



# Whitley Abbey Primary School

Hand in hand we learn

## PSHE Curriculum

Our Curriculum Drivers			
Possibilities	Reading and Vocabulary	Wellbeing	Citizenship
<p>Our curriculum is designed to promote aspirations; to allow pupils to make connections between what is learnt in the classroom and open-up possibilities for them in later life.</p> <p>Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote pupil's wellbeing and resilience through the Thrive approach and Whitley Character Values. Research suggested that better emotional wellbeing is associated with higher achievement in primary school.</p> <p>When pupils feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to prepare the children to take their place successfully in a changing world. It focuses on the importance of citizenship on a local and global scale through the development of the core transferable skills of collaboration, communication, resourcefulness and reflection. Through learning and understanding the school values of friendship, kindness, courage, resilience, gratitude and honesty alongside the British Values children are better prepared to become successful citizens.</p>



### Intent

Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Our curriculum promotes an understanding of equality and contributes to our safeguarding aims and responsibilities. Our PSHE curriculum is designed to prepare children and help them to:

- understand the importance of positive and healthy relationships
- understand the importance of respecting others and of self respect.
- understand the Whitley Values and British Values and how we should use these in our lives.
- understand what consent is, how to give and refuse consent
- understand the importance of physical health and mental wellbeing
- understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.
- understand how to keep themselves safe and what to do if they feel unsafe.
- understand the growth mind-set and mental health strategies they can use when they are struggling.

Many of the core themes are revisited year upon year with age appropriate content to ensure that the skills and knowledge pupils acquire is imbedded into their long term memories.

On completion of the PSHE curriculum it is expected that pupils have developed the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work to take their place as responsible citizens with an ability to contribute positively to their communities and the wider world.

Great emphasis is placed upon the development of vocabulary with particular emphasis on the language of safety. Whilst online safety features in part in our PSHE curriculum the full content of our online safety curriculum is detailed in the computing intent statement.

## Implementation

### **New Curriculum organisation:**

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group.

### **Resources**

We use a combination of resources from The No Outsiders Curriculum, The PSHE Association, Thrive and Medway RSE curriculum alongside Votes for Schools and our Character Values to support the teaching of PSHE throughout the school.

### **Assessment:**

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of PSHE. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

### **Monitoring:**

- Books scrutiny to check coverage of content, skills, quality and evidence of key computing vocabulary being taught in all topics.
- Pupil voice
- Teacher observations
- Evidence of continuous assessment

### **Work-life balance:**

The schemes of work support staff by providing lessons plans and resources to support the teaching of the PSHE curriculum alongside this some of the content of the curriculum is delivered through whole school, class and phase assemblies.

## EYFS

Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests

### Personal, Social and Emotional Development

Throughout Nursery and Reception teachers will plan opportunities which allow children to develop the skills and attributes they need to be successful, happy, physically and emotionally well young people

ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

### Vocabulary

Rules Danger Real, fake, danger, good touch, bad touch, pants, private. Happy, sad, Healthy, unhealthy, exercise job, money Same, different Needs, wants, rules

### Assessment Questions

- Can children identify right from wrong?
- Can children express their feelings using simple language?
- Can children name 1 goal that they have?
- Can children listen with attention?
- Can children explain the reason for rules?
- Can children take turns?
- Can children show care and concern for others?

## Year 1

	Term	Autumn	Spring	Summer	
<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• understand the importance of positive and healthy relationships</li> <li>• understand the importance of respecting others and of self respect.</li> <li>• understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>• understand what consent is, how to give and refuse consent</li> <li>• understand the importance of physical health and mental wellbeing and</li> <li>• understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions</li> <li>• understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>• understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul>			Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,
		<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and wellbeing</u>	

	<b>Knowledge</b> <b>Assessment questions:</b>	<u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Can children explain what they like/dislike and what are they good at?</li> <li>• Do children know what makes them special and what are their strengths?</li> <li>• Do children know they are unique, what are their personal qualities or features?</li> <li>• Can children identify are they similar or different to others?</li> <li>• Do children know the different groups they belong to?</li> <li>• Can children identify people who love and cares for you?</li> <li>• Can children identify how others make them feel loved and cared for?</li> <li>• Can children identify what is the same and different about families?</li> <li>• Can children explain what families might enjoy doing together?</li> <li>• Do children know who they would tell if there was something that worried them about your family?</li> <li>• Can children explain what is bullying?</li> <li>• What is the difference between kind and unkind behaviour?</li> <li>• Do the children know the difference between rude, mean or bullying?</li> </ul>	<u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Can children name some responsibilities they have at school? And at home?</li> <li>• Can children explain how people need to be cared for?</li> <li>• Can children explain how animals need to be cared for?</li> <li>• Can children say some ways in which we need to care for the environment?</li> <li>• What can harm the global environment? How can we care for it?</li> <li>• Can children identify some of their own strengths? What strengths they admire in others?</li> <li>• Do children know what strengths they would need to be a doctor? A teacher? An engineer??</li> <li>• Who helps us in the community?</li> <li>• What jobs do they do?</li> </ul>	<u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Can children you use the correct names for parts of the body?</li> <li>• Do children know what parts of the body are covered by underwear and are private?</li> <li>• Do children know what being healthy means?</li> <li>• Can children name special people who help them to stay healthy?</li> <li>• Do children know how medicines and vaccinations help us to stay healthy?</li> <li>• Why do some people need to take medicines everyday?</li> <li>• Which people in our community help us to stay safe?</li> <li>• Which people in our community help other people?</li> <li>• Who can help them if they become lost? What would you say?</li> <li>• Who can help them if they ever don't feel safe? What would you say?</li> <li>• Who can you ask for help to feel safe at school? Who would you ask? What would you say?</li> <li>• Do you know what to do if there is an emergency? What would you say?</li> </ul>
	<b>Vocabulary</b>	<b>Relationships: Special, strengths, friends, unique, qualities, features, similar, loved, cared for, same, different, fun, worry, share, bullying – rude, mean, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, feelings, worried, excited, nervous, angry, same different, emotion, loss, challenge, different, kind, unkind, worry, skills, talents, resilience, kindness, friendship, gratitude, respect, tolerance</b>	<b>Living in the wider world: community, help, , save, choices, jobs, Respect Responsible Rules, global, environment, citizen, strength, skill, talent, reciprocity, teamwork, resourceful, courage, resilience, honesty,</b>	<b>Health and Wellbeing: penis, vagina, healthy, unhealthy, substance,, harmful, rules, dangerous, ,food, drink, celebration, , same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, police, doctors, nurses, teachers, ambulance, fire brigade, medicines, allergic, courage, gratitude, democracy, rules</b>
<b>Year 2</b>				
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

**Deliberate Practice (Skills)**

- understand the importance of positive and healthy relationships
- understand the importance of respecting others and of self respect.
- understand the Whitley Values and British Values and how we should use these in our lives.
- understand what consent is, how to give and refuse consent
- understand the importance of physical health and mental wellbeing and
- understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.
- understand how to keep themselves safe and what to do if they feel unsafe.
- understand the growth mind-set and mental health strategies they can use when they are struggling.

Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect,

**Knowledge Assessment questions:**

**Relationships**

**Assessment Questions**

- Can children explain how to make friends with others?
- Can children identify how you know when someone feels lonely? What can you do to help?
- Can children name some qualities that make a good friend?
- Can children describe how a good friend behaves?
- Can children suggest ways you can solve an argument with your friends?
- Do children know how to ask for help if a friendship is making them unhappy?
- Do children know how to keep themselves safe and which parts of their body are private?
- Do children know is it not okay to call someone names? And Why is it not okay to hurt someone's feelings?
- Do children know what is bullying? Why is bullying not okay? Who would you tell if you were bullied? Why is important to tell someone?

**Living in the wider world**

**Assessment Questions**

- Do children know different groups they are part of?
- Do children understand that they have rights and responsibilities and what are those rights and responsibilities at school, at home and in other groups you are in?
- Can children suggest ways in which they can make other people feel included?
- How would you make someone who looked different to you feel included?
- Do children know what money is and what do we need it for?
- What different ways can we use to look after money?
- How do people make money?
- Do you earn pocket money?
- What is the difference between a need and a want?
- How do people choose what to spend their money on?

**Health and wellbeing**

**Assessment Questions**

- Do children know about road safety?
- Do children know how we make sure we keep safe near fire?
- Do children know how we stay safe around water?
- Can children say how medicines kept safely?
- How can all types of medicines, including creams, help people?
- Which things at home are too dangerous for you to touch and why? Where are they kept?
- Can children explain how you stay safe around electricity?
- How can you keep fit physically and mentally?
- Why are sleep and rest important?
- Why are medicines, vaccinations and immunisations important?
- Why is it important to look after our teeth?
- Why is it important to get a good night's sleep?
- What different ways have you learnt to feel better when you feel sad or angry?
- Who would you ask for help if you felt very sad?
- What can you do to help your friends and family to feel better?
- Can children describe the human life-cycle, can they describe some changes from young to old?
- Do children know that we need change as we grow up?
- Do children know that their bodies change?
- Can children label the parts of the human body including the genitals?
- Do children know how to you stay safe in school and at home?
- Who can you go to for help?
- Who would you ask for help if you were lost? At the shops, in a park, at a fairground?
- If someone in your home had an accident or was sick and needed help, what would you do?
- Do children know the number would you call in an emergency? How could you make the call and what would you say?

	Vocabulary	Relationships: Special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, Care, excluded, friend, difficult, problems, resolve, lonely, friendly, kind, friendship, welcoming, happy, unhappy, sad, angry, loved, unkind, bullying – rude, mean, kindness, friendship, gratitude, respect, tolerance, resilience	Living in the Wider World: respect, responsible, rules, rights, included, community, groups, clubs, included, friendship, kindness, money – coins, notes, paid, pocket money, earn, win, find, presents, borrow, benefits, save, choices, jobs, special different, helpful, courage, resilience, honesty, reciprocity, teamwork, resourceful	Health and Wellbeing: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing, medicine, healthy, pharmacy, doctor, safety, asthma, instructions, healthy diet, oral health, physical activity, da active, sleep, vaccination routine, hygiene, food, rest, routines. Dangerous, poisonous, burning, fire brigade, ambulance, police, courage, gratitude, democracy, rules
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**Year 3**

	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• understand the importance of positive and healthy relationships</li> <li>• understand the importance of respecting others and of self respect.</li> <li>• understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>• understand what consent is, how to give and refuse consent</li> <li>• understand the importance of physical health and mental wellbeing and</li> <li>• understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.</li> <li>• understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>• understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul>		
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Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,

<b>Knowledge Assessment questions:</b>	<u><b>Relationships Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• Do children recognise and respect that there are different types of families?</li> <li>• Can children tell you what being part of a family provides you with?</li> <li>• Can children explain different ways that people can care for each other?</li> <li>• Can children explain what to do if they were worried about someone and who they could go to for help?</li> <li>• Do children know what bullying is and why is it unacceptable?</li> <li>• Can children identify how bullying could affect someone?</li> <li>• Can children share what they could do if they see or experience bullying behaviour?</li> <li>• Can children explain what is respectful behaviour?</li> <li>• Can children name some of the ways people from different cultures show respect and courtesy?</li> </ul>	<u><b>Living in the wider world Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• Can children explain why rules and laws inside and outside school are important?</li> <li>• Can children explain what might happen if rules or laws are broken?</li> <li>• Do children know that humans have rights and how they protect people?</li> <li>• Do children know that they have rights?</li> <li>• Can children describe the difference between a right and a responsibility?</li> <li>• Can children name some jobs people have in different sectors? Eg education, health, sport</li> <li>• Do children understand that some people do more than one job?</li> <li>• Do children know what a job stereotype is? Is it true? (Role models)</li> <li>• What special skills do you need to do a job? Communication, teamwork, decision making.</li> <li>• What skills, achievements and talents do you have which you could use for a job in the future?</li> <li>• What goals have you set yourself for this year?</li> </ul>	<u><b>Health and wellbeing Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• Can children name some good and bad choices people make about their health everyday?</li> <li>• Can children identify what can help people make healthy choices?</li> <li>• Can children identify what can stop them making healthy choices?</li> <li>• Can children say are good health habits?</li> <li>• Can children say what are bad health habits and what can help to change them?</li> <li>• Can children describe a healthy, balanced diet?</li> <li>• Can children name foods and drinks should you only have as a treat?</li> <li>• Can children say what are the benefits of regular exercise on the brain and body?</li> <li>• Can children share what things might effect their mood?</li> <li>• Can children explain different ways in which they might share their feelings?</li> <li>• Can children say what makes them unique?</li> <li>• Do children know why is it important to have a growth mindset when we find things difficult?</li> </ul>
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				<ul style="list-style-type: none"> <li>• Can children identify safety hazards at home and in school?</li> <li>• Do children know how home kept safe from fire? And what would alert you to fire?</li> <li>• Why is it important to listen carefully and follow safety rules from adults?</li> <li>• How would you keep yourself safe by the roadside, by the railway line, beside water, near fireworks?</li> </ul>
	Vocabulary	<p><i>Relationships: Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions</i></p> <p><i>Feelings, Care, Conflict, Qualities, impact, mental health, Celebrate, Goals, Positive, Family, culture, age, gender, personal interests, belief, community, diverse, view Different, Similar, Diverse, Respect, Views, Experiences, Expectations, Group, bullying, anti-bullying, friendship, gratitude, respect, tolerance, resilience</i></p>	<p><i>Living in the Wider World: goal, challenge, skill, attribute, put-down, set back, qualities, celebrate, rights, responsibilities, role model, qualities, admire, influence, rules laws, respect, conflict, disagreement, help, safe, risk, resolve, gender, stereotype, job, occupation, profession, education, health, sport, the arts, science, courage, resilience, honesty, reciprocity, teamwork, resourceful</i></p>	<p><i>Health and Wellbeing: healthy, unhealthy, addictive,, advice, money, poverty,, bad habits,, addiction, low mood, self-esteem,, routines, low-energy, happiness, energy, sleep, sugar, fat, happy hormones, happy brain, journal, listening, talking, friends, mindfulness, special, unique, skills, talents, achievements, values, growth mindset – resilience, reciprocity, resourcefulness, reflection. <b>courage, gratitude, democracy, rules/laws</b></i></p>

**Year 4**

	Term	Autumn	Spring	Summer	
<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• understand the importance of positive and healthy relationships</li> <li>• understand the importance of respecting others and of self respect.</li> <li>• understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>• understand what consent is, how to give and refuse consent</li> <li>• understand the importance of physical health and mental wellbeing and</li> <li>• understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.</li> <li>• understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>• understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul>			<div style="border: 2px solid black; padding: 5px;">           Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,         </div>



	<b>Knowledge Assessment questions:</b>	<p align="center"><b>Relationships</b> <u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Do children understand the importance of positive relationships, to friendships, family relationships, and relationships with other children and with adults?</li> <li>Do children understand the importance of respecting others and of self respect?</li> <li>Can children appreciate the differences of other cultures, races and faiths?</li> <li>Do children know how to ask for help when they are feeling pressured by friends?</li> <li>Do children understand what developing a growth mindset means to them?</li> <li>Do children understand how to build their resilience?</li> <li>Do children understand what the Whitley Values and British Values are and how we should use these in our lives?</li> <li>Do children understand what bullying is, how to ask for help and how to support others?</li> </ul>	<p align="center"><b>Living in the Wider World</b> <u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Do children understand the importance of being included and how to include others?</li> <li>Do children understand what talents and skills they have and how these can help the community?</li> <li>Do children understand what developing a growth mindset means to them?</li> <li>Do children understand how to develop their reciprocity and team work?</li> <li>Do children understand how they can be resourceful?</li> <li>Do children understand what the Whitley Values and British Values are and how we should use these in our lives?</li> <li>Do children understand what bullying is, how to ask for help and how to support others?</li> </ul>	<p align="center"><b>Health and Wellbeing</b> <u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Do children understand the importance of physical health and mental wellbeing and are able to begin to make choices for themselves?</li> <li>Do children understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions?</li> <li>Do children understand how to keep themselves safe, they understand how to recognise feelings of being unsafe and how to report to an adult?</li> <li>Do children understand the growth mindset strategies they can use when they are struggling?</li> <li>Do children understand how being reflective can help them to improve?</li> <li>Do children have strategies which they can use when they struggle with their emotions?</li> <li>Do children understand what makes them special?</li> </ul>
	<b>Vocabulary</b>	Relationships: put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict, Quality, impact, mental health, Celebrate, Goals, Positive, rude, mean, bullying, race, culture, gender, faith. Same, different, respect, trust, honesty, listening, talking, teamwork, including, excluding, rude, mean, bullying, peer pressure, teasing, respect, understanding, growth mindset, resilience, reciprocity, resourcefulness, reflection, tolerance, kindness, friendship, resilience.	Living in the Wider World: saving, money, budget, pocket money, community, benefits, volunteer, compassion, caring, kindness, responsibilities, spending, budgeting, responsibility, environment, single-use plastics, recycling, community, family, school, church, mosque, synagogue, chapel, clubs, teams, compassion, help and support, caring, courage, honesty, liberty, reciprocity, resourceful.	Health and Wellbeing: Baby, toddler, school aged, teenager, adult, elder, Age, difference, physical changes, puberty, reproduction, Stereotyping, Individual, menstruation, periods, Relationship, hygiene, grooming, clean, strategies. Anxious, Emotions Relationships, Support, Advice, penis, vagina, womb, hormones, sweat, hair, low mood, wet dream, erection, puberty, Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach, Peer pressure, Medicine Behaviour, Drug use, health, wellbeing, food, choices diet, moral diet, sleep. Cleaning products, side-effects, reflective, democracy, rule of law, courage, gratitude.

**Year 5**

	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>understand the importance of positive and healthy relationships</li> <li>understand the importance of respecting others and of self-respect.</li> <li>understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>understand what consent is, how to give and refuse consent</li> <li>understand the importance of physical health and mental wellbeing and</li> <li>understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.</li> <li>understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul>		<div style="border: 1px solid black; padding: 5px;">           Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mind-set, talent, skill,         </div>



	<p><b>Knowledge Assessment questions:</b></p>	<p><u>Relationships</u> <u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• Can children talk about the influence of peers? (online and in person)</li> <li>• Can children describe strategies to manage peer influence and the need for peer approval?</li> <li>• Do children know what strategies they could use to positively resolve disputes and reconcile differences in friendships?</li> <li>• Can children describe how would you get help if they needed?</li> <li>• Can children identify how to keep their bodies safe and know their rights?</li> <li>• Can children share refuse to be touched by someone?</li> <li>• Do children know how to report concerns that they have?</li> <li>• Can children talk about safe and unsafe secrets?</li> <li>• Do children know why is it important that everyone is treated equally?</li> <li>• Do children know what discrimination means and what are the different types of discrimination?</li> <li>• Can children identify online bullying and discrimination of groups or individuals?</li> </ul>	<p><u>Living in the wider world</u> <u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• Do children know how resources are allocated and the effect this has on individuals, communities and the environment? In your school, in your local area?</li> <li>• Can children say why it is important to protect the environment?</li> <li>• Can children describe everyday actions which either support or damage the environment?</li> <li>• Can children describe how can we show compassion for the environment?</li> <li>• Can children express their own opinions about their responsibility towards the environment?</li> <li>• Can children talk about jobs they might like to do in the future?</li> <li>• Can children set themselves goals?</li> <li>• Can children talk about why a person might choose a certain career ?</li> <li>• Can children discuss job prospects and opportunities?</li> <li>• Can children name different routes into work? College, apprenticeships, university, training,</li> </ul>	<p>Health and wellbeing</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• Can children name the benefits of being outside for physical and mental health?</li> <li>• Can children say how to stay safe in the sun?</li> <li>• Do children know how medicines help someone to have better health?</li> <li>• Can children suggest what to do if someone has allergies and what can help to manage it?</li> <li>• Can children identify diseases we need to be vaccinated or immunised for? And why?</li> <li>• Do children know it is important to wash our hands?</li> <li>• Do children know why is it important to keep our environment clean? How can they help with this?</li> <li>• Can children talk about what is important to them about their personal identity? And say what makes them different and special?</li> <li>• Do children know for some people their gender identity doesn't match their biological sex, what would this mean to someone?</li> <li>• How can you make sure you understand and respect other people's personal identities?</li> <li>• What strategies have you go to improve low mood and to make sure of your long term emotional wellbeing?</li> <li>• Do children know that hobbies, groups, teams and community are important to their emotional wellbeing?</li> <li>• Do children know what to do if a situation became risky, unsafe or there was an emergency?</li> <li>• Can children say what is a positive risk and what is dangerous behaviour?</li> <li>• Can children share a first aid tip?</li> </ul>
Vocabulary		<p>Relationships: Conflict, change, emotion, loss, grief, bereavement, Stereotype, homophobic, sexist, disability, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian, Step families/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype</p>	<p>Living in the Wider World: community, local environment, national, global, opinion, argument, responsibility, care, values, jobs, career, occupation, training, college, apprenticeship, university, prospects, opportunities, skills, values, reciprocity, liberty, responsibility, courage, honesty, teamwork, resourceful</p>	<p>Health and Wellbeing: sleep, mental health, routines, energy, moods, sun safety, sun screen, exposure, medicines, allergies, diet, disease, vaccinations, immunisation, hygiene, bacteria, clean, spread, epidemic, personal identity, sex, genders, transgender, gay, lesbian, race, colour, culture, qualities, biological, respect, low</p>

		Relationships, Religions, Gay, consent, racism, sexism, trolling, harassment, resilience, kindness, friendship, gratitude, respect, tolerance		mood, mindfulness, diet, exercise, friendship, community, courage, gratitude, democracy, rule of law, reflection, risky, dangerous, unsafe, peer pressure, emergency, 999, fire brigade, police, ambulance, first aid.
<b>Year 6</b>				
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• understand the importance of positive and healthy relationships</li> <li>• understand the importance of respecting others and of self respect.</li> <li>• understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>• understand what consent is, how to give and refuse consent</li> <li>• understand the importance of physical health and mental wellbeing and</li> <li>• understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.</li> <li>• understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>• understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul>		Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,
	<b>Knowledge Assessment questions:</b>	<p style="text-align: center;"><b>Relationships</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• What does it mean to be attracted to someone and what different kinds of loving relationships are there?</li> <li>• Can people who love each other be of any gender, ethnicity or faith?</li> <li>• What is the difference between gender identity and sexual orientation?</li> <li>• What are the qualities of healthy relationships that help individuals flourish?</li> <li>• How do couples show their love and commitment to one another, including those who are not married or who live apart?</li> <li>• What does marriage and civil partnership mean?</li> <li>• Do people have the right to choose whom they marry or whether to get married?</li> <li>• Is it wrong to force anyone into marriage?</li> <li>• Where would you report forced marriage and who could you speak to if you were worried?</li> </ul>	<p style="text-align: center;"><b>Living in the Wider World</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• What does prejudice mean?</li> <li>• How would you differentiate between prejudice and discrimination?</li> <li>• How would you recognise acts of discrimination?</li> <li>• What could you use to safely respond to and challenge discrimination?</li> <li>• How would you recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups?</li> <li>• How are stereotypes perpetuated and how can we challenge this?</li> <li>• What role does money play in people's lives?</li> <li>• What is value for money?</li> <li>• How can having or not having money impact on a person's health and wellbeing?</li> <li>• What risks are associated with money? Debt, fraud, gambling</li> <li>• How can money can be gained or lost? e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• How should someone get help if they are concerned about gambling or other financial risks?</li> </ul>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>• What is mental health and how can we look after it?</li> <li>• Can anyone have mental health struggles? Where can they get help and support?</li> <li>• What issues might effect the mental health of a young person?</li> <li>• Discuss the Thrive strategies they have learnt to support mental health</li> <li>• Describe strategies that help to deal with difficult feelings?</li> <li>• Know some life events may cause a change in a person's mental health? (death, divorce, dv)</li> <li>• Know how to develop good sleep habits</li> <li>• Know why is it important that babies are conceived as part of a loving, committed relationship</li> <li>• Understand why intercourse should only happen as part of an intimate relationship between consenting adults</li> <li>• Understand how pregnancy occurs</li> <li>• Know how can pregnancy be prevented</li> <li>• What responsibilities and changes come with being the parent of a new baby?</li> <li>• Know why are age rating systems in place? For social media, tv, films etc</li> <li>• Explain the difference between a good drugs and bad drugs</li> <li>• Know some of effects of drugs</li> <li>• What are the laws relating to drug use?</li> </ul>

				<ul style="list-style-type: none"> <li>• Understand why some people choose to use/not use drugs such as alcohol, illegal drugs, nicotine?</li> <li>• Know where can people go to for support concerning drug and other addictions?</li> <li>• Understand mixed messages seen in the media relating to drug use and how they might influence opinions and decisions</li> <li>• Know how to prepare themselves for transition to secondary school and be able to discuss anxieties</li> </ul>
Vocabulary	<p>Relationships: homophobia, Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian, Transgender Step families/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype Relationships Religions, Gay, marriage, civil partnership, faith, ethnicity, illegal, legal, resilience, kindness, friendship, respect, tolerance.</p>	<p>Living in the Wider World: stereotype, prejudice, discrimination, poverty, wealth, value, protected, loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers, poverty, budget, gambling, crime, reciprocity, team work, resourcefulness, courage, honesty, liberty, responsibility, resilience,</p>	<p>Health and Wellbeing: : Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice, wet dreams, , tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions, Mental health, mood, feelings, mind, strategies, support ,stigma ,discrimination, traumatic, mindfulness, journaling, exercise, fitness, responsibility, transition, apprehensive, excited, courage, gratitude, democracy, rule of law.</p>	