



# Subject Intent





# PSHE Intent



At Ash Croft Primary Academy we aspire to develop our pupils' character through a mindful learning experience which celebrates empathy and difference and provides pupils with a rounded understanding of their local and wider communities.

1. It is our intention that all children develop an understanding of their community, both local and global, through learning about democracy and rules, rights and responsibilities.
2. It is our intention that our children develop a thoughtful view of the diversity of their communities, developing empathy and an **appreciation of cultural diversity**.
3. It is our intention that all children have the opportunity to set **personal learning goals** which allow them to successfully transition into their next phase of learning and beyond.
4. It is our intention to give pupils strategies which develop the key character traits of being: **responsible, reflective, resilient, responsive, confident, honest, reasoning, resourceful, compassionate, tolerant and motivated**.
5. It is our intention that children will understand how to **make good choices which have a positive impact** on mental and physical wellbeing.
6. It is our intention that children can develop an understanding of **safe and healthy relationships** and a secure knowledge of **how to keep themselves safe in the world**.
7. It is our intention that children acquire a **positive self image and an understanding of how their bodies change** as they grow.





# Subject Implementation



At Ash Croft Primary Academy every class will follow the Harmony Trust PSHE and RHE curriculum, through which we will cover National Curriculum guidance for PSHE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Taught across all areas of the curriculum through planned provision					
Reception	Rules and Responsibilities	Taught across all areas of the curriculum through planned provision				
Year 1	Rules and Responsibilities	Feelings <i>Zippy Module 1</i>	Keeping Safe	Communication – <i>Zippy Module 2</i>	Healthy Lifestyles	Communities
Year 2	Rules and Responsibilities	Making and breaking relationships <i>Zippy Module 3</i>	Changing and Growing	Conflict Resolution <i>Zippy Module 4</i>	Money	Separation & Loss <i>Zippy Module 5</i>
Year 3	Rules and Responsibilities	Healthy Lifestyles	Resilience & Keeping Safe <i>Zippy Module 6?</i>	Safety (e-safety)	Similarities and Differences	Emotions
Year 4	Rules and Responsibilities	Physical, Emotional and Mental Health Feelings <i>Apple Module 1</i>	Economic Awareness (Managing Money)	Communication – <i>Apple Module 2</i>	Growing and Changing	First Aid
Year 5	Rules and Responsibilities	Nutrition and Food	Friendship <i>Apple Module 3</i>	Drugs, Alcohol and Tobacco	Solving Problems – <i>Apple Module 4</i> Include cyber bullying	Health – Physical, Emotional and Mental
Year 6	Rights and Responsibilities	Changes, including Loss <i>Apple Module 5</i>	Healthy Relationships	Aspirations	Economic Awareness  Business Enterprise	Moving Forward – <i>Apple Module 6</i>  Transition School Nurse Visit

1. These units are linked to safeguarding, the Harmony Pledge values, British values, rules and responsibilities, and mindfulness so that the children have an in-depth, well-rounded curriculum.
2. Key vocabulary and learning intentions of the module are identified at the start of each PSHE unit and placed in children's books on a front cover sheet.
3. Lessons are carefully sequenced to build on prior learning and are adapted to suit the current issues the children face. In addition, the skills required within lessons are progressively mapped out to ensure children make progress throughout and develop skills for their next level of learning.
4. The lessons are thoughtfully sequenced to include; teamwork, mindful breathing activities, new learning and reflection on this new learning also.
5. The distribution of the lessons complements key campaigns throughout the year such as Anti-bullying Week and Mental health week.
6. Displays are used across school - PSHE and the Harmony Pledge are promoted through displays within school which reinforce the PSHE curriculum enabling children to make links with their learning and embed this positive outlook and key vocabulary in all subjects.



# Autumn Outcomes



## The Harmony Trust PSHE Subject Overview Autumn 1 (September 2021)

### Key Themes

Health and Well-being

Relationships Education

Living in the Wider World

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught across all areas of provision</p> <p><i>Pupils will learn about the school rules and create rules within their own class/unit.</i></p>	<b>Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>- Rules &amp; Expectations</li> <li>- Getting Help</li> <li>- Taking Turns</li> <li>- Lending/Borrowing</li> <li>- Sharing</li> <li>- Caring</li> </ul>	<b>Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Getting Help</li> <li>- Trusted Adults</li> <li>- Ground Rules</li> <li>- Manners</li> <li>- Consequences</li> </ul>	<b>Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>- School Rules</li> <li>- Manners</li> <li>- Democracy</li> <li>- Respect</li> <li>- Opinions</li> </ul>	<b>Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Responsibility</li> <li>- Pupil Responsibility</li> <li>- Respect</li> <li>- Manners</li> </ul>	<b>Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>- School Rules</li> <li>- Manners</li> <li>- Democracy</li> <li>- Self-esteem</li> <li>- Respect</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Responsibilities</li> <li>- Self-esteem</li> <li>- Self-respect</li> <li>- Respect &amp; Diversity</li> </ul>

## The Harmony Trust PSHE Subject Overview Autumn 2 (November 2021)

### Key Themes

Health and Well-being

Relationships Education

Living in the Wider World

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught across all areas of provision</p>	<b>Feelings</b> <p><b>Zippy Module 1</b></p> <ul style="list-style-type: none"> <li>- Sad/Happy</li> <li>- Angry/Annoyed</li> <li>- Jealousy</li> <li>- Nervous</li> </ul> <p><b>The Harmony Pledge</b></p> <ul style="list-style-type: none"> <li>- Pledge Booklet</li> <li>- Character Competencies</li> </ul>	<b>Making &amp; Breaking Relationships</b> <p><b>Zippy Module 3</b></p> <ul style="list-style-type: none"> <li>- Friendship</li> <li>- Conflict</li> <li>- Strengthening Relationships</li> </ul>	<b>Healthy Lifestyles</b> <ul style="list-style-type: none"> <li>- Exercise</li> <li>- Hygiene</li> <li>- Spreading of germs</li> <li>- Nutrition</li> <li>- Balanced Diet</li> </ul>	<b>Physical, Emotional &amp; Mental Health</b> <ul style="list-style-type: none"> <li>- Physical &amp; Mental Health</li> </ul> <p><b>Feelings</b></p> <p><b>Apple Module 1</b></p> <ul style="list-style-type: none"> <li>- Our Feelings</li> <li>- How to feel better</li> <li>- Waking Up</li> <li>- Self-Awareness</li> <li>- Goal Setting</li> </ul>	<b>Nutrition and Food</b> <ul style="list-style-type: none"> <li>- Calories</li> <li>- Nutrition</li> <li>- Poor Diet</li> <li>- Healthy Diet</li> <li>- Balanced Diet</li> <li>- Vaccinations</li> </ul>	<b>Changes</b> <ul style="list-style-type: none"> <li>- Life Changes</li> <li>- Change</li> </ul> <p><b>Loss</b></p> <p><b>Apple Module 5</b></p> <ul style="list-style-type: none"> <li>- Loss</li> <li>- Family Relationships</li> <li>- Mental Health</li> </ul>



# Spring Outcomes



## The Harmony Trust PSHE Subject Overview Spring 1 (January 2022)

### Key Themes

Health and Well-being

Relationships Education

Living in the Wider World

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught across all areas of provision	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>- Medicine Safety</li> <li>- Sun Safety</li> <li>- Road Safety</li> <li>- Strangers</li> <li>- Worry</li> <li>- Safer Internet</li> </ul>	<b>Changing &amp; Growing</b> <ul style="list-style-type: none"> <li>- Similarities &amp; Differences</li> <li>- The Human Body</li> <li>- Respecting our bodies</li> <li>- Respecting difference</li> <li>- Brushing Teeth</li> <li>- Safer Internet</li> </ul>	<b>Resilience/Keeping Safe</b> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Bystanders</li> <li>- Coping Strategies</li> <li>- Cyber-bullying</li> <li>- Road Safety</li> <li>- Railway Safety</li> </ul>	<b>Economic Awareness</b>  <b>Managing Money</b> <ul style="list-style-type: none"> <li>- The value of money</li> <li>- Money Choices</li> <li>- Spending</li> <li>- Managing Money</li> <li>- Financial Management</li> </ul>	<b>Friendship</b>  <b>Apple Module 3</b> <ul style="list-style-type: none"> <li>- A good friend</li> <li>- Loneliness &amp; rejection</li> <li>- Coping strategies</li> <li>- Trust</li> <li>- Conflict resolution</li> <li>- The Harmony Pledge</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>- Boundaries</li> <li>- Appropriate Touch</li> <li>- Digital Boundaries</li> <li>- Reporting when feeling unsafe</li> <li>- Asking for advice</li> </ul>

## The Harmony Trust PSHE Subject Overview Spring 2 (Apr 2022)

### Key Themes

Health and Well-being

Relationships Education

Living in the Wider World

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught across all areas of provision	<b>Communication</b>  <b>Zippy Module 2</b> <ul style="list-style-type: none"> <li>- Expressing how I feel</li> <li>- Listening</li> <li>- Asking for Help</li> <li>- Saying what we want</li> <li>- The Harmony Pledge</li> </ul>	<b>Conflict Resolution</b>  <b>Zippy Module 4</b> <ul style="list-style-type: none"> <li>- Friendship</li> <li>- Bullying</li> <li>- Anger</li> <li>- Conflict</li> <li>- The Harmony Pledge</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>- Internet Benefits</li> <li>- Dangers</li> <li>- Keeping Data Secure</li> <li>- Kindness Online</li> <li>- Online Safety</li> </ul>	<b>Communication</b>  <b>Apple Module 2</b> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Saying what you want</li> <li>- Speaking in difficult situations</li> <li>- Weekend Plans</li> <li>- Good manners</li> <li>- Saying difficult things</li> </ul>	<b>Drugs, Alcohol &amp; Tobacco</b> <ul style="list-style-type: none"> <li>- Drugs across school</li> <li>- Smoking (including vaping)</li> <li>- Alcohol</li> <li>- Drugs</li> <li>- Responsible Choices</li> </ul>	<b>Aspirations</b> <ul style="list-style-type: none"> <li>- Personal Strengths</li> <li>- Achievements</li> <li>- Job Aspirations</li> <li>- Goals</li> <li>- The Harmony Pledge</li> </ul>



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# Summer Outcomes



## The Harmony Trust PSHE Subject Overview Summer 1 (May 2022)

### Key Themes

Health and Well-being

Relationships Education

Living in the Wider World

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught across all areas of provision	<b>Healthy Lifestyles</b> <ul style="list-style-type: none"><li>- Germs</li><li>- Handwashing</li><li>- Brushing Teeth</li><li>- Healthy Eating</li><li>- Exercise</li><li>- Rest</li></ul>	<b>Money</b> <ul style="list-style-type: none"><li>- Money Sources</li><li>- Money &amp; Values</li><li>- Saving Money</li><li>- Charity</li><li>- Budgeting</li><li>- Fundraising</li></ul>	<b>Similarities &amp; Differences</b> <ul style="list-style-type: none"><li>- Diversity</li><li>- My Family</li><li>- Families</li><li>- Marriage</li><li>- Stereotypes</li><li>- Harmony Pledge</li></ul>	<b>Growing &amp; Changing</b> <ul style="list-style-type: none"><li>- Being Healthy</li><li>- Before puberty</li><li>- Body changes</li><li>- Teeth</li><li>- Harmony Pledge</li></ul>	<b>Solving Problems</b> <b>Apple Module 4</b> <ul style="list-style-type: none"><li>- Online situations</li><li>- Finding Solutions</li><li>- Bullying</li><li>- Cyberbullying</li><li>- Online Time</li><li>- Online Viability</li></ul>	<b>Economic Awareness</b> <ul style="list-style-type: none"><li>- Debate</li><li>- Financial Budgeting</li><li>- Financial Risks</li><li>- Ethical Spending</li><li>- Peer Pressure</li></ul>







# Year 1 Autumn Outcomes for the year:



Unit of work: Rules and Responsibilities	
PSHE/RHE Theme: <b>Living in the Wider World</b>	
Assessment Outcomes:	
<ul style="list-style-type: none"> <li>I know to cover my mouth when sneezing or coughing</li> <li>I can listen to other people's ideas</li> <li>I can talk about the school rules</li> </ul>	
Health and Well-Being	(H33) about the people whose job it is to help keep us safe
Relationships Education	(R15) how to respond safely to adults they don't know (R20) what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R21) about what is kind and unkind behaviour, and how this can affect others (R22) about how to treat themselves and others with respect; how to be polite and courteous (R24) how to listen to other people and play and work cooperatively (R25) how to talk about and share their opinions on things that matter to them
Living in the Wider World	(L1) about what rules are, why they are needed, and why different rules are needed for different situations (L2) how people and other living things have different needs; about the responsibilities of caring for others

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
In the Early Years, children talk about the school rules.	Children listen to other people's ideas and talk about school rules. Children build upon the Early Years rules continuous provision, including sharing and caring

Unit of work: Feelings (Zippy Module 1)	
PSHE/RHE Theme: <b>Relationships Education</b>	
Assessment Outcomes:	
<ul style="list-style-type: none"> <li>I can recognise sad and happy emotions</li> <li>I know that different emotions make my body feel different</li> <li>I know some ways to help myself feel better</li> </ul>	
Health and Well-Being	(H11) about different feelings that humans can experience (H12) how to recognise and name different feelings (H14) how to recognise what others might be feeling (H16) about ways of sharing feelings; a range of words to describe feelings (H18) different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (H24) how to manage when finding things difficult
Relationships Education	(R1) about the roles different people (e.g. acquaintances, friends and relatives) play in our lives (R6) about how people make friends and what makes a good friendship (R7) about how to recognise when they or someone else feels lonely and what to do (R8) simple strategies to resolve arguments between friends positively (R9) how to ask for help if a friendship is making them feel unhappy (R10) that bodies and feelings can be hurt by words and actions (R11) about how people may feel if they experience hurtful behaviour or bullying (R21) about what is kind and unkind behaviour, and how this can affect others (R22) about how to treat themselves and others with respect; how to be polite and courteous
Living in the Wider World	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning



# Year 1 Spring Outcomes for the year:



Unit of work: Keeping Safe			
PSHE/RHE Theme: <b>Health and Well-being</b>			
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know about safe and unsafe exposure to the sun, including risks of skin cancer</li> <li>I know where and how to get help if worried, including on-line</li> <li>I understand ways to keep safe: road safety, drug safety, personal safety, emotional safety</li> </ul>			
<b>Health and Well-Being</b>	(H1) about what keeping healthy means, different ways to keep healthy (H6) that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H7) about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (H8) how to keep safe in the sun and protect skin from sun damage (H29) to recognise risk in simple everyday situations and what action to take to minimise harm (H30) about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (H31) that household products (including medicines) can be harmful if not used <u>correctly</u> (H33) about the people whose job it is to help keep us safe (H34) basic rules to keep safe online, including what is meant by personal information they come across something that scares them	<b>Unit of work: Communication (Zippy Module 2)</b>	
<b>Relationships Education</b>	(R10) that bodies and feelings can be hurt by words and actions; that people can s (R14) that sometimes people may behave differently online, including by pretendi (R15) how to respond safely to adults they don't know (R20) what to do if they feel unsafe or worried for themselves or others; who to a until they are heard (R21) about what is kind and unkind behaviour, and how this can affect others	<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Living in the Wider World</b>	(L7) about how the internet and digital devices can be used safely to find things o (L8) about the role of the internet in everyday life (L9) that not all information seen online is true	<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I recognise a range of emotions</li> <li>I know how to get help from adults when isolated or lonely</li> </ul>	
	<b>Key Learning</b>	<b>Health and Well-Being</b>	(H11) about different feelings that humans can experience (H12) how to recognise and name different feelings (H16) about ways of sharing feelings; a range of words to describe feelings (H19) to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (H24) how to manage when finding things difficult
<b>Links back to prior learning</b>	<b>New learning this unit (This unit should begin with a recap of links to previous learning)</b>	<b>Relationships Education</b>	(R1) about the roles different people (e.g. acquaintances, friends and relatives) play in our lives (R8) simple strategies to resolve arguments between friends positively (R21) about what is kind and unkind behaviour, and how this can affect others (R24) how to listen to other people and play and work cooperatively (R25) how to talk about and share their opinions on things that matter to them
In Early Years, children have learned about how to keep themselves safe in school and at home.	Children learn about a range of measures they can take including road safety, road safety, e-safety and emotional safety. They learn that they can make them feel better.	<b>Living in the Wider World</b>	
<b>Key Learning</b>			
<b>Links back to prior learning</b>	<b>New learning this unit (Focus)</b> <b>This unit should begin with a recap of links to previous learning</b>		<b>Links with future learning</b>
Previously in Year 1 teaching and learning focused on improving children's ability to recognise four basic feelings- sad (and happy), angry, jealous and nervous. Recognising these feelings helps children to understand that they need to do something to cope. The activities focus on identifying ways to calm down and feel better	Children learn simple rules to help them communicate how they feel. They learn how to listen to others which helps them to develop empathy as well as being a skill that helps children to learn. Children learn to ask for		Children use the communication skills they learned in Year 1 to support them to develop friendships, keep friendships, overcome loneliness and rejection as well as resolve conflicts in Year 2.







# Year 1 Summer Outcomes for the year:



**Unit of work: Healthy Lifestyles**

**PSHE/RHE Theme: Health and Well-Being**

**Assessment Outcomes:**

- I know that being active and resting makes us feel happy and well
- I take part in regular daily and weekly exercise and know why it is important
- I understand what makes a healthy diet
- I know the importance of regular handwashing, including after going to the toilet

**Health and Well-Being**

(H1) about what keeping healthy means, different ways to keep healthy  
(H2) about foods that support good health and the risks of eating too much sugar  
(H3) about how physical activity helps us to stay healthy; and ways to be physically active everyday  
(H4) about why sleep is important and different ways to rest and relax  
(H5) simple hygiene routines that can stop germs from spreading  
(H7) about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

**Relationships Education**

**Living in the Wider World**

## Key Learning

Links back to prior learning

In Early Years the children are taught to be healthy by growing their own vegetables and eating healthy snacks.

New learning this unit (Focus)  
This unit should begin with a recap of links to previous learning

Children learn that being active and resting makes them feel happy and well. They also learn that taking part in regular daily and weekly exercise is important and learn about what makes a healthy diet. They learn that handwashing can keep them safe from germs.

Links with future learning

In Year 2 they know they need to brush their teeth twice a day and go to the dentist 2 x a year. In Year 3 children learn that if they do not exercise they may become obese. They learn about the importance of regular exercise and can plan it into a daily and weekly routine. Hygiene rules are





# Year 2 Autumn Outcomes for the year:



<b>Unit of work: Rules and responsibilities</b>	
<b>PSHE/RHE Theme: <u>Living in the Wider World</u></b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I can use basic manners to say please, thank you</li> <li>I can talk about the school rules</li> <li>I know that there are consequences if I do not follow the rules</li> </ul>	
<b>Health and Well-Being</b>	(H33) about the people whose job it is to help keep us safe
<b>Relationships Education</b>	(R15) how to respond safely to adults they don't know (R20) what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R21) about what is kind and unkind behaviour, and how this can affect others (R22) about how to treat themselves and others with respect; how to be polite and courteous (R24) how to listen to other people and play and work cooperatively (R25) how to talk about and share their opinions on things that matter to them
<b>Living in the Wider World</b>	(L1) about what rules are, why they are needed, and why different rules are needed for different situations (L2) how people and other living things have different needs; about the responsibilities of different people

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of previous learning
Children listen to other people's ideas and talk about the school rules. They learn it is good manners to cover my mouth when sneezing or coughing.	Children review the school rules they have and design their own classroom rules. They want their class to be. Rules for PSHE are established. Children learn about consequences of not following the rules including the sanctions. Children learn the importance of respect.

<b>Unit of work: Making and breaking relationships (Zippy Module 3)</b>	
<b>PSHE/RHE Theme: <u>Relationships Education</u></b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I can identify some things that cause conflict between me and my friends</li> <li>I know that a healthy friendship makes me feel good and doesn't make others feel left out</li> <li>I know some steps to take to improve a friendship</li> </ul>	
<b>Health and Well-Being</b>	(H11) about different feelings that humans can experience (H12) how to recognise and name different feelings (H14) how to recognise what others might be feeling (H15) to recognise that not everyone feels the same at the same time, or feels the same about the same things (H16) about ways of sharing feelings; a range of words to describe feelings (H18) different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (H19) to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (H22) to recognise the ways in which we are all unique (H24) how to manage when finding things difficult
<b>Relationships Education</b>	(R6) about how people make friends and what makes a good friendship (R7) about how to recognise when they or someone else feels lonely and what to do (R9) how to ask for help if a friendship is making them feel unhappy (R10) that bodies and feelings can be hurt by words and actions (R11) about how people may feel if they experience hurtful behaviour or bullying (R12) that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
<b>Living in the Wider World</b>	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1 children completed Module 1 and 2 of Zippy. In Module 1, children learned about emotions and grew their vocabulary to describe their feelings. In Module 2, children learnt to improve their ability to communicate their feelings and to listen to other people. Children practiced asking for help in different situations and practised telling others what they think and feel in awkward situations.	Children learn how to keep friends through role play. They learn to deal with loneliness and rejection through observing it in story characters. Children discuss how the story characters could improve how they behaved by not making others feel left out and decide on ways to strengthen friendships and make friends when disagreements happen.	In Module 4 of Zippy (also in Y2) children learn the skill of conflict resolution. They begin to recognise the nature of problems and recognise good solutions. Children learn how to cope with bullying, identify the feelings which develop in situations involving bullying including anger. Children learn that it is important to seek help but also to help others to resolve difficult situations.





# Year 2 Spring Outcomes for the year:



<b>Unit of work: Changing and Growing</b>	
<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know some similarities and differences between boys and girls</li> <li>I can identify parts of the body that makes boys different to girls and use the correct names</li> <li>I know the difference between secrets and surprises (adult secrets) and I know the 'pants' rule</li> <li>I can identify some ways in which my friend is different from me</li> <li>I know I need to brush my teeth twice a day and go to the dentist 2 x a year (CC Science)</li> </ul>	
<b>Health and Well-Being</b>	(H7) about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (H21) to recognise what makes them special (H22) to recognise the ways in which we are all unique (H25) to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) (H26) about growing and changing from young to old and how people's needs change (H34) basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

<b>Relationships Education</b>	(R13) to recognise that some things are private and the importance of respecting privacy; that parts of the body are private (R14) that sometimes people may behave differently online, including by pretending to be someone they are not (R16) about how to respond if physical contact makes them feel uncomfortable or unsafe (R17) about knowing there are situations when they should ask for permission and also when their permission is not needed (R18) about the importance of not keeping adults' secrets (only happy surprises that others will find out about) (R19) basic techniques for resisting pressure to do something they don't want to do and which may make them feel uncomfortable (R20) what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use (R24) how to listen to other people and play and work cooperatively (R25) how to talk about and share their opinions on things that matter to them
<b>Living in the Wider World</b>	(L9) about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies to challenge stereotypes (L10) about prejudice; how to recognise behaviours/actions which discriminate against others; ways of resisting discrimination (L12) how to assess the reliability of sources of information online; and how to make safe, reliable choices (L13) about some of the different ways information and data is shared and used online, including for commercial purposes

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
Children have previously learned: where and how to get help if worried, including on-line. Children have learned ways to keep safe: road safety, medicine safety, personal safety, emotional safety, sun safety. Children have learned that being active, resting and eating a healthy diet makes us feel happy and well. Children learn about the importance of handwashing.	Children learn about some differences about boys and girls and develop their understanding of respecting difference. They learn the key language required to keep themselves safe and be able to explain and report feelings of being unsafe. Children learn some important boundaries that if crossed are not acceptable. Children learn about the difference between secrets and surprises. Children rehearse reporting concerns to a trusted adult. Children build on their understanding of hygiene with dental hygiene.  In e-Safety week children learn to keep themselves safe online.

<b>Unit of work: Conflict Resolution – Zippy Module 4</b>	
<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know I don't have the right to bully someone</li> <li>I know some ways to cope if I am bullied</li> <li>I know that using violence is never right</li> <li>I can help a friend if they are being bullied</li> </ul>	
<b>Health and Well-Being</b>	(H11) about different feelings that humans can experience (H22) to recognise the ways in which we are all unique
<b>Relationships Education</b>	(R10) that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (R11) about how people may feel if they experience hurtful behaviour or bullying (R12) that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R21) about what is kind and unkind behaviour, and how this can affect others
<b>Living in the Wider World</b>	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1 children learned to recognise feelings and to begin to improve their communication with others. In Year 2 children have previously learned how to keep friends through role play. In Zippy Module 3 they have learned to deal with loneliness and rejection through observing it in story characters. Children have previously discussed how the story characters could improve how they behaved by not making	The goal of Module 4 is to improve children's abilities to resolve conflicts. In Module 4 of Zippy children learn the skill of conflict resolution. They begin to recognise the nature of problems and recognise good solutions. Children learn how to cope with bullying, identify the feelings which develop in situations involving bullying including anger. Children learn	In Module 5 of Zippy, (Year 2 Summer 2) children continue their relationship education by improving children's ability to cope with change and loss, including death. Children learn that we can cope better with change and loss if we understand that changes are an essential part of life and can have positive and negative effects.





# Year 2 Summer Outcomes for the year:



<b>Unit of work: Money</b>	
<b>PSHE/RHE Theme: Living in the Wider World</b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"><li>• I know money comes from different sources</li><li>• I understand the role money plays in our lives</li></ul>	
<b>Health and Well Being</b>	
<b>Relationships Education</b>	
<b>Living in the Wider World</b>	(L10) what money is; forms that money comes in; that money comes from different sources (L11) that people make different choices about how to save and spend money (L12) about the difference between needs and wants; that sometimes people may not always be able to have the things they want (L13) that money needs to be looked after; different ways of doing this

<b>Key Learning</b>		
<b>Links back to prior learning</b>	<b>New learning this unit (Focus) This unit should begin with a recap of links to previous learning</b>	<b>Links with future learning</b>
In Year 1 children learned to recognise money including coins and notes. In Year 2, children learned to count money and solve shopping problems, including finding change.	Children learn that money comes from different sources and is used for different purposes. Children discuss moral questions about money. They consider how to save money and conserve energy. Children think about how to raise money for charity and carry out a fundraising activity for their chosen charity.	In Year 4, children will move onto understanding where money comes from and how it can make us feel. They will reflect on their own spending habits and choices as they start to understand why financial management and planning is important.





# Year 3 Autumn Outcomes for the year:



<b>Unit of work: Rules and Responsibilities</b>
<b>PSHE/RHE Theme: <u>Living in the Wider World</u></b>
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>• I know and understand the school rules.</li> <li>• I can use courtesy and manners</li> <li>• I can vote for a school councillor</li> <li>• I respect others and know I should be treated with respect.</li> <li>• I can form an opinion on something and review this when I listen to other people's ideas.</li> </ul>

<b>Health and Well-Being</b>	
<b>Relationships Education</b>	(R24) how to respond safely and appropriately to adults they may encounter (R31) to recognise the importance of self-respect and how this can affect the to be treated politely and with respect by others (including when online and/c respectful relationships (R33) to listen and respond respectfully to a wide range of people, including t
<b>Living in the Wider World</b>	(L1) to recognise reasons for rules and laws; consequences of not adhering to (L4) the importance of having compassion towards others; shared responsibility for others (L7) to value the different contributions that people and groups make to the c (L25) to recognise positive things about themselves and their achievements; s

<b>Unit of work: Healthy Lifestyles</b>	
<b>PSHE/RHE Theme: <u>Health and Well-being</u></b>	
<b>Assessment Outcomes:</b> <b>Healthy Lifestyles</b> <ul style="list-style-type: none"> <li>• I understand that if I do not exercise, I may become obese</li> <li>• I know the importance of regular exercise and can plan it into my daily and weekly routine.</li> <li>• I know that I can stop germs, (including bacteria and viruses) from making me ill by washing my hands</li> </ul> <b>Nutrition and Food</b> <ul style="list-style-type: none"> <li>• I understand the role of food groups in making a healthy diet</li> <li>• I can plan and make a healthy meals</li> </ul>	
<b>Health and Well-Being</b>	(H1) how to make informed decisions about health (H2) about the elements of a balanced, healthy lifestyle (H3) about choices that support a healthy lifestyle, and recognise what might influence these (H6) about what constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H9) that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H19) a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
<b>Relationships Education</b>	
<b>Living in the Wider World</b>	

Key Learning	
Links back to prior learning	New learning this unit This unit should begin with previous learning
Each year, children re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.  In Year 1, children learn about the importance of listening to others.	In Year 3, children continue learning about respect. They re-visit democracy in council and take part in debates where they can express their opinion and listen to the opinion of others.

Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Y1, children learn about exercise and resting and the impact on their health and mood, as well as the importance of a healthy diet and regular handwashing. The importance of brushing our teeth is also explored in Y2.	<p>In this unit, children explore exercise further, finding out the risks of an inactive lifestyle as well as what exercise does to the body. They use this to take control of their own daily and weekly exercise plans. They learn more about why we need to wash hands and the spreading of germs, and are able to explain to others how to wash hands thoroughly. This is taken further, with the understanding of daily and weekly personal hygiene practices.</p> <p>They will also learn more about the different food groups and the specific benefits of different foods on physical and emotional health, with a focus on quantities of different foods for a balanced diet. They again, begin to take more ownership of their health than in previous year by planning and making a healthy meal.</p>	<p>The importance of and different ways to look after our physical, emotional and mental health are continued in Y4's Autumn 2 PSHE unit, looking more closely at different emotions and mental health. The link between them is then explicitly explored in Y5's PSHE unit in Summer 2, where children learn how all three combine to make up our 'health'. In Y5, children learn more about hygiene, including the importance of a clean environment.</p> <p>Nutrition and food is delved further into later in Year 3 within the Summer 2 Science unit 'Nutrition and Diet' – , providing a good opportunity to revisit and expand knowledge gained in PSHE unit. It is also revisited alongside in Y5, where children recap prior knowledge and learn about allergies, vaccinations and immunisations, as well as the effect of our diet on our health, such as alcohol.</p>







# Year 3 Spring Outcomes for the year:



<b>Unit of work: Resilience/Keeping Safe</b>
<b>PSHE/RHE Theme: Relationships Education</b>
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I understand that it is the responsibility of bystanders to tell an adult</li> <li>I know that I can get help if I am being bullied</li> <li>I know that people can be bullied online, and this can affect my mental health (Cyber bullying)</li> <li>I know how to keep safe when using the tram, railway and roads</li> </ul>

## We cope – Zippy Module 6

- I know some simple self-care techniques to cope.

<b>Health and Well-Being</b>	(H15) that mental health, just like physical health, is part of daily life; the importance of taking care of n (H18) about everyday things that affect feelings and the importance of expressing feelings (H19) a varied vocabulary to use when talking about feelings; about how to express feelings in different (H20) strategies to respond to feelings, including intense or conflicting feelings; how to manage and re: situations (H41) strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and fir
<b>Relationships Education</b>	(R10) about the importance of friendships; strategies for building positive friendships; how positive frie (R17) that friendships have ups and downs; strategies to resolve disputes and reconcile differences pos (R19) about the impact of bullying, including offline and online, and the consequences of hurtful behav (R20) strategies to respond to hurtful behaviour experienced or witnessed, offline and online (includ (R30) that personal behaviour can affect other people; to recognise and model respectful behaviour on
<b>Living in the Wider World</b>	

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
In Zippy Modules 1 to 5, children have previously learned different coping strategies to build resilience. This involves following the 2 rules: -it makes you feel better -it doesn't hurt you or anyone else  Children have practiced how to communicate and get help and say what they want to say at the right time. Children have learned that a healthy friendship makes them feel good and doesn't make others feel left out.	In Year 3, children learn that it is the responsibility of bystanders to tell an adult and where to get help if they are being bullied. Children should be aware that: - they can ask for help, and should know how they will be helped and what the processes are if they do ask for help. This links back to being able to say what they want to say at the right time. (Y1 Communicate) - what information they might need to share with a trusted friend or adult and what the consequences are for those involved and that of the victim/s
Children will have met the term bullying before in national anti-bullying weeks in Y1 and in Y2 which take place every November.	Children will also gain more awareness that people can be bullied online, and this can affect their mental health (Cyber bullying). They will also learn about how it is healthy to limit the time spent online. This relates also to digital footprint and knowing that what is posted online can be difficult to remove once it is there.
Children will know about how to cross roads safely using STOP, LOOK, LISTEN and THINK	Children will learn about how to cross roads safely and to be aware of the risks associated when crossing a road, railway or tramway.

<b>Unit of work: Keeping Safe (E-safety)</b>	
<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know the internet is an everyday part of life and has many benefits.</li> <li>I know how to stay safe using ICT and the internet and how to report if something does not feel right.</li> <li>I know sometimes people pretend to be someone they are not online.</li> <li>I know why social media and some computer games age are restricted.</li> <li>I know to be kind online.</li> <li>I know how to keep electronic data secure.</li> <li>I know I must keep my personal information private.</li> </ul>	
<b>Health and Well-Being</b>	(H37) reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, television programmes, films, games and online gaming (H42) about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
<b>Relationships Education</b>	(R22) about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R23) about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R26) about seeking and giving permission (consent) in different situations (R29) where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R30) that personal behaviour can affect other people; to recognise and model respectful behaviour online (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
<b>Living in the Wider World</b>	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
This is the first unit on e-safety within the PSHE curriculum but builds on rules and responsibilities in Y2 (GHLLWK rules) and bullying in Autumn Term Y3.  Through computing sessions, children are reminded of the need for security around their passwords and to keep their personal information safe.	Children are learning to assess online risk and how to take responsibility for their own online security. Children are beginning to understand their responsibilities to others online.	There are no further specific KS2 e-safety units, however, through the relationships units in UKS2, children are taught to how to maintain respectful relationships in all arenas. They are also taught how to respond to bullying, including specific references to cyberbullying.





# Year 3 Summer Outcomes for the year:



Unit of work: Similarities and Differences (Families and people who care for me)		
PSHE/RHE Theme: Relationships Education		
Assessment Outcomes: <ul style="list-style-type: none"><li>• I respect similarities and differences between people</li><li>• I know what a healthy family life looks like</li><li>• I know that other families look different to mine, but they are still based on love and care</li><li>• I know that marriage is a recognised commitment and is meant to be lifelong</li><li>• I know stereotypes including gender stereotypes can be destructive and unfair</li></ul>		
Health and Well Being	(H25) about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	
Relationships Education	(R1) to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R3) about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R4) that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R6) that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R7) to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R32) about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R33) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	
Living in the Wider World	(L6) about the different groups that make up their community; what living in a community means (L8) about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities (L9) about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	
Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 2, the children focused on their belonging and friendships. Within this they learnt about diversity within their own classroom. They also learnt about marriage during their R.E. curriculum. Furthermore, the children learnt about the importance of respecting similarities and differences in our community.	In Year 3, the children will begin to explore stereotypes and the harm this can cause. They will revisit some of their learning around belonging in a class, the diversity of our school community, the importance of respectful and loving relationships and apply this to their family and personal community.  Diversity is also a key element of SMSC and the British Values.	In Year 4, the children will recap their learning on respecting others with similarities and differences to themselves. They will continue to develop their understanding of diversity and stereotypes whilst moving onto learning about discrimination within the wider community.





# Year 4 Autumn Outcomes for the year:



<b>Unit of work: Rules and Responsibilities</b>
<b>PSHE/RHE Theme: <u>Living in the Wider World</u></b>
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know and understand the school rules</li> <li>I can use courtesy and manners</li> <li>I can vote for a school councillor</li> <li>I respect others, even when they are very from different me</li> <li>I know I deserve to be treated with respect</li> </ul>

<b>Health and Well-Being</b>	
<b>Relationships Education</b>	(R24) how to respond safely and appropriately to adults they may encounter (in all contexts including online) (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about being treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; courteous, respectful relationships (R33) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and values are different to their own
<b>Living in the Wider World</b>	(L1) to recognise reasons for rules and laws; consequences of not adhering to rules and laws (L4) the importance of having compassion towards others; shared responsibilities we all have for caring for others (L7) to value the different contributions that people and groups make to the community (L25) to recognise positive things about themselves and their achievements; set goals to help achieve personal and group goals

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
Each year the children re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.	In Year 4, children will learn more about the importance of responsibilities and respect.

<b>Unit of work: Physical, Emotional and Mental Health</b>	
<b>PSHE/RHE Theme: <u>Health and Well-Being/ Relationships Education</u></b>	
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know that everyone has a mental health and a physical health</li> <li>I know that there is a normal range of emotions including happiness, sadness, anger, fear, surprise and nervousness</li> <li>I am aware of when I might feel different emotions</li> <li>I can set a goal for how to cope</li> </ul>	
<b>Feelings – Apple Module 1</b> <ul style="list-style-type: none"> <li>I know simple self-care techniques, including rest, friends, family and hobbies</li> <li>I can recognise and talk about my feelings</li> <li>I can help others identify their feelings and ways to help them.</li> </ul>	
<b>Health and Well-Being</b>	(H1) how to make informed decisions about health (H2) about the elements of a balanced, healthy lifestyle (H3) about choices that support a healthy lifestyle, and recognise what might influence these (H5) about what good physical health means; how to recognise early signs of physical illness (H15) that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H17) to recognise that feelings can change over time and range in intensity (H18) about everyday things that affect feelings and the importance of expressing feelings (H19) a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H20) strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H21) to recognise warning signs about mental health and well-being and how to seek support for themselves and others (H22) to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
<b>Relationships Education</b>	(R10) about the importance of friendships; strategies for building positive friendships; how positive friendships support well-being (R14) that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R17) that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Key Learning		
Links back to prior learning	New learning this unit This unit should begin with a recap of links to previous learning	Links with future learning
In Year 2, children learn about mental well-being being as a normal part of life and they look into a range of emotions. They also learn how to recognise and talk about a range of these emotions with others.  In Year 3, children delve into the subject of loss and separation and the emotions that go along with these situations. They also learn about how they can manage feelings associated with this and where they can get help and support from.	In Year 4, children look into further detail about what physical and mental health is. They will become more self-aware and gain a deeper understanding of emotions and learn how to set goals to cope with these.	In Year 5, children move on to look at the 3 elements of health – physical, emotional and mental. They also become more aware of spotting signs of physical illness and the effects of lack of sleep on their health.  They will also be taught more about where they can find help for their health.  The children will also study changes to their bodies as they grow older and what is meant by puberty.



# Year 4 Spring Outcomes for the year:



Unit of work: Economic Awareness (Managing Money)	
PSHE/RHE Theme: <b>Living in the Wider World</b>	
Assessment Outcomes: <ul style="list-style-type: none"> <li>I know the role money plays in my life and other's lives</li> <li>I know that people must make choices in how they spend money</li> </ul>	
Health and Well-Being	
Relationships Education	
Living in the Wider World	

Living in the Wider World	(L17) about the different ways to pay for things and the choices people have about this (L18) to recognise that people have different attitudes towards saving and spending money; money' (L19) that people's spending decisions can affect others and the environment (e.g. Fair trad (L20) to recognise that people make spending decisions based on priorities, needs and want (L21) different ways to keep track of money (L22) about risks associated with money (e.g. money can be won, lost or stolen) and ways o (L23) about the risks involved in gambling; different ways money can be won or lost thro future aspirations (L24) to identify the ways that money can impact on people's feelings and emotions
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Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of li previous learning
In Year 3 they have touched briefly on internet banking when learning about how to keep electronic data secure. There is no other previous learning specifically about money.	In Year 4 they will move onto understanding wh comes from and how it can make us feel. To co money can help ourselves and others. To know reflect on their own spending habits / choices. To why financial management and planning is impor young age

Unit of work: Communication	
PSHE/RHE Theme: <b>Relationships Education</b>	
Assessment Outcomes: <ul style="list-style-type: none"> <li>I know how to be a good listener</li> <li>I understand how we say things in difficult situations</li> <li>I can develop the skill of empathy</li> </ul>	
Health and Well-Being	(H24) problem-solving strategies for dealing with emotions, <u>challenges</u> and change (H38) how to predict, assess and manage risk in different situations
Relationships Education	(R14) that healthy friendships make people feel <u>included</u> ; recognise when others may feel lonely or excluded; strategies for how to include them (R16) how friendships can change over time, about making new friends and the benefits of having different types of friends (R17) that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R20) strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R32) about respecting the differences and similarities between people and recognising what they have in common with others <u>e.g.</u> physically, in personality or background (R33) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
Living in the Wider World	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1, children learnt the importance of listening to others.  In Year 3, children touched on courtesy and manners through the Rules and Responsibilities unit. Within this they also look at respect and how they should listen to others.	In Year 4, children will learn in more detail about what being 'a good listener' looks like and how they behave. They will develop strategies to help them say what they want to say and identify their own feelings when people do not listen to them. They will also create some strategies to help them say things in difficult situations. Through this unit they will also use a given set of rules to support good listening and saying what they want to say and use role play to identify how characters feel in different situations. Another element they will cover in this unit is to identify what good and bad manners are and how to use good manners in a range of different situations. They will also understand how we have different rules in different relationships.	Children will continue to use the key listening skills learnt in Year 4 throughout their time in Year 5 and 6 for many different elements of the curriculum.  They will also build on permission seeking further when they look at gaining consent and what is appropriate and inappropriate in relationships and boundaries so the techniques of how to say things will be very useful.







# Year 4 Summer Outcomes for the year:



Unit of work: Growing and Changing		
PSHE/RHE Theme: <b>Health and Well-being</b>		
Assessment Outcomes:		
<ul style="list-style-type: none"><li>• I know that my body has or will begin to change soon.</li><li>• I know that I may feel different emotions as my body begins to change.</li><li>• I know that my body needs good quality sleep for good health.</li><li>• I can look after my dental health with regular brushing, flossing and visits to the dentist.</li></ul>		
<b>Health and Well-Being</b>	{H1} how to make informed decisions about health	
	{H8} about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	
	{H11} how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ( <u>e.g.</u> sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	
	{H32} about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	
	{H34} about where to get more information, help and advice about growing and changing, especially about puberty	
Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
<p>In Year 2, children study changing and growing where they learn the similarities and differences between boys and girls and identify the different parts of the body and ways that friends can be different to them. They also learn that they need to brush my teeth twice a day and go to the dentist 2 x a year (CC Science).</p> <p>In Year 3, they will have studied healthy lifestyles so they should have good knowledge about exercise and the importance of a healthy diet. In this unit they will have also looked at germs and viruses.</p>	<p>In Year 4, the children will look at how their body has or will begin to change soon and the different emotions that may come along with this. As they look at changes while they grow, they will also look at the importance of good quality sleep for good health and re-visit dental health and why they should continue with regular brushing, flossing and visits to the dentist especially as they lose their teeth and get their final set that will have to last all their adult life.</p>	<p>In Year 5 and 6 children continue to further their learning about their changing body as they will look at puberty. They will also receive a visit from the school nurse who will talk in more detail about these elements.</p> <p>Girls in Y5 and Y6 will talk about menstruation and changes to their bodies during puberty. <i>(This may be something you want some of the Y4 girls to attend if appropriate)</i></p> <p>Boys in Y6 will talk with the school nurse (where appropriate) about changes to their bodies during puberty.</p>







# Year 5 Autumn Outcomes for the year:



<b>Unit of work: Rules and Responsibilities</b>
<b>PSHE/RHE Theme: <u>Living in the Wider World</u></b>
<b>Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>I know and understand the school rules</li> <li>I can use the conventions of courtesy and manners</li> <li>I can vote for a school councillor</li> <li>I know that having self-respect is important to my own happiness</li> <li>I respect others, even when they are very from different me physically, in character, personality or backgrounds</li> <li>I know I deserve to be treated with respect</li> </ul>

<b>Health and Well-Being</b>	
<b>Relationships Education</b>	(R24) how to respond safely and appropriately to adults they may encounter (in all contexts including (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings a to be treated politely and with respect by others (including when online and/or anonymous) in school courteous, respectful relationships (R33) to listen and respond respectfully to a wide range of people, including those whose traditions, b
<b>Living in the Wider World</b>	(L1) to recognise reasons for rules and laws; consequences of not adhering to rules and laws (L4) the importance of having compassion towards others; shared responsibilities we all have for carin concern for others (L7) to value the different contributions that people and groups make to the community (L25) to recognise positive things about themselves and their achievements; set goals to help achieve

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
Each year they re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.  In Year 4, children looked at gender stereotypes so they should be able to draw on this knowledge during the respect lessons.	In Year 5, children will work on the GHLLWK school rules and re-visit these through different scenarios.  They will also be taught about respect for others no matte their appearance, religion or gender and how important sel respect/esteem is.

Unit of work: Nutrition and Food	
PSHE/RHE Theme: Health and Well-being	
Assessment Outcomes:	
<ul style="list-style-type: none"><li>• I understand calories</li><li>• I know that a poor diet has risks associated such as obesity, tooth decay and the impact of alcohol on diet and health</li><li>• I can prevent the spread of germs, bacteria and viruses by handwashing and cleaning surfaces</li><li>• I know some facts and the science relating to allergies, immunisations and vaccinations</li><li>• I can plan and prepare a range of healthy meals</li><li>• I know that if I eat well, exercise and look after my hygiene I will 'feel' good</li></ul>	
Health and Well-Being	(H1) how to make informed decisions about health (H2) about the elements of a balanced, healthy lifestyle (H3) about choices that support a healthy lifestyle, and recognise what might influence these (H5) about what good physical health means; how to recognise early signs of physical illness (H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H8) about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H9) that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H10) how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1, children covered the topic of healthy lifestyles where they learnt that being active and resting makes us feel happy and well. They also learnt that taking part in regular daily and weekly exercise is important and learn about what makes a basic healthy diet. They learn that handwashing can keep them safe from germs too.  In Year 3, children looked at healthy lifestyles again and introduced nutrition and food. Within these topics they focused on the importance of exercise and hygiene. They also look at basic food groups in more detail than in Year 1 and make a healthy meal or snack as part of their learning.	In Year 5, during nutrition and food children will look deeper into calorie intake, the food groups that they consume and how much of each group makes up a healthy diet. They will look further into the risks of a poor diet and unhealthy lifestyle.  They will also plan a healthy diet over a range of meals and not just one meal. Accompanying this they will also outline the benefits of exercise in more detail.  Instead of just their own hygiene, they will look at food hygiene and the best ways that it should be prepared.	Later <u>on</u> in the year children will look drugs, alcohol and tobacco as this knowledge about the risks of these will be beneficial when thinking about a healthy lifestyle.  They will also look further into their physical, <u>emotional</u> and mental health too.





# Year 5 Spring Outcomes for the year:



<b>Unit of work: Friendship</b>	
<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Assessment Outcomes:</b>	
<b>Health and Well-Being</b>	(H17) to recognise that feelings can change over time and range in intensity

<b>Relationships Education</b>	(R10) about the importance of friendship (R13) the importance of seeking support (R14) that healthy friendships make people (R16) how friendships can change over time (R18) to recognise if a friendship (online)	<b>Unit of work: Safety: Drugs, Alcohol and Tobacco</b>	
		<b>PSHE/RHE Theme: Health and Well-being</b>	
		<b>Assessment Outcomes:</b>	
		<b>Health and Well-Being</b>	(H46) about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H47) to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H48) about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H49) about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H50) about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
<b>Living in the Wider World</b>		<b>Relationships Education</b>	(R34) how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
		<b>Living in the Wider World</b>	

Links back to prior learning

In Year 2, children identify things that can cause conflict in their friendships and they look at how they can repair these throughout a whole unit on conflict resolution.

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1, children will have looked at drug safety but this will be basic and more based on medical drugs and where drugs they should be kept and how they should be used.	In this unit children will look at drugs (both legal and illegal), smoking and alcohol. They will look in more detail at the health risks associated with all these and how they affect people. Children will gain a better understanding of what is legal and illegal and the consequences that could be faced. They will also use drama to explore different scenarios and peer pressure associated with smoking, drugs and alcohol.	Children will do further learning in this areas when they reach KS3 in both PSHE and Biology. They will learn about drugs use as medicine and recreational uses as both stimulants and depressants. They learn about the short- and long-term effects and risks on the body in greater depth including risks of hepatitis and HIV through use of shared needles.



# Year 5 Summer Outcomes for the year:



Unit of work: Solving Problems		
PSHE/RHE Theme: Relationships Education		
Assessment Outcomes: <ul style="list-style-type: none"><li>• I know that cyber bullying can have a negative impact on well-being</li><li>• I can discuss the effects of online actions on others</li><li>• I know how to get help with cyber-bullying</li><li>• I know the benefits of rationing time spent online and the risks to mental and physical health of spending an excessive time online</li><li>• I know that not all information online is true and that information, including on search engines is ranked, selected and targeted</li></ul>		
Health and Well Being	(H37) reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, television programmes, films, games and online gaming (H42) about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	
Relationships Education	(R12) to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (R15) strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R18) to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R19) about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R20) strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R23) about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	
Living in the Wider World	(L15) recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	
Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 3, children will have e-safety within their curriculum. Mostly they looked at how to stay safe online but did do one lesson on how they can be kind to others online.	In Year 5, children will move away from e-safety and the sharing of information aspect and they will look deeper into cyber bullying and the effects this can have on themselves and others.  They will also look at the benefits and risks of spending too much time online and how a lot of information we see online is not always true.	Children will touch on some aspects of this in Year 6 when they study online relationship boundaries, when and who to report to when they are feeling uncomfortable about these.





# Year 6 Autumn Outcomes for the year:



<b>Unit of work: Rights and Responsibilities</b>	
<b>PSHE/RHE Theme: <u>Living in the Wider World</u></b>	
<b>Assessment Outcomes:</b>	
<ul style="list-style-type: none"> <li>I know and understand the school rules</li> <li>I can use the conventions of courtesy and manners</li> <li>I can vote for a school councillor</li> <li>I know that having self-respect is important to my own happiness</li> <li>I know that I should treat others with respect and in turn should expect to be treated with respect</li> <li>I respect diversity</li> </ul>	

<b>Health and Well-Being</b>	(H27) to recognise their individuality and personal qualities (H28) to identify personal strengths, skills, achievements and interests and how these contribute to
<b>Relationships Education</b>	(R24) how to respond safely and appropriately to adults they may encounter (in all contexts including (R31) to recognise the importance of self-respect and how this can affect their thoughts and feeling to be treated politely and with respect by others (including when online and/or anonymous) in school respectful relationships (R32) about respecting the differences and similarities between people and recognising what the background (R33) to listen and respond respectfully to a wide range of people, including those whose traditions,
<b>Living in the Wider World</b>	(L1) to recognise reasons for rules and laws; consequences of not adhering to rules and laws (L2) to recognise there are human rights, that are there to protect everyone (L4) the importance of having compassion towards others; shared responsibilities we all have for caring for others (L7) to value the different contributions that people and groups make to the community (L8) about diversity: what it means; the benefits of living in a diverse community; about valuing diversity (L25) to recognise positive things about themselves and their achievements; set goals to help achieve

Key Learning	
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning
Each year they re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.  In Year 5, children did work on the GHLLWK school rules and were taught about respect for others and self-respect.	In Year 6, they move on from just looking at the school rules and why they are important and move onto rights and responsibilities. They re-visit some of the respect objects and then move on to learning about diversity, how it has a positive impact on society and how they can use their knowledge of respect and apply it in different ways.  Diversity is a key element of SMSC and the British Values framework.

<b>Unit of work: Changes</b>	
<b>PSHE/RHE Theme: <u>Health and Well-being</u></b>	
<b>Assessment Outcomes:</b>	
<ul style="list-style-type: none"> <li>I know that changes are a part of life and that we can adapt to new circumstances.</li> <li>I know some coping strategies for difficult situations that cannot be changed.</li> <li>I know strategies to cope with loss.</li> <li>I know it is common for people to experience mental ill health.</li> </ul>	
<b>Health and Well-Being</b>	(H1) how to make informed decisions about health (H14) how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H15) that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H18) about everyday things that affect feelings and the importance of expressing feelings (H21) to recognise warning signs about mental health and well-being and how to seek support for themselves and others (H22) to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H23) about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H24) problem-solving strategies for dealing with emotions, challenges and change

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 1, children look at their feelings and how these can affect their body. They also look at some ways of coping with these feelings.  In Year 3, children look at loss through death, divorce or friendship and develop ways to cope with this.  In Year 4, they learn the differences between mental and physical health and link this to their emotions.  In Year 5, they look in detail at physical, emotional and mental health with a focus on how their body might change if their physical, emotional and mental health is affected.	In Y6, children will focus on changes and how they are a fact of life. They will talk about difficult experiences they have experienced in life and how they can/cannot be changed and why. Along with this they will discuss coping with difficult changes and how they can make themselves and others feel better.  Also in this unit they will look at loss in more detail as they share mementoes and their own experiences. They also look at ways of coping with this. Then they will look into how family situations could change for some and how this can make people feel.  At the end of the unit, they will think about how all these changes or worries can contribute to having mental ill health, how they can relieve stresses and worries to help with this and who they can turn to for help and advice if they need it.	In KS3, children look in more detail at challenging stigma related to mental health. They gain a more detailed awareness of unhealthy coping strategies such as self-harm and eating disorders and common mental health concerns such as anxiety and depression.







# Year 6 Spring Outcomes for the year:



<b>Unit of work: Healthy Relationships</b>	
<b>PSHE/RHE Theme: Relationships Education</b>	
<b>Assessment Outcomes:</b>	
<b>Health and Well-Being</b>	{H22} to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

<b>Relationships Education</b>	{R1} to recognise that there are different types of relationships (e.g. friend, family, community) {R9} how to recognise if family relationships are making them feel unhappy {R18} to recognise if a friendship (online or offline) is making them feel unhappy {R22} about privacy and personal boundaries; what is appropriate in friendship {R25} recognise different types of physical contact; what is acceptable and unacceptable {R26} about seeking and giving permission (consent) in different situations {R27} about keeping something confidential or secret, when this should be kept confidential {R29} where to get advice and report concerns if worried about their own or someone else's safety {R33} to listen and respond respectfully to a wide range of people, including those with different views
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<b>Unit of work: Aspirations</b>	
<b>PSHE/RHE Theme: Health and Well Being</b>	
<b>Assessment Outcomes:</b>	
<ul style="list-style-type: none"> <li>I can identify strengths and know how to improve for future actions</li> <li>I can recognise achievements</li> <li>I can set personal goals</li> </ul>	
<b>Health and Well-Being</b>	{H28} to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Key Learning	
Links back to prior learning	New learning this unit should begin with a recap of links to previous learning
In Year 2, children look at making and breaking relationships and how they can repair broken relationships.	In Year 6, children will learn more about what is appropriate in friendships. Within this, they will also look at a healthy and unhealthy relationship. They will also learn about appropriate and inappropriate vocabulary to report a concern.
In Year 3, children look in detail at bullying and how they can get help if they are being bullied.	
In Year 5, children look at how friendships can contribute to happiness and the characteristics of being a good friend. They look into how they can identify trustworthy people and how to get help if a friendship feels uncomfortable.	

<b>Relationships Education</b>	{L25} to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes {L26} that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life {L30} about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation {L31} to identify the kind of job that they might like to do when they are older {L32} to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
<b>Living in the Wider World</b>	

Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 4 children complete 2 lessons on aspirations in Summer 2. They look at their strengths and weaknesses. <u>Also</u> they consider briefly what their aspirations are and how they will achieve them.  In Year 5, children have also previously attended a careers fayre so that they have the opportunity to learn more about the range of jobs available to them and speak with people who work in those fields.	In Y6, children look in greater detail at themselves and what they have achieved.  In the goals session, they will gain more understanding of what they need to acquire e.g. education/skill wise to achieve their goal.	In KS3/4, children will look at future aspirations including qualifications and jobs in more detail. They may attend more jobs fayres and have visits from colleges and universities.  They will also take on work experience during their time at secondary school so that they can gain more knowledge about the world of work.







# Year 6 Summer Outcomes for the year:



Unit of work: Business Enterprise and Economic Awareness		
PSHE/RHE Theme: <b>Living in the Wider World</b>		
Assessment Outcomes: <ul style="list-style-type: none"><li>• I can contribute my own ideas to a debate</li><li>• I can make decisions</li><li>• I can deal with dilemmas sensitively</li><li>• I can identify risks</li><li>• I can deal with pressure from others appropriately</li><li>• I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• (A voluntary or service-based activity may need to be organised separately)</li></ul>		
Health and Well Being		
Relationships Education	(R34) how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	
Living in the Wider World	(L5) ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L19) that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L20) to recognise that people make spending decisions based on priorities, needs and wants (L23) about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	
Key Learning		
Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
In Year 2 children learn where money comes from and why we need money. They also look into links between saving the environment and money, how money is raised for charity and looks at saving for the future e.g. saving pocket money to buy something they would like.  In Year 4 children learn the value of money (where money comes from). They look at how money makes them feel and their spending habits. Finally, they look into financial management in more detail.	In Year 6 children move onto to look into needs vs wants when spending money. They also look deeper into budgeting and put it to practical use within their business enterprise project. Furthermore, they are taught about financial dilemmas and debt. Finally, they also look at peer pressure from others when it comes to money.	In KS3, children will build on the knowledge of money, finance, debt and interest.  They can also take the option to study economics further.

