

PSHE Go Givers and RSE Coverage 2021-2022



PSHE	20 minutes a week timetabled More time allocated to use further resources if desired, and to respond to events in school and the wider community					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Getting to know you and setting rules</u></p> <p>-Getting to know you</p> <ul style="list-style-type: none"> ■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class . ■ To identify and respect the differences and similarities between people <p>-Meet the Go Givers</p> <p>-Our Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>-Rules – You can't do that here</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To know rules for, and ways of, keeping safe, including basic road safety, <p>Why do we wash our hands</p> <ul style="list-style-type: none"> ■ To understand why we wash our hands; 	<p><u>Getting to know you and setting rules</u></p> <p>-Getting to know you</p> <ul style="list-style-type: none"> ■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class . ■ To identify and respect the differences and similarities between people <p>-Our Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>Why do we wash our hands</p> <ul style="list-style-type: none"> ■ To understand why we wash our hands; ■ To learn how to wash our hands thoroughly; ■ To understand when we should wash our hands. <p>-Difficult Decisions</p> <ul style="list-style-type: none"> ■ To recognise what is fair and unfair, kind and unkind, what is right and wrong 	<p><u>Getting to know you and setting rules</u></p> <p>-Our class</p> <ul style="list-style-type: none"> ■ To resolve differences by looking at alternatives, making decisions and explaining choices (2.f). ■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4.a). ■ To develop relationships through work and play (5.f). <p>-Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>Why do we Have Rules?</p> <ul style="list-style-type: none"> ■ 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 to try to see, respect and if necessary constructively challenge others' points of view (R10). 	<p><u>Getting to know you and setting rules</u></p> <p>-Our class</p> <ul style="list-style-type: none"> ■ To resolve differences by looking at alternatives, making decisions and explaining choices (2.f). ■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4.a). ■ To develop relationships through work and play (5.f). <p>-Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>-Dilemmas</p> <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other 	<p><u>Getting to know you and setting rules</u></p> <p>-Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>-Respect</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b). ■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (3a). ■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4a). 	<p><u>Getting to know you and setting rules</u></p> <p>-Rules</p> <ul style="list-style-type: none"> ■ To agree and follow rules for their group and classroom, and understand how rules help them (2d). <p>-The golden rule - multi-faith values</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views on issues that affect themselves and society (1a) ■ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (2b) <p><u>Democracy and the economy</u></p> <p>-In times of need</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1.a); ■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2.j);

	<ul style="list-style-type: none"> ■ To learn how to wash our hands thoroughly; ■ To understand when we should wash our hands. <p>CWP – lesson 1 Keeping Clean</p> <ul style="list-style-type: none"> ■ To understand basic hygiene principles 	<p>-Where do you stand</p> <ul style="list-style-type: none"> ■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <p>I am unique</p> <ul style="list-style-type: none"> ■ To learn the ways in which they are all unique; understand that there has never been and will never be another 'them' (L8). 	<p>-Respect</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b). ■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (3a). ■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4a). <p>-Going for Goals : Mo Farah</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1a) ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b) <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2e) ■ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the 	<p>people's experiences (2.e).</p> <ul style="list-style-type: none"> ■ To resolve differences by looking at alternatives, making decisions and explaining choice (2.f). ■ To consider social and moral dilemmas that they come across in life (5.g). <p>-Belonging to groups</p> <ul style="list-style-type: none"> ■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities (2c) ■ To recognise the role of voluntary, community and pressure groups (2h) 	<p>-Bullying : prepare to stand up and stand out</p> <ul style="list-style-type: none"> ■ To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (1d) <ul style="list-style-type: none"> ■ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c) ■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (4d) <p>-How can I make a difference?</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1.b). ■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action (1.c). <ul style="list-style-type: none"> ■ To participate (for example, in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting) (5.c). 	<ul style="list-style-type: none"> ■ To learn where individuals, families and groups can get help and support (4.g). <p>-Independence for Scotland</p> <ul style="list-style-type: none"> ■ To research, discuss and debate topical issues, problems and events (2a) ■ To know what democracy is, and about the basic institutions that support it locally and nationally (2g) ■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2 i)
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			<p>skills to be effective in relationships (4c)</p> <p>~Your amazing Bran : becoming a resilient learner</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1c) ■ To think about themselves, learn from their experiences and recognise what they are good at (1d) ■ To learn how to set simple goals (1e) 		<ul style="list-style-type: none"> ■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities) (5.d). <p>Black History Month – October</p> <p>Martin Luther King</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong (R4)</p>	
<p>Autumn 2</p>	<p><u>Caring for others</u></p> <p>-Caring for pets</p> <ul style="list-style-type: none"> ■ That people and other living things have rights and that everyone has responsibilities to protect those rights. <p>Keeping Safe at Home</p> <ul style="list-style-type: none"> ■ To learn about the ways that pupils can help the people who look after them to more easily protect them (H14); ■ To recognise that they share a responsibility for keeping themselves and others safe (H15). <p>Looking out for others</p> <ul style="list-style-type: none"> ■ To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11); ■ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12); ■ To recognise different types of teasing and bullying, to understand that these are wrong 	<p><u>Celebrating Diversity</u></p> <p>DRE – Keeping Safe</p> <ul style="list-style-type: none"> ■ To explore substances and situations that are safe or unsafe <ul style="list-style-type: none"> ■ To be able to identify some hazardous substances ■ To consider safety rules for at home and at school <p>Hazard Alley Visit</p> <p>Lets Get Active</p> <ul style="list-style-type: none"> ■ To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical health (H1). <p>Diversity Week 12-16Nov</p>	<p><u>Health</u></p> <p>DRE – Smoking</p> <ul style="list-style-type: none"> ■ To consider smoking and its effects ■ To understand the impact of smoking and passive smoking ■ To know some strategies to prevent starting smoking <p>Diversity Week 12-16Nov</p>	<p><u>Media</u></p> <p>-Fake News</p> <p>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 misrepresent or mislead; the importance of being careful what they forward to others</p> <p>Migration</p> <p>Citizenship: ■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2.1); ■ To think about the lives of people living in other places and times, and people with different values and customs (4b); ■ To learn that differences and similarities between people arise from a</p>	<p><u>Cultural Diversity</u></p> <p>Challenging Stereotypes</p> <ul style="list-style-type: none"> ■ 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 to try to see, respect and if necessary constructively challenge others' points of view (R10); ■ To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). <p>-Cultural Diversity in the UK</p>	<p><u>Disasters – Who's responsible</u></p> <p>-Knife Crime : Shielding from harm</p> <ul style="list-style-type: none"> ■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action (1c) <ul style="list-style-type: none"> ■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities (2c) ■ To recognise the different risks in different situations (3e) <p>Discrimination</p> <ul style="list-style-type: none"> ■ To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13);

	<p>and unacceptable (R13); ■ To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (R14).</p> <p>Diversity Week 12-16Nov -Name Calling – sticks and stones</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1c) ■ To realise that people and other living things have needs, and that they have responsibilities to meet them (2e) 			<p>number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4.f). ■ To develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children</p> <p>Diversity Week 12-16Nov</p>	<ul style="list-style-type: none"> ■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2.i); ■ To think about the lives of people living in other places and times, and people with different values and customs (4b); <ul style="list-style-type: none"> ■ To learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4.f). <p>-Identities</p> <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2.e); ■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2.i); <ul style="list-style-type: none"> ■ To learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4.f). <p>Diversity Week 12-16Nov</p>	<ul style="list-style-type: none"> ■ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (R14). <p>Diversity Week 12-16Nov</p>

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Spring 1	<p><u>Managing Emotions</u></p> <p>-Anna's monster lies</p> <ul style="list-style-type: none"> ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To recognise choices they can make, and recognise the difference between right and wrong (2c); ■ To recognise how their behaviour affects other people; (4.a). <p>-More than one friend</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To realise that people and other living things have needs, and that they have responsibilities to meet them (2.e); ■ To recognise how their behaviour affects other people(4a); ■ To know that families and friends should care for one another (4.d); ■ To develop relationships through work and play (5.f). <p>-Taking Responsibility</p> <ul style="list-style-type: none"> ■ Recognise what they like and dislike, what is fair and unfair and what is right and wrong (1a). ■ Take and share responsibility; for example, for their own 	<p><u>Our Community</u></p> <p>-Exploring our community</p> <ul style="list-style-type: none"> ■ To recognise what they like and dislike (1.a). ■ To take part in discussions with one other person and the whole class (2.a). <ul style="list-style-type: none"> ■ To recognize that they belong to various groups and communities, such as family and school (2.f). ■ What improves and harms their local, natural and built environments and about some of the ways people look after them (2.g.). ■ To know that family and friends should care for each other (4.d). <p>-Caring for our community</p> <ul style="list-style-type: none"> ■ To recognise that their behaviour can affect other people <ul style="list-style-type: none"> ■ Identify their special people (family, friends, careers), what makes them special and how special people should care for one another ■ That they belong to different groups and communities such as family and school <p>-Go-Givers Playground</p> <ul style="list-style-type: none"> ■ To take part in discussions with one other person and the whole class (2.a). ■ To agree and follow rules for their group and 	<p><u>Environment</u></p> <p>-Climate change (parts 1-4)</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1a) ■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action (1c) ■ To research, discuss and debate topical issues, problems and events (2a) ■ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j) ■ Take responsibility - for example, for planning and looking after the school environment (5a) – <p>Homelessness</p> <ul style="list-style-type: none"> ■ To learn what positively and negatively affects their physical, mental and emotional health (H1). 	<p><u>Environment</u></p> <p>-How should we farm?</p> <ul style="list-style-type: none"> ■ To research, discuss and debate topical issues, problems and events; (2a) ■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j) ■ Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including ping pocket money and contributions to charities); (5d) <p>Water – our most precious resource?</p> <ul style="list-style-type: none"> ■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j). ■ To take responsibility (for example, for planning and looking after the school environment; for the needs or others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking 	<p><u>Human Rights</u></p> <p>- Rights and Responsibilities</p> <ul style="list-style-type: none"> ■ To learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other (2.d); ■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4a); ■ To take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school) (5.a). <p>What are Human Rights</p> <ul style="list-style-type: none"> ■ To understand that there are basic human rights shared by all peoples and all societies (L3). <p>Child's Rights</p> <ul style="list-style-type: none"> ■ To understand that there are basic human rights shared by all peoples and all societies and that children 	<p><u>Social Action and Technology</u></p> <p>Safer Internet Day</p> <p>-Using Technology for good</p> <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2.e). <p>-AI</p> <ul style="list-style-type: none"> ■ Pupils should be taught to talk and write about their opinions, and explain their views, on issues that affect themselves and society (1a) ■ Pupils should be taught about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future(1e) ~ ■Pupils should be taught to prepare for change (5i) <p>-How can I make a difference</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1.b). ■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action (1.c).

	<p>behaviour; by helping to make classroom rules and following them; by looking after pets well (5a).</p> <p>People Who are Special to me</p> <ul style="list-style-type: none"> ■ To identify and respect the differences and similarities between people (R8); ■ To identify their special people (family, friends, carers), what makes them special and how special people should care for one another (R9). <p>-Bouncing Back – resilience</p> <ul style="list-style-type: none"> ■ To recognise, name and deal with their feelings in a positive way. <ul style="list-style-type: none"> ■ To think about themselves, learn from their experiences and recognise what they are good at. ■ Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback 	<p>classroom and understand how rules help them (2.d).</p> <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2.e). ■ To listen to other people, and play and work cooperatively (4.b). <p>Money Wants and Needs</p> <ul style="list-style-type: none"> ■ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6); ■ 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 (L7). 		<p>after animals properly; for identifying safe, healthy, and sustainable means of travel when planning their journey to school) (5a)</p> <p>-Microorganisms</p> <ul style="list-style-type: none"> ■ To research, discuss and debate topical issues, problems and events (2a) ■ To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread (3b) ■ What makes a healthy lifestyle, including the benefits of exercise (3a) 	<p>have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3).</p> <p>- Rights and Responsibilities - getting the balance right</p> <ul style="list-style-type: none"> ■ To research, discuss and debate topical issues, problems and events (2a) ■ To know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (2b) ■ To recognise the role of voluntary, community and pressure groups (2h) <p>Conflicting Rights</p> <ul style="list-style-type: none"> ■ To understand that there are basic human rights shared by all peoples and all societies (L3) 	<ul style="list-style-type: none"> ■ To participate (for example, in the school's decisionmaking process, relating it to democratic structures and processes such as councils, parliaments, government and voting) (5.c). ■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities) (5.d).
<p>Spring 2</p>	<p>Well-being</p> <p>-How do you feel today? To think about how we can spot when a friend is feeling unhappy and where to find sources of help when we feel unhappy about themselves).</p> <p>Healthy Eating To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of healthy eating (H1).</p>	<p>Environment</p> <p>-Expedition to planet Blue ball</p> <ul style="list-style-type: none"> ■ To take part in discussions with one other person and the whole class (2.a); ■ To know that they belong to various groups and communities, such as family and school (2.f); ■ To know that family and friends should care for each other (4.d); ■ To develop relationships through work and play (5.f). 	<p>Relationships</p> <p>Strong societies</p> <ul style="list-style-type: none"> ■ To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (1.e); ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experience (2.e). 	<p>Caring for the Environment</p> <p>-The value of trees (parts 1-3)</p> <ul style="list-style-type: none"> ■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j). ■ To take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a 	<p>Conflict Resolution</p> <p>-Mediation – resolving conflict parts 1 and 2</p> <ul style="list-style-type: none"> ■ To resolve differences by looking at alternatives, making decisions and explaining choices (2f) ■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4a) <p>-Brexit parts 1-2??</p>	<p>Mental Health</p> <p>DRE – Preventing Early Use</p> <ul style="list-style-type: none"> ■ To understand the effects, risks and law relating to cannabis ■ To understand the risk of volatile substance abuse (VSA) <ul style="list-style-type: none"> ■ To be aware of the options for getting help. Advice and support

	<p>Who can help us</p> <ul style="list-style-type: none"> ■ To learn about the ways that pupils can help the people who look after them to more easily protect them (H14); ■ To learn 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 (L10). <p>DRE – Medicines and People Who Help Us</p> <ul style="list-style-type: none"> ■ To identify how to stay healthy ■ To explore when and how to take medicines safely ■ To identify who should be able to give us medicine 	<p>-Litter the picnic</p> <ul style="list-style-type: none"> ■ To agree and follow rules, and understand how rules help us (2d). <ul style="list-style-type: none"> ■ Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them (2g). ■ To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues) (5g). <p>-Protecting local habitats</p> <ul style="list-style-type: none"> ■ Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them (2g). ■ Pupils should be taught to consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issue <p>-Saving energy</p> <ul style="list-style-type: none"> ■ To take part in a simple debate about topical issues (2b). ■ To realise that people and other living things have needs, and that they have responsibilities to meet them (2e). ■ To know what improves and harms their local, natural and built environments, and about some of the ways people look after them (2g) 	<p>-Magna Carta</p> <ul style="list-style-type: none"> ■ To research, discuss and debate topical issues, problems and events (2a) <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2e) ■ To think about the lives of people living in other places and times, and people with different values and customs (4b) 	<p>befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy, and sustainable means of travel when planning their journey to school) (5a).</p> <ul style="list-style-type: none"> ■ To meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers) (5e). 	<ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1a). ■ To research, discuss and debate topical issues, problems and events (2a). ■ What democracy is, and about the basic institutions that support it locally and nationally (2g). 	
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		<p style="text-align: center;">-Plastic pollution</p> <ul style="list-style-type: none"> ■ To know what improves and harms our local, natural and built environments, and about some of the ways people look after them. ■ Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 				
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PSHE 20 minutes a week timetabled More time allocated to use further resources if desired, and to respond to events in school and the wider community						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	<p style="text-align: center;"><u>Tales that teach us</u></p> <p style="text-align: center;">-Chicken soup</p> <ul style="list-style-type: none"> ■ To recognise what is fair and unfair, kind and unkind, what is right and wrong <p style="text-align: center;">-The power of giving</p> <ul style="list-style-type: none"> ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To take part in discussions with one other 	<p style="text-align: center;"><u>Democracy</u></p> <p style="text-align: center;">-Vote for Go Givers</p> <ul style="list-style-type: none"> ■ To share their opinions on things that matter to them and explain their views (1.b). ■ To take part in discussions with one other person and the whole class (2.a). ■ To make real choices (for example, between healthy options in school meals, 	<p style="text-align: center;"><u>Social Action</u></p> <p style="text-align: center;">-Inspirational People</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1.b). ■ To think about the lives of people living in other places and times, and people with 	<p style="text-align: center;"><u>Social Action</u></p> <p style="text-align: center;">-Go Givers Community Centre</p> <ul style="list-style-type: none"> ■ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2.j). ■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects 	<p style="text-align: center;"><u>Democracy</u></p> <p style="text-align: center;">-Democracy parts 1-3</p> <ul style="list-style-type: none"> ■ To understand what democracy is, and about the basic institutions that support it locally and nationally (2.g). ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1.a). 	<p style="text-align: center;"><u>Respecting Others</u></p> <p style="text-align: center;">-Why do we pay taxes part 1</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1.a); ■ To research, discuss and debate topical issues, problems and event (2.a); ■ To learn that resources can be allocated in different ways and that

	<p>person and the whole class (2.a);</p> <ul style="list-style-type: none"> ■ To learn that family and friends should care for each other (4.d). <p>-Tongue the power of words</p> <ul style="list-style-type: none"> ■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (1.a); ■ To recognise, name and deal with their feelings in a positive way (1.c); ■ To recognise choices they can make, and recognise the difference between right and wrong (2.c); ■ To recognise how their behaviour affects other people (4a). <p>-The two brothers</p> <ul style="list-style-type: none"> ■ To take part in discussions with one other person and the whole class (2.a); ■ To know that they belong to various groups and communities, such as family and school (2.f); ■ To know that family and friends should care for each other (4.d); ■ To develop relationships through work and play (5.f). <p>Continued on next page</p> <p>-The selfish Little Red hen</p> <ul style="list-style-type: none"> ■ To take part in discussions with one other person and the whole class (2.a); ■ To realise that people and other living things have needs, and that they have 	<p>what to watch on television, what games to play, how to spend and save money sensibly) (5.d).</p> <p>SMSC ■ An understanding of how citizens can influence decision-making through the democratic process.</p> <p>-Taking Responsibility</p> <ul style="list-style-type: none"> ■ Recognise what they like and dislike, what is fair and unfair and what is right and wrong (1a). ■ Take and share responsibility; for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well (5a). Recap from year 1 <p>-Medicines and Drugs : Get better soon</p> <ul style="list-style-type: none"> ■ That all household products, including medicines, can be harmful if not used properly (3f) ■ That family and friends should care for each other (4d) ■ How to make simple choices that improve their health and well-being (3a) Recap from year 1 	<p>different values and customs (4.b).</p> <ul style="list-style-type: none"> ■ To feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take (5.b) <p>-Ghandi – assembly slides</p> <p>-Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> ■ To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. (2e) ■ To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. (3b) ■ To think about the lives of people living in other places and times, and people with different values and customs. (4b) ■ To realise the nature and consequences of racism (4d) <p>-Nelson Mandela</p> <ul style="list-style-type: none"> ■ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (2b) ■ To realise the consequences of anti-social and aggressive behaviours such as bullying, racism on individuals and communities (2c) 	<p>mental health, and how to make informed choices (3.a). ■ To recognise the different risks in different situations and then decide how to behave responsibly (3.e).</p> <ul style="list-style-type: none"> ■ To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4.f). <p>-Fair Trade</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j)</p> <p>-Drugs, Alcohol and the Law</p> <ul style="list-style-type: none"> ■ To know why and how laws are made → ■ To know what democracy is, and about the basic institutions which support it locally and nationally <p>DRE – Alcohol</p> <ul style="list-style-type: none"> ■ To understand the effect alcohol has on the body ■ To understand the risks related to drinking alcohol ■ To consider how society limits the drinking of alcohol 	<ul style="list-style-type: none"> ■ To think about the lives of people living in other places and times, and people with different values and customs (4.b). ■ To recognise the role of voluntary, community and pressure groups (2.h). ■ To explore how the media present information (2.k). <p>What is a Charity?</p> <ul style="list-style-type: none"> ■ To recognise the role of voluntary, community and pressure groups (2.h). ■ To listen to other people, and play and work cooperatively (4.b). <p>What is Philanthropy?</p> <ul style="list-style-type: none"> ■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1.b). ■ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2.j). ■ To listen to other people, and play and work cooperatively (4.b). ■ Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements, by having opportunities to show what they can do and how much responsibility they can take) (5.b). <p>Continued on next page DRE – Legal and Illegal Drugs</p>	<p>these economic choices affect individuals, communities and the sustainability of the environment. (2.j).</p> <p>-Why do we pay taxes part 2</p> <ul style="list-style-type: none"> ■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society (1.a); ■ To research, discuss and debate topical issues, problems and event (2.a); ■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. (2.j).
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	<p>responsibilities to meet them (2e);</p> <ul style="list-style-type: none"> ■ To recognise how their behaviour affects other people (4a); ■ To listen to other people, and play and work cooperatively (4b); ■ To learn that family and friends should care for each other (4e). <p>Continued on next page</p> <p>-</p>				<ul style="list-style-type: none"> ■ To explore a range of legal and illegal drugs, their risks and effects ■ To have considered the children's attitudes and beliefs about drug use and drug users ■ To have considered strategies to resist drug use 	
<p>Summer 2</p>	<p>RSE – Christopher Winter Project</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> ■ To introduce the concept of growing and changing <p>Families and Care</p> <ul style="list-style-type: none"> ■ To explore different types of families and who to ask for help <p>Additional Sessions:</p> <ul style="list-style-type: none"> ■ NSPCC PANTS RULE – song, website and lesson plans ■ Online Safety 	<p>RSE – Christopher Winter Project</p> <p>Differences, Boys and Girls</p> <ul style="list-style-type: none"> ■ To introduce the concept of male and female and gender stereotypes ■ To identify differences between males and females <p>Differences, Males and Females</p> <ul style="list-style-type: none"> ■ To explore of the differences between males and females and to understand how this is part of the lifecycle <p>Naming the Body Parts</p> <ul style="list-style-type: none"> ■ To focus on sexual differences and to name body parts 	<p>RSE – Christopher Winter Project</p> <p>Differences, Males and Females</p> <ul style="list-style-type: none"> ■ To explore the differences between males and females and to name the body parts – including sexual organs <p>Personal Space</p> <ul style="list-style-type: none"> ■ To consider touch and to know that a person has the right to say what they like and dislike <p>Family Differences</p> <ul style="list-style-type: none"> ■ To explore different types of families and who to go to for help and support <p>Additional Sessions:</p> <ul style="list-style-type: none"> ■ To know how to keep themselves safe online 	<p>RSE – Christopher Winter Project</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> ■ To explore the human life cycle <p>Body Changes and Reproduction</p> <ul style="list-style-type: none"> ■ To identify some basic facts about puberty, reproduction and pregnancy <p>What is Puberty</p> <ul style="list-style-type: none"> ■ To learn about the physical changes associated with puberty <p>Additional Sessions:</p> <p>Lilets Changes at Puberty</p> <ul style="list-style-type: none"> ■ To know how and understand how changes at puberty affect the body <p>Like a Girl – Keep Playing</p> <p>To understand that everyone has the right to celebrate their strengths and recognise their weaknesses</p>	<p>RSE – Christopher Winter Project</p> <p>Talking About Puberty</p> <ul style="list-style-type: none"> ■ To explore the emotional and physical changes during puberty <p>Male and Female Changes</p> <ul style="list-style-type: none"> ■ To understand male and female puberty changes in more detail <p>Puberty and Hygiene</p> <ul style="list-style-type: none"> ■ To explore the impact of puberty on the body and the importance of physical hygiene ■ To explore ways to get support during puberty <p>Additional Sessions:</p> <p>Lilets Puberty Scheme - periods</p> <ul style="list-style-type: none"> ■ To know how and understand how changes at puberty affect the body <p>Lilets Puberty Scheme - changes</p>	<p>RSE – Christopher Winter Project</p> <p>Puberty and Reproduction</p> <ul style="list-style-type: none"> ■ To consider puberty and reproduction <p>Relationships and Reproduction</p> <ul style="list-style-type: none"> ■ To consider reproduction in the context of relationships <p>Conception and Pregnancy</p> <ul style="list-style-type: none"> ■ To explore the process of conception and pregnancy <p>Additional Sessions:</p> <p>Living and Growing Programme – Girl and Boy Talk</p> <ul style="list-style-type: none"> ■ To consider the physical and emotional changes that take place as we go through Puberty <p>Brook Session 1 - Puberty</p> <ul style="list-style-type: none"> ■ To consider the physical and emotional changes that

					<ul style="list-style-type: none"> ■ To know how and understand how changes at puberty affect the body <p>Pornography and sexting</p> <ul style="list-style-type: none"> ■ To know how to keep selves safe when involved in risky activities <p>Like a Girl</p> <ul style="list-style-type: none"> ■ Know people have different attitudes, values and beliefs that these influence people's relationships with each other 	<p>take place as we go through Puberty</p> <p>Brook Session 2 - Stereotyping and gender</p> <ul style="list-style-type: none"> ■ To know why being different can provoke bullying and know why it is unacceptable ■ To understand the vocabulary of sexuality (hetero-sex, gay/lesbian, bi-sexual, etc) <p>Brook Session 3 – Self Confidence and Self Esteem</p> <ul style="list-style-type: none"> ■ To understand their feelings and their responsibility to others. <p>Brook Session 4 – Online Safety</p> <ul style="list-style-type: none"> ■ To Keep themselves safe online <p>Continued on next page</p> <p>Sexting</p> <ul style="list-style-type: none"> ■ To understand that actions have effects on both themselves and others <p>Grooming</p> <ul style="list-style-type: none"> ■ To understand the meaning of friendship and loyalty
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Key for Each area of Focus: Knowledge, skills and understanding

1. Developing confidence and responsibility and making the most of their abilities

2. Preparing to play an active role as citizens

3. Developing a healthy, safer lifestyle

4. Developing good relationships and respecting the differences between people

5. Breadth of opportunities

Drugs Education Focus

Relationships and Sex Education Focus

SMSC