



Ellel St John's CofE Primary School

PSHE Curriculum

Reviewed by Rebecca Walton

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Supporting
Documentation

Statutory
Requirements

Whole School
Overview

Curriculum Yearly
Overview

EYFS

Year 1

Year 2

Year 3

Year 4

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Year 6



PSHE National Curriculum, EYFS and statutory requirements

Documentation	Source
PSHE (GOV UK)	https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education
PSHE Lancashire KLIPS	https://ellelstjohns.school/wp-content/uploads/2019/01/Key-Learning-in-PSHE-Years-1-and-2.pdf https://ellelstjohns.school/wp-content/uploads/2019/02/Key-Learning-in-PSHE-in-Years-3-and-4.pdf https://ellelstjohns.school/wp-content/uploads/2019/01/Key-Learning-in-PSHE-in-Years-5-and-6.pdf
Statutory Relationships and Health Education guidance 2020	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf
Development Matters 2020	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development Matters - Non-statutory curriculum guidance for the early years foundation stage 1 .pdf
Coram Life- SCARF scheme of work	https://www.coramlifeeducation.org.uk/
PSHE Association	https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935



Ellel St John's Whole School Overview

Year Group	Term		
	Autumn-Relationships	Spring- Health and Well-Being	Summer- Living in the Wider World
Reception	Personal, Social and Emotional Development, Physical Development Understanding the World		
Year 1	Healthy Relationships Valuing Differences	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money
Year 2	Healthy Relationships Valuing Differences Feelings and Emotions	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money
Year 3	Healthy Relationships Valuing Differences Feelings and Emotions	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money
Year 4	Healthy Relationships Valuing Differences Feelings and Emotions	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money
Year 5	Healthy Relationships Valuing Differences Feelings and Emotions	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money
Year 6	Healthy Relationships Valuing Differences Feelings and Emotions	Healthy Lifestyles Growing and Changing Keeping Safe	Rights and Responsibilities Environment Money



Ellel St John's PSHE Long Term Overview

EYFS

Personal, Social and Emotional Development	Physical Development	Understanding the World
<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: personal hygiene 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.

Assessment of Skills and Outcomes

- Do pupils show perseverance with tasks and within everyday activities?
- Do pupils think of others? Demonstrated by using good manners, early listening skills and waiting turns.
- Can pupils recognise when they are hungry or thirsty?
- Can pupils recognise when they are tired?
- Can pupils recognise when they are too hot or cold?
- Can pupils can use the toilet effectively?
- Can pupils can voice their feelings and think about how their actions effect others?
- Can pupils talk about what keeps them feeling well?
- Can pupils wash their hands effectively?
- Can pupils talk about their own families? School? Clubs?
- Can pupils name and describe familiar people?
- Do pupils recognise that people have different beliefs?



Ellel St John's PSHE Long Term Overview

Year 1

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> To understand the roles of different people and that there are different types of families. To understand they should feel cared for and care for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful. 	<ul style="list-style-type: none"> To know how to keep healthy based on food and exercise. To understand some hygiene routines including sun safety. To recognise what makes them unique and special. To learn how to manage their emotions when things go wrong. To learn ways of keeping safe online. To understand how rules and age restrictions keep us safe. 	<ul style="list-style-type: none"> To understand what rules are and why we follow them. To know how to care for others and support their needs. To know how and why we care for the environment. To know how to use online services to communicate and do this safely. What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?

Assessment of Skills and Outcomes

- Can they describe how families might be different?
- Can they identify how people care for them and how they care for the environment?
- Can they explain what privacy means and explain what they might need permission for?
- Can they describe how their behaviour might affect others and explain how they can be polite and respectful?
- Can they identify what the school and class rules are and why we have them?
- Can they identify how they might keep healthy with their body and mind?
- Can they identify simple hygiene routines?
- Can they describe what to do to keep safe online?

Key Vocabulary

Family, similar, different, polite, rules, privacy, respect, environment, healthy, hygiene, unique, special, feelings and love.



Ellel St John's PSHE Termly Plan

Year 1 Autumn- Relationships

Topic	Knowledge
Healthy Relationships Secrets and keeping safe; special people in their lives.	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.
Valuing Differences Respecting similarities and differences in others; sharing views and ideas.	To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. 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. To identify and respect the differences and similarities between people.



Ellel St John's PSHE Termly Plan

Year 1 Spring- Health and Well Being

Topic	Knowledge
Healthy Lifestyles What helps keep bodies healthy; hygiene routines.	<p>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p>
Growing and Changing Recognising what they are good at; setting goals. Change and loss and how it feels.	<p>To think about themselves, to learn from their experiences, to recognise and celebrate strengths and set simple but challenging goals.</p> <p>To understand about change and loss and the associated feelings (including moving home, losing toys pets or friends).</p>
Keeping Safe Keeping safe around household products; how to ask for help if worried about something.	<p>To learn that household products, including medicines, can be harmful if not used properly.</p> <p>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.</p>



Ellel St John's PSHE Termly Plan

Year 1 Summer- Living in the Wider World

Topic	Knowledge
Rights and Responsibilities Group and class rules; everybody is unique in some ways and the same in others.	<p>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.</p> <p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>To understand ways in which we are the same as all other people; what we have in common with everyone else.</p>
Environment Looking after the local environment.	<p>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).</p>
Money Where money comes from; how to use money-saving and spending money	<p>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</p>



Ellel St John's PSHE Long Term Overview

Year 2

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> • To understand ways to make friends. • To understand what to do if they are feeling lonely and how to get help. • To recognise behaviour that is hurtful. • Recognise what is similar and different about ourselves. • To understand what a secret is; when it is ok to keep or when it is necessary to share. • Working and playing co-operatively. 	<ul style="list-style-type: none"> • To understand why sleep is important. • Keeping healthy; teeth and medicines including safety. • To learn ways of managing your feelings and when to ask for help. • Growing older; life stages. Including naming body parts. • How to keep safe in different environments; keeping safe at home. • Learning what to do in an emergency. • Moving on to a new class. 	<ul style="list-style-type: none"> • To understand what it means to belong to a group. • What are your roles and responsibilities? • To know how we use the internet in everyday life. • To understand what money is and how to look after it.

Assessment of Skills and Outcomes

- Can they explain and show that family and friends should care for each other?
- Can they identify and respect the differences and similarities between people?
- Can they give examples when it would be necessary to share a secret?
- Can they describe what co-operation is and what it would look like?
- Can they explain what belonging is and how that might look?
- Can they describe the difference between a want and a need?
- Can they name the life stages and explain the changes that take place?
- Can they name the body parts using the correct names?
- Can they describe how to stay safe in different environments?

Key Vocabulary

Friendship, roles, lonely, secret, co-operate, belong, responsibility, money, male, female, penis, vagina, vulva, body part and emergency.



Ellel St John's PSHE Termly Plan

Year 2 Autumn- Relationships

Topic	Knowledge
Feeling and Emotions Behaviour; bodies and feelings can be hurt.	To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
Healthy Relationships Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying.	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. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable. To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.
Valuing Differences Respecting similarities and differences.	To identify and respect differences and similarities between people.



Ellel St John's PSHE Termly Plan

Year 2 Spring- Health and Well Being

Topic	Knowledge
Healthy Lifestyles Healthy choices; different feelings; managing feelings.	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
	To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing.
Growing and Changing Recognising what they are good at; setting goals. Growing; changing.	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
	To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
Keeping Safe Keeping safe in different situations; how to ask for help if they are worried about something; privacy.	To learn what is meant by 'privacy'; their right to keep things private; the importance of privacy.
	To learn the 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.



Ellel St John's PSHE Termly Plan

Year 2 Summer- Living in the Wider World

Topic	Knowledge
<p>Rights and Responsibilities 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.</p>	<p>To learn how they can contribute to the life of the classroom and the school.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To learn that they belong to various groups and communities such as family and school.</p> <p>To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them.</p>
<p>Environment Looking after the local environment.</p>	<p>To learn about what improves and harms their local, natural and built environments.</p>
<p>Money Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.</p>	<p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>



Ellel St John's PSHE Long Term Overview

Year 3

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> To understand what makes a family and to know what the features of a family life are. To understand personal boundaries and relate this to being able to safely respond to others. To understand the impact of hurtful behaviour. To be able to recognise respectful behaviour. To know how to be courteous and polite. To know the value and importance of self-respect. 	<ul style="list-style-type: none"> To know how to make good choices about health and their habits. To know what affects theirs and others feelings and know how to express them. To identify their own strengths and achievements. To understand risks and hazards. To understand safety in their local environment and also in unfamiliar places. 	<ul style="list-style-type: none"> To understand the value of rules and laws. To know about rights, freedom and responsibilities. To know how the internet is used and understand how to assess information online. To understand that different jobs require different skills. To understand job stereotypes. To be able to set their own personal goals.

Assessment of Skills and Outcomes

- Can they recognise different family types?
- Can they explain what to do if someone is making them or someone else upset or worried?
- Can they describe what information is appropriate to share with different people?
- Can they describe how to keep themselves safe online?
- Can they explain how to be respectful towards others?
- Can they explain and describe the importance of rules and laws in wider society?
- Can they recognise and challenge gender stereotypes?
- Can they identify how their achievements and skills can be linked to future jobs?
- Can they explain what good choices can be made about their health and habits?
- Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas?

Key Vocabulary

Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, vagina.



Ellel St John's PSHE Termly Plan

Year 3 Autumn

Topic	Knowledge
Feeling and Emotions Recognising feelings in others; responding.	To be able to recognise and respond appropriately to a wider range of feelings in others.
Healthy Relationships Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	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. To learn that their actions affect themselves and others. To work collaboratively towards shared goals.
Valuing Differences Recognising and responding to Bullying.	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 online and through social media).



Ellel St John's PSHE Termly Plan

Year 3 Spring

Topic	Knowledge
Healthy Lifestyles What makes a balanced diet; opportunities for making own choices with food.	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. To learn what is meant by the term 'habit' and why habits can be hard to change
Growing and Changing Recognising what they are good at; setting goals. Describing feelings.	For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. 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 . To understand conflicting feelings.
Keeping Safe School rules on health and safety; basic emergency aid; people who help them stay safe.	To understand school rules about health and safety, basic emergency aid procedures, where and how to get help. 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.



Ellel St John's PSHE Termly Plan

Year 3 Summer

Topic	Knowledge
<p>Rights and Responsibilities Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community.</p>	<p>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.</p> <p>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.</p>
<p>Environment Responsibilities; rights and duties</p>	<p>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.</p>
<p>Money Enterprise; what it means; developing enterprise skills.</p>	<p>To learn what is meant by enterprise and begin to develop enterprise skills.</p>



Ellel St John's PSHE Long Term Overview

Year 4

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> To understand what a positive friendship is including online friendships. To know how to respond to hurtful behaviour. To manage confidentiality including risks posed online. To be able to respect differences and similarities but also know how to discuss differences sensitively. 	<ul style="list-style-type: none"> To be able to maintain a balanced lifestyle including oral and dental hygiene. To know which are the external genitalia and name them correctly. To know what their personal hygiene routines are. To know about medicines and household products including drugs common to everyday life. 	<ul style="list-style-type: none"> To understand what makes a community. To understand what a shared responsibility is. To know and understand how data is used and shared. To be able to make sensible decisions about money. To know how to use money safely and keep it safe.

Assessment of Skills and Outcomes

- Can they identify a positive friendship including ones online?
- Can they define confidentiality and explain when this may be required?
- Can they discuss matters sensitively?
- Can they describe how data might be used and or shared?
- To describe how to make good choices about money in a scenario given?
- Can they describe and maintain a balanced lifestyle and describe their own hygiene routines?
- Are they aware of puberty?
- Can they recognise the emotional and physical changes of puberty?
- Can they understand how the body changes throughout life?
- Can they describe and explain how to keep safe around medicines and everyday common drugs?

Key Vocabulary

Positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, period, male, female, penis, vagina, medicine and drug.



Ellel St John's PSHE Termly Plan

Year 4 Autumn

Topic	Knowledge
Feeling and Emotions Keeping something confidential or secret; when to break a confidence; recognise and manage dares.	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'. To learn to recognise and manage 'dares'.
Healthy Relationships Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.	To judge what kind of physical contact is acceptable or unacceptable and how to respond. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit.
Valuing Differences Listen and respond effectively to people; share points of views.	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 .



Ellel St John's PSHE Termly Plan

Year 4 Spring

Topic	Knowledge
Healthy Lifestyles What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs.	<p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>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 supply to others.</p>
Growing and Changing Recognising what they are good at; setting goals. Learning about the human body parts including teeth.	<p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>For pupils to know which are the external genitalia and name them correctly.</p>
Keeping Safe How to keep safe in local area and online; people who help them.	<p>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 others for.</p>



Ellel St John's PSHE Termly Plan

Year 4 Summer

Topic	Knowledge
Rights and Responsibilities Discuss and debate health and well-being issues. Appreciating difference and diversity in the UK.	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To consider the lives of people living in other places, and people with different values and customs.
Environment Sustainability of the environment across the world.	To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
Money Role of money; managing money (saving and budgeting); what is meant by interest.	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. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).



Ellel St John's PSHE Long Term Overview

Year 5

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> • To be able to manage their own friendships and understand peer influence. • To understand which physical contact is acceptable and what they feel comfortable with. • To be able to respond respectfully to a wide range of people. • To recognise prejudice and discrimination. 	<ul style="list-style-type: none"> • To develop and understand healthy sleep habits. • To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies. • To recognise their own individuality and their qualities. • To know and understand what the physical and emotional changes of puberty are. • To understand their mental well-being. • To keep safe in different situations including; responding to emergencies and first aid. 	<ul style="list-style-type: none"> • To know how to protect the environment. • To be able to show compassion for others. • To know and understand how information online is targeted. • To understand the roles and impact of different media types. • To identify their job interests and aspirations. • To understand what has influenced their career choice and explore workplace stereotypes.

Assessment of Skills and Outcomes

- Can they identify strategies to manage peer influence and the need for peer approval?
- Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support?
- Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations?
- Can they explain that it is never their fault if they have experienced unacceptable touch?
- Can they ask for, give and not give permission for physical contact?
- Can they recognise and safely challenge discrimination?
- Can they show compassion for others, the environment and animals living there?
- Can they describe how the media can influence our job choices?
- Can they explain that someone's gender identity does not always correspond with their biological sex?

Key Vocabulary

Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality and emergency.



Ellel St John's PSHE Termly Plan

Year 5 Autumn

Topic	Knowledge
Feeling and Emotions Responding to feelings in others.	To be able to recognise and respond appropriately to a wider range of feelings in others.
Healthy Relationships Actions have consequences of actions; working collaboratively; negotiation and compromise; giving.	To learn that their actions affect themselves and others.
	To work collaboratively towards shared goals.
	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.
Valuing Differences Listening to others; raise concerns and care for others.	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.



Ellel St John's PSHE Termly Plan

Year 5 Spring

Topic	Knowledge
<p>Healthy Lifestyles What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food skills.</p>	<p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>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.</p>
<p>Growing and Changing Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief. Changes at puberty.</p>	<p>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.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty.</p>
<p>Keeping Safe Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety.</p>	<p>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.</p> <p>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.)</p>



Ellel St John's PSHE Termly Plan

Year 5 Summer

Topic	Knowledge
Rights and Responsibilities Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.	<p>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.</p> <p>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.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>
Environment Different rights; responsibilities and Duties.	<p>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.</p>
Money Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money.	<p>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.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).</p>



Ellel St John's PSHE Long Term Overview

Year 6

Relationships	Health and Well Being	Living in the Wider World
<ul style="list-style-type: none"> • To understand what attracts them to others. • To understand romantic relationships, civil partnership and marriage. • To be able to recognise and manage pressure. • To understand consent in different situations. • To be able to express their opinions and respect that of others. • To be able to discuss topical issues respectfully. 	<ul style="list-style-type: none"> • To know what can affect mental health and how to take care of it. • To know ways to manage change, loss and bereavement. • Manage their own time online. • To keep their personal information safe. • Understand how to regulate themselves and make good choices. • To understand how drug use relates to the law and media. 	<ul style="list-style-type: none"> • To value diversity. • To safely challenge discrimination and stereotypes. • To be able to evaluate media sources and share things online safely. • To understand influences and attitudes towards money. • To have knowledge of money and financial risks.

Assessment of Skills and Outcomes

- Can they explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples.
- Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other?
- Can they explain shared responsibility where pressure is put on someone to do something?
- Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support?
- Can they explain how to constructively challenge points of view they disagree with?
- Can they identify prejudice and discrimination and explain how to challenge this in a safe way?
- Can they explain the benefits of social media and also the risks and challenges of using social media?
- Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost?
- Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health?
- Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?
- Can they explain how the media might impact or influence someone to make good or bad choices?

Key Vocabulary

Attraction, marriage, pressure, diversity, discrimination, stereotype, influence, consent and bereavement.



Ellel St John's PSHE Termly Plan

Year 6 Autumn

Topic	Knowledge
Feeling and Emotions Confidentiality and when to break a confidence; managing dares.	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'.
Healthy Relationships 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.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain friendships. To recognise ways in which a relationship can be unhealthy and whom to talk if they support. To judge what kind of physical contact is acceptable or unacceptable and how to respond (including who to tell and how to tell them).
Valuing Differences Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.	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.



Ellel St John's PSHE Termly Plan

Year 6 Spring

Topic	Knowledge
Healthy Lifestyles Images in the media and reality; how this can affect how people feel; risks and effects of drugs.	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>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 supply to others.</p>
Growing and Changing Recognising what they are good at; setting goals; aspirations. Changes at puberty recap Y5); roles and responsibilities of parents.	<p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>For pupils to recognise what they are good at, set goals and recognise their own achievements.</p>
Keeping Safe Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out.	<p>To differentiate between the terms, 'risk', 'danger', and 'hazard'.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p>



Ellel St John's PSHE Termly Plan

Year 6 Summer

Topic	Knowledge
Rights and Responsibilities Human rights; the rights of child; cultural practices and British law.	<p>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.</p> <p>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.</p>
Environment How resources are allocated; effect of this on individuals; communities and environment.	<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 across the world.</p>
Money Enterprise; setting up an enterprise.	<p>To learn what is meant by enterprise and begin to develop enterprise skills.</p>