** • about keeping safe in the local environment • about keeping safe online	**R10.** To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view	***Valuing difference*** • how to listen and respond respectfully to a wide range of people • about sharing their points of view	**L13.** For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer **L14.** To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)	***Money*** • about the role of money • ways of managing money (budgeting and saving) • about what is meant by 'interest' and 'loan'

Year 5 PSHE Curriculum Framework Long Term Planning:

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y5 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y5 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y5 learning objectives
H1/H2. To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **H3.** To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	***Healthy lifestyles*** • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a 'balanced lifestyle' • about the benefits of a balanced diet • about different influences on food and diet • about developing skills to help make their own choices about food	**R1.** To be able to recognise and respond appropriately to a wider range of feelings in others	***Feelings and emotions*** • how to respond appropriately to a wider range of feelings in others	**L1.** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **L2.** For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules **L6.** To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk **L8**. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	***Rights and responsibilities*** • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • why and how laws are rules and laws are made • how to take part in making and changing rules • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • about resolving differences, respecting different points of view and making their own decisions
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas	***Growing and changing*** • about different ways of achieving	**R7.** To learn that their actions affect themselves and others	***Healthy relationships*** • about the consequences of	**L7**. To learn that they have different kinds of responsibilities, rights and	***Environment*** • about different kinds of

for improvement, set high aspirations and goals **H6/H7**. For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these **H8.** To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions	**R11.** To work collaboratively towards shared goals **R12.** To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	their actions on themselves and others • about working collaboratively toward shared goals • negotiation and compromise strategies to resolve disputes and conflict • to give helpful feedback and support to others	duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	responsibilities (home, school, community and the environment)
H21. To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) **H22/H25.** To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they	*Keeping safe* • about strategies for managing personal safety - local environment • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • how to keep safe and well when using a mobile phone	**R10.** To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view	*Valuing difference* • to respectfully listen to others but raise concerns and challenge points of view when necessary	**L13**. For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer **L14.** To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)	*Money* • how finance plays an important part in people's lives • about being a critical consumer[1] • about what is meant by 'interest', 'loan', 'debt' • about the importance of looking after money, including managing loans and debts • that people pay 'tax' to contribute to society

feel uncomfortable or are concerned by such a request **H24**. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)					

Year 6 PSHE Curriculum Framework Long Term Planning:

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y6 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y6 learning objectives	**PSHE Association KS1 Programme of Study** Learning opportunities covered	**PSHE Association Primary Planning Toolkit** Topics / Y6 learning objectives
H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves **H17.** To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	***Healthy lifestyles*** • how images in the media can distort reality • that this can affect how people feel about themselves • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)	**R9.** To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	***Feelings and emotions*** • about confidentiality • about times when it appropriate and necessary to break a confidence	**L1.** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **L3/L4.** To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices **L5.** To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) **L9/L10.** To learn what being part of a community means, and about the varied institutions that support	***Rights and responsibilities*** • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • about what it means to be a part of a community • about different groups / individuals

				communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing **L17/L18**. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others	that support the local community • about the role of voluntary, community and pressure groups • to be critical of what they see and read in the media • to critically consider information they choose to forward to others
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals **H18.** For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty **H19.** To learn about human reproduction	***Growing and changing*** • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • about the changes that happen at puberty *(recap learning from year 4)* • about human reproduction in the context of the human lifecycle • how a baby is made and how it grows	**R2/R4.** To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families **R3**. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support **R5/R19.** To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care	***Healthy relationships*** • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage	**L15.** To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	***Environment*** • about how resources are allocated and the effect this has on individuals, communities and the environment

	• about roles and responsibilities of parents and carers • that pregnancy can be prevented	for each other and want to spend their lives together and who are of the legal age to make that commitment. To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership **R6/R20**.To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others **R8**. To judge what kind of physical contact is acceptable or unacceptable and how to respond **R21**. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy	and civil partnership is between two people who *willingly agree* • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about judging whether physical contact is acceptable or unacceptable • how to respond • about the importance of keeping personal boundaries and the right to privacy		

H9/H10/H11. To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe **H13/H14.** How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong **H20**. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers	***Keeping safe*** • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • about who is responsible for their health and wellbeing • where to get help advice and support	**R10**. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view **R13/R16/R17**. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation **R14/R18.** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	***Valuing difference*** • to respectfully listen to others but raise concerns and challenge points of view when necessary • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation • about discrimination, teasing, bullying and aggressive behaviour and its effect on others	**L16**. To learn what is meant by enterprise and begin to develop enterprise skills	***Money*** • what it takes to set up an enterprise • about what enterprise means for work and society

H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe					