



Amherst School – PSHE Curriculum

Prior knowledge and skills key: Year 3, Year 4, Year 5, Year 6.

PSHE Strand key: Relationships (R), Health and Well-being (HWB), Living in the Wider World (LWW)

Black History Month – October

World Kindness Day – 13th November

Anti-bullying Week – circa 15th November

Road Safety Week – circa 19th November

Mental Health Week – circa 5th February

Safer Internet Day – circa 6th February

Neurodiversity Celebration Week – circa 18th March

Healthy Eating Week – circa 10th June

Term 1 – Trust: Trustworthiness Honesty Integrity Truth Lies	Term 2 – Kindness: Caring Supportive Love Stability Mutual respect Commitment Mental wellbeing Self-respect Esteem Confidence Stereotyping	Term 3 – Determination: Resilience Achievements Growth and fixed mindset Success Challenge Setbacks Pressure Courage Self-belief Hopefulness Optimism Courage
Term 4 – Politeness: Courtesy Manners Protocol Etiquette Socially acceptable Tolerance Patience	Term 5 – Fairness: Humility Equality Diversity Justice Democracy Prejudice Discrimination	Term 6 – Co-operation: Generosity Citizenship Teamwork Collaboration Responsibility Obligations

Year 3 – Autumn 1 (Trust)

1 R	Learning objective	I can explain what trust is and how it can be shown. <i>Note – this lesson should be covered over the first few days of term in September. It may take several lessons.</i>
	Knowledge	<ul style="list-style-type: none"> - DSLs in school - Trusted adults outside of school - How can trust be demonstrated? - How can I be trusted within my class? - What do I trust my teacher to do? - What is trust?
	Skills	<ul style="list-style-type: none"> - Identifying ways I can be trusted at school - Identifying ways I can show trust at school

	Suggested activities	Planners, class rules and expectations, trust at school.
2 R LWW	Learning objective	I can identify good qualities to represent my class in School Council.
	Knowledge	<ul style="list-style-type: none"> - What does school council do? shared responsibilities for looking after things at school, environment (e.g reducing, reusing, recycling) - What qualities are required to successfully represent other people?
	Skills	<ul style="list-style-type: none"> - Speaking in front of others - Identifying qualities needed
	Suggested activities	Discussion around what school council is, school council speeches.
3 HWB	Learning objective	I can identify different zones of regulation and associated emotions.
	Knowledge	<ul style="list-style-type: none"> - All emotions are normal and can change over time and in intensity - Everyone experiences all emotions at different times
	Skills	<ul style="list-style-type: none"> - Identifying different zones from facial expressions - Identifying different emotions by zones
	Suggested activities	Zones of regulation bingo
4 HWB	Learning objective	I can recognise emotions in different scenarios.
	Knowledge	<ul style="list-style-type: none"> - Everyone feels different emotions at different times - Everyday things affect emotions and importance of expressing them - Emotions can present in visible ways e.g. facial expressions and body language
	Skills	<ul style="list-style-type: none"> - Identifying times when you may be in each zone - Recognising emotions from different scenarios - Begin to develop a varied vocabulary to use when talking about feelings
	Suggested activities	Identify emotions from video clip, identify emotions associated with different scenarios, identify when you might feel different zones.
5 HWB	Learning objective	I can identify expected and unexpected behaviours.
	Knowledge	- In each zone, there are certain expected and unexpected behaviours
	Skills	- Identifying how people would be expected to behave in different situations
	Suggested activities	Teachers behave in unexpected ways to prompt discussion about expected and unexpected behaviours, children consider expected and unexpected behaviours for different zones and situations.
6 HWB	Learning objective	I can identify how to regulate my emotions.
	Knowledge	- Our bodies give us different signs as to which zone we are in
	Skills	- Identifying strategies to use when you need to change your zone and respond to the feeling
	Suggested activities	Children identify face and body clues as well as strategies to use in each zone.
<p><i>Note: Water Safety is taught as part of swimming lessons.</i></p> <p><i>One additional PSHE lesson each term is online safety (see online safety long-term overview).</i></p>		

Year 3 – Autumn 2 (Kindness)

1 R	Learning objective	I can explain how families are different and special people in my life.
	Knowledge	<ul style="list-style-type: none"> - Families can be made up of different people - Not all members of a family have to be related

		<ul style="list-style-type: none"> - A feature of family life is caring relationships - Who is special to you?
	Skills	- Identifying who is important in your life?
	Suggested activities	Book: The Great Big Book of Families
2 R	Learning objective	I can understand how families can change. <i>Note: Class teachers should be very sensitive of individual situations for children and adapt the lesson if possible.</i>
	Knowledge	<ul style="list-style-type: none"> - Lots of different changes can occur within families. e.g. bereavement, new baby, house move, separation etc. - How can you support other people dealing with change? - What can you do if you are struggling with a change within your family?
	Skills	- Identifying what changes have happened in your life and how they have impacted you
	Suggested activities	Book: Changes Book: Mum and Dad Glue
3 R	Learning objective	I can identify the importance of showing kindness to everyone. <i>Note: This lesson should coincide with Anti-Bullying Week.</i>
	Knowledge	<ul style="list-style-type: none"> - People are different - We should celebrate differences - You can be friends with someone who does not like all the same things - Everyone has a right to make their own choices and not join in
	Skills	<ul style="list-style-type: none"> - Demonstrating an awareness of difference - Showing kindness to others - Saying 'no' when you don't agree
	Suggested activities	Book: My Princess Boy
4 R	Learning objective	I can explain how to be a good friend.
	Knowledge	<ul style="list-style-type: none"> - Knowing that having friends is important - Qualities of good friendships (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests) - Knowing friends do not have to always like the same thing
	Skills	<ul style="list-style-type: none"> - Maintaining friendships through hard times - Being able to recognise what you have in common with others (physically, personality and background) - Practical strategies to use when friends fall out
	Suggested activities	Story: Starry-Eyed Stan
5 HWB R	Learning objective	I can identify strategies to use if I am feeling sad due to the loss of something important to me. <i>Note: Class teachers should be very sensitive of individual situations for children and adapt the lesson if possible.</i>
	Knowledge	- How to support yourself through loss of something important to you? (friendship, pet, family member)
	Skills	
	Suggested activities	Book: Grandad's Island
6 HWB	Learning objective	I can identify what makes me happy and healthy.
	Knowledge	<ul style="list-style-type: none"> - Hobbies and interests support mental wellbeing - Regular daily/ weekly exercise is important (walking, cycling, daily mile)

		<ul style="list-style-type: none"> - People and relationships are important - These can support in self-regulation of emotions
	Skills	<ul style="list-style-type: none"> - Identifying things that make me happy
	Suggested activities	

Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).

Year 3 – Spring 1 (Determination)

1 HWB	Learning objective	I can explain the differences between a fixed and growth mindset.
	Knowledge	<ul style="list-style-type: none"> - What is a growth mindset? What is a fixed mindset? - Why is a growth mindset better?
	Skills	<ul style="list-style-type: none"> - Identifying growth and fixed mindset from specific statements
	Suggested activities	Sort statements into fixed and growth mindset.
2 HWB	Learning objective	I can explain what resilience is and how people demonstrate it.
	Knowledge	<ul style="list-style-type: none"> - Everybody faces challenges - The same experience can require different levels of resilience for different people - What is resilience?
	Skills	<ul style="list-style-type: none"> - Identifying when and why resilience has been demonstrated
	Suggested activities	Scenario based examples based on school experiences.
3 HWB	Learning objective	I can understand that everyone has fears and worries.
	Knowledge	<ul style="list-style-type: none"> - Different things can worry different people - Emotions are not always visible - By using resilience and determination, people can overcome fears
	Skills	<ul style="list-style-type: none"> - Recognising that everyone has fears
	Suggested activities	Book: Little Mouse's Big Book of Fears Book: Me and my fear
4 HWB	Learning objective	I can identify strategies for facing fears.
	Knowledge	<ul style="list-style-type: none"> - Recap: zones of regulation - Everyone has fears - We can help each other overcome fears
	Skills	<ul style="list-style-type: none"> - Identifying strategies for overcoming fears
	Suggested activities	Book: The Koala Who Could
5 LWW	Learning objective	I can understand the difference between things I need and want.
	Knowledge	<ul style="list-style-type: none"> - Humans have certain needs which should be met - Things you 'want' are not always necessary - Different families may not be able to afford the same things
	Skills	<ul style="list-style-type: none"> - Being sensitive to others - Being grateful for what you do have
	Suggested activities	valuesmoneyandme.co.uk

Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).

Year 3 – Spring 2 (Politeness)

1 R LWW	Learning objective	I can explain the importance of listening.
	Knowledge	<ul style="list-style-type: none"> - Interrupting others is impolite - Interrupting others makes them feel devalued - What is active listening? Why is this important?
	Skills	<ul style="list-style-type: none"> - How can you avoid interrupting? - How can you disagree politely?
	Suggested activities	Book: My Mouth is a Volcano
2 LWW	Learning objective	I can explain ways to display good manners.
	Knowledge	<ul style="list-style-type: none"> - What are good manners? - Why is it important to have good manners?
	Skills	Thinking about the following: <ul style="list-style-type: none"> - How do other children feel in different scenarios? - How could they deal with the situation differently? - How are others affected?
	Suggested activities	Share scenarios with children. Discuss questions e.g. how do the other children feel? How could they deal with the situation differently?
3 LWW	Learning objective	I can explain how to display good table manners.
	Knowledge	<ul style="list-style-type: none"> - What are good table manners? - How do table manners differ between households? Around the world? - Why are table manners important? - How can you demonstrate good table manners at school? At home?
	Skills	<ul style="list-style-type: none"> - Demonstrating good table manners at school
	Suggested activities	Children record examples of good table manners on outline.
4 LWW	Learning objective	I understand that humans affect animals.
	Knowledge	<ul style="list-style-type: none"> - What do our pets need? - Five welfare needs from the Animal Welfare Act - Which animals can you have as pets? Why?
	Skills	<ul style="list-style-type: none"> - Identifying the needs of others
	Suggested activities	Children create informative poster about looking after pets or a specific pet.
5 HWB	Learning objective	I can understand the importance of dental health routines.
	Knowledge	<ul style="list-style-type: none"> - What can help to keep teeth healthy? - What might damage teeth? - Why is dental health important? - Keywords: enamel, plaque, cavity, oral hygiene - It is important to go to the dentist regularly for a check-up
	Skills	<ul style="list-style-type: none"> - Identifying ways in which to improve personal dental hygiene
	Suggested activities	Children sort actions into positive, negative and not sure. Children create list of 3 dos and 3 don'ts. Look at model of mouth.

Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).

Year 3 – Summer 1 (Fairness)

1 R	Learning objective	I can explain and demonstrate fairness.
	Knowledge	<ul style="list-style-type: none"> - What is fairness? - Is fair the same as equal? - Should things always be fair? - What things in life are actually not fair?
	Skills	- Identifying ways in which fairness can be demonstrated at school and at home
	Suggested activities	Cartoons demonstrating difference between fair and equal. Scenarios relating this to school/home-life. https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-what-is-fair/zwxcvwx
2 H W B L W W	Learning objective	I can explain children's rights.
	Knowledge	<ul style="list-style-type: none"> - What are children's rights? - Why are they important? - When are children's rights not being met? - There are people across the world fighting for children's rights
	Skills	- Recognising the importance of children's rights
	Suggested activities	Book: For Every Child
3 H W B L W W	Learning objective	I can explain my rights and responsibilities.
	Knowledge	<ul style="list-style-type: none"> - Difference between rights and responsibilities - What responsibilities do you have as a child? - How do responsibilities change as you get older? - How do your responsibilities affect others?
	Skills	- Identifying rights and responsibilities
	Suggested activities	Children separate statements into rights and responsibilities.
4 L W W	Learning objective	I can explain how and why the UK is a diverse country.
	Knowledge	<ul style="list-style-type: none"> - What does diverse mean? - What makes the UK a diverse country? - What is race? - Where does a person's race come from? - How is race different from nationality? - The world is made up of different races - Over time people have moved around the world which has led to diversity - The UK is made up of people of different races, religions and cultures
	Skills	- Applying understanding
	Suggested activities	Discussion https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr
5	Learning objective	I can understand that people have different beliefs.
	Knowledge	<ul style="list-style-type: none"> - There are different types of beliefs: cultural, religious, political, social - Because we are a diverse country, you will come across different beliefs - We should show kindness and fairness to other beliefs

L W W	Skills	- Showing kindness and fairness to others
	Suggested activities	Diversity bingo – find someone who...
6 H W B	Learning objective	I understand the importance of being me.
	Knowledge	- Everybody has the right to be themselves - Don't make judgements about people because everyone has the right to be themselves - Differences should be celebrated
	Skills	- Recognising own personality traits and how they differ from others - Acknowledging the strengths of those personality traits
	Suggested activities	Book: Ed Vere – How to be a lion
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 3 – Summer 2 (Cooperation)

1	Learning objective	I can understand and practise cooperation.
	Knowledge	- Cooperation is beneficial in teamwork - It involves compromise and listening skills - Reinforcing information from assemblies about the meaning of cooperation
	Skills	- Using verbal and non-verbal communication skills successfully to aid cooperation - Overcoming challenges in cooperation
	Suggested activities	Cooperation games e.g. balloon pop, hoop pass, bench shuffle
2	Learning objective	I can identify what makes a good friend and why it is important.
	Knowledge	- Different types of relationships including friendships. - Why is friendship important?
	Skills	- Describing ways friends can show they care and value each other. - Evaluating what is most important in a friendship.
	Suggested activities	Friendship zones of relevance worksheet. Good friends case study.
3	Learning objective	I can explain ways to solve disagreements and maintain good friendships.
	Knowledge	- What helps maintain friendships? - How do you feel when disagreements occur? - What helps when there are friendship problems?
	Skills	- Identifying strategies for solving arguments.
	Suggested activities	Case studies to discuss.
4	Learning objective	I can reflect on Year 3 and prepare for Year 4.
	Knowledge	- In Year 4, there will be a few changes: <ul style="list-style-type: none"> o More homework (Weekly Lexia) o More responsibilities and independence (Use of planners, independent reading records) o Being a good role model - Line up in a different place
	Skills	- Self-reflection of Year 3 including successes and challenges. - Identifying things to look forward to next year.

	Suggested activities	Reflection grid to complete.
Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).		

Year 4 – Autumn 1 (Trust)

1 R	Learning objective	I can explain what trust is and how it can be shown. <i>Note – this lesson should be covered over the first few days of term in September. It may take several lessons.</i>
	Knowledge	<ul style="list-style-type: none"> - DSLs in school - Trusted adults outside of school - How can trust be demonstrated? - How can I be trusted within my class? - What do I trust my teacher to do? - What is trust? - Acknowledging how personal behaviour can affect others - Zones of regulation recap
	Skills	<ul style="list-style-type: none"> - Identifying ways I can be trusted at school - Identifying ways I can show trust at school - Identifying how I can be more responsible in Year 4
	Suggested activities	Planners, class rules and expectations, trust at school and home.
2 R LWW	Learning objective	I can identify good qualities to represent my class in School Council.
	Knowledge	<ul style="list-style-type: none"> - What does school council do? - Understanding of a shared/ collective responsibility for protecting environment, school and some examples of everyday choices (reducing, reusing, food choices) - What qualities are required to successfully represent other people?
	Skills	<ul style="list-style-type: none"> - Speaking in front of others - Identifying qualities needed
	Suggested activities	Discussion around what school council is, school council speeches. Use last year's school council representatives to discuss successes and difficulties of the role.
3 R HWB	Learning objective	I can identify trusted adults within the community and their roles.
	Knowledge	<ul style="list-style-type: none"> - Who are the emergency services? - How do you contact them? - How would you recognise them? - What is an emergency?
	Skills	<ul style="list-style-type: none"> - How to contact emergency services?
	Suggested activities	What would society be like without emergency services? Where do we see trust in our community?
4 R	Learning objective	I can explain how responsibilities change as I get older.
	Knowledge	<ul style="list-style-type: none"> - You are faced with more difficult decisions as you get older - As you get older, you have to take more responsibility for yourself, your actions and your learning
	Skills	<ul style="list-style-type: none"> - Applying knowledge to different scenarios - Considering advantages and disadvantages to different scenarios - Identifying the best way to respond in different scenarios

	Suggested activities	Discussing scenarios
5 R	Learning objective	I can explore different ways trust can be shown.
	Knowledge	<ul style="list-style-type: none"> - Trust is not always straightforward - Trusting yourself and the importance of having self-respect - Trusting that others have your best interests at heart - That everyone, including yourself should be treated politely and with respect in school, wider society
	Skills	<ul style="list-style-type: none"> - Identifying when kindness is more important than honesty - Having some known phrases and ways of starting polite, courteous and respectful relationships (e.g although I do not agree with you, I respect your.....)
	Suggested activities	Video story: The Empty Pot , class discussions
6 LWW	Learning objective	I can explain how to take care of the wider world.
	Knowledge	<ul style="list-style-type: none"> - Recycling, reducing waste - Protecting nature (animals and trees) - Protecting oceans - Understanding that everyone's small difference can make a big difference
	Skills	<ul style="list-style-type: none"> - Identifying how I can make a difference - Recognising that everyone can make a difference
	Suggested activities	
<p><i>Note: Water Safety is taught as part of swimming lessons.</i></p> <p><i>One additional PSHE lesson each term is online safety (see online safety long-term overview).</i></p>		

Year 4 – Autumn 2 (Kindness)

1 R	Learning objective	I can identify how I can show kindness in different settings (school and home).
	Knowledge	<ul style="list-style-type: none"> - Everyone has responsibility to show kindness - Our actions impact others - How can I display kindness to others?
	Skills	<ul style="list-style-type: none"> - Demonstrating kindness to others
	Suggested activities	Choose daily acts of kindness to do during the next week.
2 R	Learning objective	I can explain different family structures.
	Knowledge	<ul style="list-style-type: none"> - Single-parent, blended, extended, nuclear, without children, adoptive families. - Families have the same characteristics (love, care, support, arguments etc.) despite having different structures.
	Skills	<ul style="list-style-type: none"> - To be able to identify the common themes in family life regardless of how families are structured.
	Suggested activities	Matching definitions of different families with pictures.
3 R	Learning objective	I can explain how people are different and shouldn't be stereotyped. <i>Note: this lesson should coincide with Anti-Bullying Week.</i>
	Knowledge	<ul style="list-style-type: none"> - What does stereotype mean? - Why might stereotyping be unkind or unhelpful?

		- Differences should be celebrated
	Skills	- Applying understanding to avoid stereotyping - Recognising when a stereotype is occurring
	Suggested activities	Spot stereotyping in different children’s films/TV shows and discuss the impact. Book: Marshall Armstrong is New to our School
4	Learning objective	I can recognise and respond to the size of a problem.
HWB	Knowledge	- Different problems require different reactions and by identifying the ‘size’ of the problem, we should respond accordingly - Big problems affect many people and don’t have an easy solution - Medium problems affect some people and can be resolved in an hour or a few days - Little problems can be ignored or solved in a matter of minutes - How many people your problem affects? - How long does the problem last? - Is anyone hurt? - How long would it take to fix? - How to solve these: who can you go to? What can I do? Is there somewhere I can go to help me solve it? How many people do I need to help me solve it?
	Skills	- Apply strategies to events - To forgive and move on
	Suggested activities	Apply learning to example scenarios – losing a game, COVID, big storm, supply teacher, fall off bike etc.
5	Learning objective	I can understand what peer pressure is. I can stand up for what I believe is right.
R	Knowledge	- What is peer pressure? - When is peer pressure positive? When is it negative? - Understand that the desire to seek peer approval in friendships is normal - It can be difficult to stand up for what you believe is right
	Skills	- Making a good choice and sticking up for what you believe in - ‘Get out’ sayings/strategies to help when you feel under pressure
	Suggested activities	Child-specific scenarios which present peer pressure e.g. home, school, online and discuss appropriate strategies.
6	Learning objective	I can explain the impact of losing someone or something important to me.
HWB	Knowledge	- Recognise that life is made up of different stages and that death is when life ends - Bereavement is the term for the death of someone - Grief is the feeling that comes from a bereavement - People may grieve in different ways - How can you support yourself /someone to manage their grief?
	Skills	- Describe different situations that may cause someone to grieve - Identify activities, actions and sources of support that can help a person to manage grief
	Suggested activities	Book: Badger’s Parting Gifts
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 4 – Spring 1 (Determination)

1	Learning objective	I can explain how to develop a growth mindset.
HWB	Knowledge	- What is growth mindset? What is fixed mindset?

		<ul style="list-style-type: none"> - What strategies lead to a growth mindset? - How does a fixed mindset/growth mindset impact the outcome? - A growth mindset is very positive and enables you to reach your potential
	Skills	<ul style="list-style-type: none"> - Identifying strategies which lead to a growth mindset
	Suggested activities	<p>Book: I can't do that yet Change statements (child speak) from fixed mindset to growth mindset.</p>
2 HWB	Learning objective	I can explain how people show resilience in different ways.
	Knowledge	<ul style="list-style-type: none"> - How to manage a setback/ perceived failure - How to re-frame unhelpful thinking and that this leads to resilience - Different people require different types of resilience - What is resilience? - Some people have had to overcome huge challenges in order to be successful
	Skills	<ul style="list-style-type: none"> - Identifying when and how people have shown resilience in different scenarios - Understanding that different people find different things hard (a challenge for one is not necessarily a challenge for all)
	Suggested activities	Examples of scenarios and how resilience has been demonstrated e.g. overcoming physical disabilities, conflict etc.
3 HWB	Learning objective	I can display resilience and determination in my own life.
	Knowledge	<ul style="list-style-type: none"> - Everybody requires resilience and determination in all aspects of life - Sometimes the best thing to do is not the easiest thing to do - Everybody will face challenges and require determination at some point in their lives - Feeling unsettled and unsure is normal human behaviour
	Skills	<ul style="list-style-type: none"> - Who should you go to if you need help? - Keep trying until you are heard and be the voice for others
	Suggested activities	Scenario-based child-friendly examples. E.g. playground arguments, homework, classroom competition.
4 HWB	Learning objective	I can understand that everybody has worries.
	Knowledge	<ul style="list-style-type: none"> - Everybody has worries and this is normal - Worries are different for different people - You cannot necessarily eradicate worries but can learn to manage them - There are some things that we have no control over
	Skills	<ul style="list-style-type: none"> - Identifying scale of the worry and understanding that worries are normal
	Suggested activities	<p>Book: Katie Hickey – A children's book of mindfulness Identify worries and think about the size of the problem.</p>
5 HWB	Learning objective	I can identify strategies for managing my worries.
	Knowledge	<ul style="list-style-type: none"> - Everybody has worries - You can't always overcome worries, but you can develop strategies for managing them
	Skills	<ul style="list-style-type: none"> - Acknowledging the validity of other people's worries - Identifying personal strategies for facing worries
	Suggested activities	<p>Book: Tom Percival - Ruby's Worry Identifying personal worries/fears and strategies to manage them.</p>
6 LWW	Learning objective	To learn that decisions can be made about spending money based on budget, value, and needs.
	Knowledge	<ul style="list-style-type: none"> - Recap – difference between wants and needs from Year 3 - What are the essential human needs?

		<ul style="list-style-type: none"> - Recognise where money comes from and how it is used - Recognise that people making spending decisions based on priorities, needs and wants
	Skills	<ul style="list-style-type: none"> - Identify how budget, value and needs can influence decisions about spending money - Explain different ways that money can be saved and kept safe, and why this is important - Explain the importance of keeping track of money
	Suggested activities	PSHE Association resources (Making decisions about money).
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 4 – Spring 2 (Politeness)

1 R	Learning objective	I can identify ways to speak more politely.
	Knowledge	<ul style="list-style-type: none"> - We have the power to adjust how we speak in order to improve politeness - It is possible to communicate the same message in a politer (softer) way - If you ask in a politer manner, you are more likely to achieve your aim - Key phrases/words to aid in politeness e.g. may I, could I, excuse me etc.
	Skills	- Adjusting spoken statements to make them politer
	Suggested activities	Children given list of statements and tasked with making them politer. Book: Rude Cakes
2 R	Learning objective	I can identify ways to demonstrate politeness through my actions.
	Knowledge	<ul style="list-style-type: none"> - We can display politeness through all we do - Our actions have a significant impact on those around us - Which actions can be interpreted as rude? E.g. eye contact, pointing etc. - We need to adapt our actions depending on the audience e.g. friends or grandparents or teachers - First impressions are important
	Skills	<ul style="list-style-type: none"> - Identifying when behaviour needs to be adapted - Showing awareness of how your behaviour presents to others
	Suggested activities	Role-play behaviour in different scenarios.
3 R	Learning objective	I can explain the importance of the British Values.
	Knowledge	<ul style="list-style-type: none"> - There are 4 British Values – Democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs - What does it mean to be British? - Why are these values important? - What would happen without these values? - What is diversity?
	Skills	- Demonstrating politeness and respect to all
	Suggested activities	Match different actions/scenarios to different values.
4 R	Learning objective	I can understand the importance of modesty and positive praise.
	Knowledge	<ul style="list-style-type: none"> - What is modesty? - Why is it important? - Why are compliments important?

		- Key words/phrases to use e.g. I like the way you..., I really like your..., I'm proud of myself because...
	Skills	- Identifying times when you can show positive praise
	Suggested activities	Role-play – practising positive praise with others.
5	Learning objective	I can explain the importance of good personal hygiene.
HWB	Knowledge	<ul style="list-style-type: none"> - Identify aspects of hygiene: dental care, washing your body, hair, clothes, hands. - Recap of oral hygiene from Year 3 including healthy eating choices - Consequences of poor personal hygiene e.g. spread of infection (in own body and between people), social standards
	Skills	<ul style="list-style-type: none"> - Identify the frequency of hygiene routines - Identify necessary changes to own personal hygiene
	Suggested activities	Book: Tissue Please Match frequency to personal hygiene routine (hands, hair, body, teeth, clothes).
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 4 – Summer 1 (Fairness)

1	Learning objective	I can explain the importance of following rules to ensure fairness.
L W W	Knowledge	<ul style="list-style-type: none"> - Rules apply to all and enable fairness - There are rules in place in all aspects of life e.g. road signs, laws, school etc. - Rules have to be communicated and consistent to be fair. E.g. playtime games etc. - There are consequences when rules and laws are not followed
	Skills	- Applying understanding to different situations in order to ensure fairness
	Suggested activities	Child-appropriate scenarios or how to manage/communicate rules enabling fairness. E.g. making a 2-player game for 3 people.
2	Learning objective	I know that all children in the world have rights.
	Knowledge	<ul style="list-style-type: none"> - Recap children's rights and responsibilities from Year 3 - Children's rights across the world are the same but are not always met - Why are children's rights not always met? E.g. poverty, war, family situations, culture etc.
	Skills	<ul style="list-style-type: none"> - Identifying barriers to children's rights - Appreciating opportunities in our own lives
	Suggested activities	Book: Extracts from Malala Yousafzai's Story Charity videos/resources about challenges in receiving education.
3	Learning objective	I understand that Britain is a diverse country.
	Knowledge	<ul style="list-style-type: none"> - Recap - What is diversity? - What was the British Empire? - The evolution of the British Empire is one contributing factor to Britain being such a diverse country - In 1948 a ship called The Windrush brought people from Caribbean islands which were part of the British Empire to live and work in Britain - Floella Benjamin's parents travelled to Britain as part of the 'Windrush generation'
	Skills	
	Suggested activities	Book: Floella Benjamin – Coming to England
4	Learning objective	I can identify challenges faced by people arriving in Britain from other countries.

	Knowledge	<ul style="list-style-type: none"> - What is the difference between an immigrant and a refugee? - Why do people move to the UK? - What challenges might people face when they first arrive in the UK?
	Skills	<ul style="list-style-type: none"> - Empathy and understanding
	Suggested activities	Book: Mary Hoffman – The Colour of Home
5	Learning objective	I can recognise the benefits of living in a diverse community.
	Knowledge	<ul style="list-style-type: none"> - What does diversity look like in society? - Much of our everyday culture is due to living in a diverse culture e.g. food, music, entertainment, festivals, sport - It is important to celebrate difference
	Skills	<ul style="list-style-type: none"> - Valuing the contributions that different people and groups make to the community
	Suggested activities	https://plprimarystars.com/resources/diversity
6	Learning objective	I know what disability is and how this can affect people's lives.
	Knowledge	<ul style="list-style-type: none"> - People live with different disabilities - Everyone deserves to be treated with respect - People should not be defined by their disability - Not all disabilities are visible - What is disability? - It can be physical, to do with your learning or to do with your mind
	Skills	<ul style="list-style-type: none"> - Empathy and understanding
	Suggested activities	Watching a video about living with a disability.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 4 – Summer 2 (Cooperation)

1	Learning objective	I can practise cooperation.
	Knowledge	<ul style="list-style-type: none"> - Cooperation is beneficial in teamwork - It involves compromise and listening skills - Reinforcing information from assemblies about the meaning of cooperation
	Skills	<ul style="list-style-type: none"> - Using verbal and non-verbal communication skills successfully to aid cooperation - Overcoming challenges in cooperation
	Suggested activities	Cooperation games e.g. balloon pop, hoop pass, bench shuffle
2	Learning objective	I can recognise that healthy friendships make people feel included.
R	Knowledge	<ul style="list-style-type: none"> - To know what the qualities of a healthy friendship are - To recognise that friendships have ups and down and we need strategies to resolve disputes and reconcile differences positively/kindly - To recognise the importance of inclusion and how to include others in games, lunchtimes, social groups - To understand the negative impacts of exclusion
	Skills	<ul style="list-style-type: none"> - Recognising the signs of people feeling lonely and left out - Identifying strategies to include people in games - Recognising when you are being influenced negatively by peers and to make good choices

	Suggested activities	Scenario discussion Role-play scenarios – with given scripts and freeze frame to discuss feelings at different stages – how could the ending change?
3	Learning objective	I can recognise the benefits of being part of different social groups.
	Knowledge	<ul style="list-style-type: none"> - There are many different types of social groups – religious, sports, clubs, music, family time etc. - What are the benefits to belonging to such groups? - Do you get different skills and opportunities from different groups? - Do all of your groups add value to your life? - Are there some groups which would add more value to your life?
	Skills	<ul style="list-style-type: none"> - Reflecting on own social groups and the impacts they have.
	Suggested activities	Children given outline of body. Write clubs/groups inside the outline, draw line outside of outline and explain the positive impacts of each group.
4	Learning objective	I can identify strategies for and the importance of compromise.
	Knowledge	<ul style="list-style-type: none"> - Compromise is an important way to manage conflict on the playground. - Compromising is a skill which is required throughout life. - No matter how similar people are, everyone is unique and will differ in interests and responses to things.
	Skills	<ul style="list-style-type: none"> - Strategies for compromising.
	Suggested activities	Discussion using PowerPoint as prompt. Practising key vocabulary to use in situations requiring compromise. Compromise bingo.
5	Learning objective	I can explain the importance of home safety.
	Knowledge	<ul style="list-style-type: none"> - Difference between a hazard and a risk. - Some hazards in the home (fire risk, medicines and household products/chemicals, stairs, windows, electrical, digital devices etc). - The importance of storing medicines in the correct place and following instructions from adults. - As you get older there are greater risks but the importance of being trusted (not running down the stairs, electrical safety, fire safety).
	Skills	<ul style="list-style-type: none"> - Identifying in their own house things parents do to keep them safe. - Identifying greater responsibility with age and what they are allowed to do now. - Looking at a room in the house (kitchen) and identifying the risks/ dangers and what safety precautions are taken.
	Suggested activities	
6	Learning objective	I can reflect on Year 4 and prepare for Year 5.
	Knowledge	<ul style="list-style-type: none"> - In Year 5, there will be a few changes: <ul style="list-style-type: none"> o More homework o More responsibilities and independence e.g. buddies o Some children might have tutors or be expected to do more learning outside of school o Different toilets o Line up in a different place
	Skills	<ul style="list-style-type: none"> - Self-reflection of Year 4 including successes and challenges. - Identifying things to look forward to next year.
	Suggested activities	Alphabet poem to summarise key reflections

Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).

Year 5 – Autumn 1 (Trust)

1 R	Learning objective	I can explain what trust is and how it can be shown. <i>Note – this lesson should be covered over the first few days of term in September. It may take several lessons.</i>
	Knowledge	<ul style="list-style-type: none"> - DSLs in school - Trusted adults outside of school - How can trust be demonstrated? - How can I be trusted within my class? - What do I trust my teacher to do? - What is trust? - Zones of regulation recap
	Skills	<ul style="list-style-type: none"> - Identifying ways that I can be trusted at school - Identifying ways that I can show trust at school - Identifying how I can be more responsible in Year 5
	Suggested activities	Planners, class rules and expectations, trust at school and home.
2 R LWW	Learning objective	I can identify good qualities to represent my class in School Council. <i>Note – this does not need to take a whole PSHE lesson (could be completed during smaller time slots across the week)</i>
	Knowledge	<ul style="list-style-type: none"> - What does school council do? - What qualities are required to successfully represent other people? - How school council can reflect opinions of different groups on our community; what living in a school community means - To value the different contributions that people make to the community - Everybody’s opinion is equal and important
	Skills	<ul style="list-style-type: none"> - Speaking in front of others - Identifying qualities needed to represent other people’s opinions
	Suggested activities	Discussion around what school council is, school council speeches. Use last year’s school council representatives to discuss successes and difficulties of the role.
3 HWB LWW	Learning objective	I can identify the national emergency services.
	Knowledge	<ul style="list-style-type: none"> - Emergency services: ambulance, police, fire brigade, coast guard, RNLI, mountain rescue, cave rescue - How to make an emergency call - The information to give during an emergency call - The importance of protecting our emergency services – hoax calls
	Skills	<ul style="list-style-type: none"> - How to make an emergency call - Recognising how to identify an emergency that may require the emergency services - Knowing how to respond and react in an emergency situation
	Suggested activities	
4 R	Learning objective	I can understand that it is not always possible to keep a secret.
	Knowledge	<ul style="list-style-type: none"> - Secrets that we cannot keep: <ul style="list-style-type: none"> o Ones that affect people’s safety o Ones that make us feel uncomfortable o Adults’ secrets that don’t feel right - What is a rumour? - Difference between secrets and surprises
	Skills	<ul style="list-style-type: none"> - Being able to identify when it is right to keep something secret and when to break confidence

		- Being able to recognise when the pressure to do something/ keep something secret makes them feel uncomfortable
	Suggested activities	Scenarios and discussion of different types of secrets relevant to children e.g. playground, online, within families etc.
5	Learning objective	I can explain how to stay safe around water and keep safe in the local environment.
LWW HWB	Knowledge	<ul style="list-style-type: none"> - Water can be very dangerous - There are hidden dangers under the water - Put yourself first over others – don't go back in to try and help, go and get the emergency services - Local waterways and areas of danger (Chipstead Lakes, Bradbourne Wildfowl reserve etc.)
	Skills	<ul style="list-style-type: none"> - How to keep safe around different types of water - How to predict, assess and manage risk to different water related scenarios
	Suggested activities	Show different types of activities in water, including the local area and children discuss the risks.
6	Learning objective	I can learn about risk in everyday situations.
HWB	Knowledge	- Explaining what makes a risk worth taking and what makes it too risky
	Skills	<ul style="list-style-type: none"> - Assessing how risky everyday activities are - 'Stop and think' before taking a risk
	Suggested activities	- Provide different situations for children to discuss with each other if the risk is worth taking, identify the law that is in place
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 5 – Autumn 2 (Kindness)

1	Learning objective	I can identify key characteristics of family life, understanding respect for everyone's family
R	Knowledge	<ul style="list-style-type: none"> - Families are different (single parents, step-parents, blended families, same sex parents, foster, extended) - Families may have different traditions and rules - You should respect other families - Families of all types are built around the same characteristics e.g. love, security stability etc. - Other shared characteristics of healthy family life are: care, commitment, loyalty, spending time together, being there when times are tough - Difference between friendship and relationship
	Skills	- Respecting difference
	Suggested activities	Book: Who's in a family?
2	Learning objective	I can explain what mental health is and how we can take care of it.
HWB	Knowledge	<ul style="list-style-type: none"> - What is meant by the term 'mental health'? - Everybody has the right to some control over what they do - Everybody needs time to relax
	Skills	<ul style="list-style-type: none"> - Identify everyday behaviours that can support mental health - Recognising that we can take care of our mental health
	Suggested activities	Discussion about ideas for supporting mental health and develop 'toolbox' for managing their own mental health.

3 R	Learning objective	I can identify the impact of bullying on others. (This should include both offline and online) <i>Note: this lesson should coincide with Anti-Bullying Week.</i>
	Knowledge	<ul style="list-style-type: none"> - Different types of bullying - Difference between banter and bullying - There are some very sensitive areas which should be avoided and can often cause upset e.g. race, religion, gender, culture, appearance, family, interests, likes/dislikes - Recognise the consequences of hurtful behaviour - Know where to get support for themselves/others if they have concerns
	Skills	<ul style="list-style-type: none"> - Recognising when someone is offended or upset by what you are doing/saying - Adjusting your behaviour depending on the audience
	Suggested activities	
4 R	Learning objective	I can explain the benefits and importance of including others.
	Knowledge	<ul style="list-style-type: none"> - Differences between friends, what they might have in common and what brings them together - What might make someone feel excluded? How can you support them? - Benefits of friendship and being part of a group - Ways to include others
	Skills	<ul style="list-style-type: none"> - Applying knowledge to school-specific games
	Suggested activities	
5 HWB	Learning objective	I can understand and develop strategies to manage the feelings of loss.
	Knowledge	<ul style="list-style-type: none"> - People experience a range of emotions when grieving - Grief changes over time and it does get easier - Overcoming misconception of grief getting smaller
	Skills	<ul style="list-style-type: none"> - Identifying strategies to use if you are affected by grief
	Suggested activities	Book: Michael Rosen's Sad Book Winston's Wish lessons
6 HWB	Learning objective	I understand the importance of healthy lifestyle choices.
	Knowledge	<ul style="list-style-type: none"> - A combination of healthy eating, sleeping and exercise contribute to a healthy lifestyle - What makes a balanced diet? How can you make healthy meal choices? - Sleep is very important and the impacts that lack of sleep has on body, feelings, behaviour and ability to learn - How can you wind down to go to sleep? - Importance of exercise e.g. walking to school, daily mile
	Skills	<ul style="list-style-type: none"> - Identify ways to improve lifestyle choices - Identifying good routines before bedtime to aid sleeping well e.g. not looking at a phone
	Suggested activities	Children look at own weekly timetable and identify areas of physical exercise, healthy foods, sleep routines.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 5 – Spring 1 (Determination)

1 HWB	Learning objective	I can explain the importance of maintaining a growth mindset through challenges.
	Knowledge	<ul style="list-style-type: none"> - It's harder to have a growth mindset when things are challenging - Overcoming challenges can be very rewarding

		- You have control over your mindset and therefore your ability to overcome challenges
	Skills	- Identifying personal goals where they would like to approach something with more of a growth mindset at the start of a new year
	Suggested activities	Book: Kobi Yamada - What do you do with a problem? Target setting and reflection to focus on overcoming challenging through a growth mindset.
2 HWB LWW	Learning objective	I can celebrate who I am.
	Knowledge	- It is important to feel proud of who you are including qualities such as kindness, empathy etc. - "Comparison is the thief of joy." - We are more than just our successes, we should feel proud of ourselves - Appearance and material possessions should not determine your worth - Identifying own personal strengths, skills, achievements and how these lead to a sense of self-worth
	Skills	- Identifying items/characteristics which represent different people - Recognising personal strengths/positive characteristics about themselves
	Suggested activities	Children bring in a pack of resources or create a mind map to share with the class which celebrate themselves and who they are (own family, family traditions, cultures, religion, hobbies, interests). Children try to work out who they have in the class from looking at the special items or mind maps. Teacher models with own items or mind map.
3 HWB	Learning objective	I can identify when I am feeling overwhelmed.
	Knowledge	- You should try your best to achieve your potential - It is important to recognise personal limits and voice these - If you are at capacity, pushing yourself further would be detrimental to your mental health and would also not be productive for making progress - Stopping when you're at capacity is not a sign of weakness - It is important to make sure you talk to someone if you are feeling overwhelmed
	Skills	- How do you know when you are at capacity and are likely to feel overwhelmed? - Who would you go to if you needed support? - Would this differ in different scenarios?
	Suggested activities	Book: Oliver Jeffers – The incredible book eating boy Analogies: watering a flower too much, cup overflowing.
4 HWB	Learning objective	I can identify strategies for managing worries.
	Knowledge	- Everybody has worries and they are normal. - How do worries present in your body? - In Year 5 there are added pressures of schools / 11+ etc. - Many worries can be resolved with help and support
	Skills	- Identifying personal worries - Developing a toolkit for different scenarios - Using toolkit - Identifying trusted adults
	Suggested activities	Book: Shaun Tan – The Red Tree Use 'Blob Tree' to show how people feel at different moments of time. Create a 'personal toolkit' to help them if they are feeling worried in different circumstances (school and home) e.g. breathing, journaling, talking, drawing, exercise, mindfulness, hobbies, pets, rethinking etc.
5 HWB	Learning objective	I can identify how others have demonstrated resilience.
	Knowledge	- You can make a difference as a child

		<ul style="list-style-type: none"> - Despite facing great adversity, people demonstrate amazing determination - Bravery is a key part of demonstrating resilience and determination - How have inspirational people overcome challenges? E.g. not being able to learn, ensuring others can learn, standing up for rights
	Skills	- Identifying when an inspirational person has demonstrated resilience and determination
	Suggested activities	Recap the life of Malala Yousafzai (from Year 4) and identify how she has shown determination. Could use extracts from the book in Year 4.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 5 – Spring 2 (Politeness)

1 R	Learning objective	I can understand how good manners show respect to others.
	Knowledge	<ul style="list-style-type: none"> - Understand how your actions can make others feel - Recap learning from Years 3 & 4 - It is important to show good manners and be respectful to everyone e.g. online, in school, service industries - Recap from Year 4: Understand the impact of word choices
	Skills	<ul style="list-style-type: none"> - Identify positive and negative language - Have strategies to improve and support courteous and respectful relationships in school and wider society
	Suggested activities	Starter: address misconceptions of different levels of hierarchy within school and wider community. Book: Do Unto Others – A book about manners Consider how to act in different scenarios.
2 HWB	Learning objective	I can judge whether my feelings are appropriate and proportionate.
	Knowledge	<ul style="list-style-type: none"> - Definitions of appropriate and proportionate - Know the difference between appropriate and proportionate in different situations - Understand that every feeling is appropriate but the response needs to be proportionate
	Skills	<ul style="list-style-type: none"> - Identify your own emotions - How to manage your emotions in different scenarios and with different people
	Suggested activities	Look at scenarios with a partner.
3 LWW	Learning objective	I understand that humans affect the environment.
	Knowledge	<ul style="list-style-type: none"> - Humans affect the environment in both positive and negative ways - Reduce, reuse and recycle is a useful way of having a positive impact - How can everybody make a positive impact at school? At home?
	Skills	<ul style="list-style-type: none"> - Identifying ways to have a positive impact on the environment - Identifying ways to reduce, reuse and recycle more
	Suggested activities	Make posters about having a positive impact in classrooms at school. e.g. saving water, not wasting paper, lights off, lids on pens etc.
4 HWB	Learning objective	I can explain ways to maintain good personal hygiene.
	Knowledge	<ul style="list-style-type: none"> - Identify aspects of hygiene: dental care, washing your body, hair, clothes, hands. - Recap of oral hygiene from Year 3 and general hygiene from Year 4 including healthy eating choices - Consequences of poor personal hygiene e.g. spread of infection (in own body and between people), social standards

		- Identify what elements of personal hygiene change as you get older and go through puberty
	Skills	- Identify the frequency of hygiene routines - Apply knowledge learned to their routines
	Suggested activities	Discussion with scenarios including PE, summer etc.
5	Learning objective	I can explain ways to prevent ourselves and others becoming ill.
HWB	Knowledge	- There are many ways to help prevent illness: <ul style="list-style-type: none"> o Washing hands, catching sneezes, flushing toilets, disposing of tissues, wiping down surfaces, personal hygiene, vaccinations, healthy eating, managing allergies - Vaccines can reduce the risk or limit the severity of certain diseases and infections - A vaccine is a type of medicine that trains the body's immune system so that it can fight a disease it has not come into contact with before - Immunity is when your body is protected against an infectious disease - Knowing that an allergy can be managed and will contribute to good health
	Skills	- Identifying ways of preventing illness in everyday life - identifying when medicines are used responsibly how they contribute towards good health
	Suggested activities	Children look at images displaying ways germs can spread and highlight ways to improve this. Talcum powder – one child puts it on their hands and children around class shake hands.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 5 – Summer 1 (Fairness)

1	Learning objective	I can recognise that human rights exist to protect everyone.
L W W	Knowledge	- The United Nations is a type of government for the whole world, focusing on peace and security - The UN developed a list of human rights stating what we are all entitled to in order to make the world a fairer place - Difference between human rights and wants
	Skills	- Recognising the need for global human rights - Understanding the meaning of the human rights
	Suggested activities	Book: Amnesty International – We are all born free
2	Learning objective	I can understand that with rights come responsibilities.
L W W	Knowledge	- The criminal age of responsibility is 10 - As you get older, levels of responsibility increase - Recap: difference between rights and responsibilities
	Skills	- Identifying personal responsibilities linked to different rights
	Suggested activities	Match rights and responsibilities.
3	Learning objective	I can understand what democracy is and why it is necessary.
	Knowledge	- What is democracy? - How is democracy used in the UK? - How is democracy used in school? - Why is it important? - What makes democracy a fairer system? - Are there any weaknesses to a democracy?
	Skills	-

	Suggested activities	Discussion about the importance of democracy. Link to school council voting – majority of people not voting for the winner.
4	Learning objective	I know that people fight for equal rights.
	Knowledge	<ul style="list-style-type: none"> - Recap human rights - Martin Luther King fought for equal rights for black people as a campaigner in the civil rights movement
	Skills	
	Suggested activities	Young, gifted and black p.30 Discuss impact of Martin Luther King.
5	Learning objective	I can understand what an asylum seeker is and the challenges they face.
	Knowledge	<ul style="list-style-type: none"> - What is asylum? What is an asylum seeker? - What challenges are faced by asylum seeker?
	Skills	- Empathy and understanding
	Suggested activities	Book: Ben Morely – The Silence Seeker Activities around push and pull factors.
6	Learning objective	I understand people can view the same thing from different perspectives.
	Knowledge	<ul style="list-style-type: none"> - What is meant by perspective? - What influences people’s perspectives? E.g. life experience, culture, beliefs, physical position etc.
	Skills	- Recognising when other people have a different perspective and that this is valid
	Suggested activities	Book: Anthony Browne – Voices in the Park Show images which can be viewed in different ways e.g. optical illusions.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 5 – Summer 2 (Cooperation)

1 R H W B	Learning objective	To understand that friendships can change over time
	Knowledge	<p>That friendships change and that is normal and healthy</p> <p>There are benefits of having friendships with different groups of people</p> <p>know some ways of starting conversations with different groups of people</p>
	Skills	<ul style="list-style-type: none"> - how to make new friends - recognising the different groups of friendships the children have (inside of school, across year groups/ across clubs inside and out of school) - Identifying why you are friends with those different people - showing how to start conversations with different people to strike up a new friendship
	Suggested activities	-
2 L W W	Learning objective	To be able to discuss and debate topical issues with respect Note: links to text Boy at the Back of the Class
	Knowledge	<ul style="list-style-type: none"> - to understand what is meant by the term topical issues - understand their may be different views points and the strength of feelings associated with those - To consider some very topical issues (school, community, wider society, world)
	Skills	<ul style="list-style-type: none"> - To have the ability to listen carefully to the views of others who we don’t agree with - To be able to constructively challenge those they disagree with and demonstrate respect - To have a toolkit of phrases to use when you wish to challenge another person’s point of view

	Suggested activities	Class teacher to pick either topical issues in own class, school, local community, wider society that will provoke a strong response from the children. Carry out a class debate
3 H W B	Learning objective	I can understand the importance of keeping safe in the sun
	Knowledge	<ul style="list-style-type: none"> - recap on all the ways we can keep our physical and mental health safe with reminders about vaccinations etc - discuss the benefits of being outdoors and in fresh air and how the sun has benefits for our skin - knowledge of Vitamin D - know there are risks to overexposure and protection types including (sun stroke, exhaustion, long term skin cancer)
	Skills	<ul style="list-style-type: none"> - children able to identify how being out in the sun makes them feels - can identify how they protect themselves from the sun
	Suggested activities	<ul style="list-style-type: none"> - Give children images of being on holidays on beaches with suntans etc and discuss benefits and harms of sun
4 R H W B	Learning objective	I can understand the importance of seeking and giving permission in different situations
	Knowledge	<ul style="list-style-type: none"> - To know that people's permission is sought for different things (e.g signing school letters, signatures for) both face to face and online - to know what personal information is and why it is important to consider who this is shared with (risks to own safety) - the know the importance of not sharing personal information about others - To know different people might share different information with different people and recognise not to feel pressured into doing this - to know there can be greater risks online sharing personal information - What to do if they have concerns about their own or someone else's personal safety
	Skills	<ul style="list-style-type: none"> - to identify what constitutes their own personal information - to explain why permission is sought for different things - to be able to say what they would feel comfortable giving consent for and what they would not - to have strategies to say when they do not feel comfortable sharing personal information
	Suggested activities	Present children with different scenarios and they discuss in groups whether it would be ok to share personal information. Each group presents back to whole class
5 H W B	Learning objective	I can understand what the term puberty means and how it affects our bodies Time to change, Wet Dreams, Menstruation Cycle,
	Knowledge	<p>All the below is taught in same sex groups with two adults present with boys and girls learning about their own and the opposite sex. Materials are shared with parents first</p> <ul style="list-style-type: none"> - what the word puberty means and that everyone goes through it - that puberty happens at different time in our lives - that there are physical and emotional changes associated with puberty - the scientific names for male and female genitalia and internal reproductive organs - menstruation cycle, erections and wet dreams - the different types of sanitary products for girls when menstruation starts - where in school there are toilets for these products - importance of talking to a trusted adult about this stage in life
	Skills	<ul style="list-style-type: none"> - Respecting the changes that happen to both genders - Using with confidence the correct scientific language
	Suggested activities	<ul style="list-style-type: none"> - Using the resources with PowerPoints and video clips saved in Planning Folder under Year 5
6	Learning objective	I can understand the responsibilities of being in Year 6 and how to help myself if I feel stressed

	Knowledge	<ul style="list-style-type: none"> - With age comes more responsibility - Preparing for situations helps to alleviate potential stress
	Skills	<ul style="list-style-type: none"> - Being able to identify what difficulties they may face - Apply a known strategy that works for them to a situation
	Suggested activities	<ul style="list-style-type: none"> - Scenario questions for different situations in Year 6
<p><i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i></p>		

Year 6 – Autumn 1 (Trust)

1 R HWB	Learning objective	<p>I can explain what trust is and how it can be shown.</p> <p><i>Note – this lesson should be covered over the first few days of term in September. It may take several lessons.</i></p>
	Knowledge	<ul style="list-style-type: none"> - DSLs in school - Trusted adults outside of school - How can trust be demonstrated? - How can I be trusted within my class? - What do I trust my teacher to do? - What is trust? - Zones of regulation recap - That the older I get the more awareness I should have on how my behaviour impacts others
	Skills	<ul style="list-style-type: none"> - Identifying ways I can be trusted at school - Identifying ways I can show trust at school - Identifying how I can be more responsible in Year 6 (being a good role model) - identifying new opportunities and responsibilities that increasing independence brings
	Suggested activities	Planners, class rules and expectations, trust at school and home.
2 R LW W	Learning objective	<p>I can identify good qualities to represent my class and school in School Council and House Captains</p> <p><i>Note – this does not need to take a whole PSHE lesson (could be completed during smaller time slots across the week)</i></p>
	Knowledge	<ul style="list-style-type: none"> - What does school council do? - What do house captains do? - What qualities are required to successfully represent other people and the importance of valuing different groups within the community - Diversity within the school community has many benefits and the importance of valuing diversity in a shared space
	Skills	<ul style="list-style-type: none"> - Speaking in front of others - Identifying qualities needed - Ability to identify diversity in our community and speak up for everyone's needs
	Suggested activities	<p>Discussion around what school council is, school council speeches.</p> <p>Identifying scenarios where not all voices are being heard, or it is not diverse and only reflects the views of a chosen few</p> <p>Use last year's school council representatives to discuss successes and difficulties of the role.</p>
3 HWB	Learning objective	I can recognise what an asthma attack is and how to respond.
	Knowledge	<ul style="list-style-type: none"> - What is asthma? - How does asthma affect people? What does asthma feel like? - Symptoms of an asthma attack - How can you help someone having an asthma attack?
	Skills	<ul style="list-style-type: none"> - Applying understanding

	Suggested activities	Straw activity (not for children with asthma)
4	Learning objective	I know what first aid is and can explain how to provide first aid.
HWB	Knowledge	<ul style="list-style-type: none"> - How can you help someone who is injured? <ul style="list-style-type: none"> o Bleeding, shock, burns, scalds - What symptoms would someone display? - What scenarios could lead to these injuries? - When should you act?
	Skills	- Demonstrating the basic technique for dealing with a range of different injuries requiring first aid
	Suggested activities	Role play showing bandaging etc
5	Learning objective	I can place an unconscious casualty into the recovery position.
HWB	Knowledge	<ul style="list-style-type: none"> - When should someone be placed into the recovery position? - What signs and symptoms are you looking for? - Dr AB (danger, response, airways, breathing)
	Skills	- Manoeuvring a casualty into the recovery position
	Suggested activities	Practise in partners.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 6 – Autumn 2 (Kindness)

1	Learning objective	I can identify ways to resolve conflict.
R	Knowledge	<ul style="list-style-type: none"> - Recap: family structures and characteristics - Conflict occurs in all aspects of life- school life, family life. - What is conflict?
	Skills	<ul style="list-style-type: none"> - Identifying when it is appropriate for you to support in conflict resolution - Identifying when you might need additional support
	Suggested activities	Role-play scenarios
2	Learning objective	I can make my own informed decisions in order to have a balanced healthy lifestyle.
HWB	Knowledge	<ul style="list-style-type: none"> - Recap: what is mental health and physical health? - Recap: what are the elements of balanced healthy lifestyle choices (diet, sleep, exercise etc.) - Other things also have a significant impact on our health e.g. friendships and relationships - We have a responsibility to manage our emotions and can use strategies to improve our mental health (recap – zones of regulation) - As you get older, you have more control over making positive decisions - What influences our lifestyle choices? Are these having a positive or negative impact?
	Skills	- Reflecting on own lifestyle choices – What is going well? What could be improved?
	Suggested activities	Children to list elements of a balanced healthy lifestyle and analyse how well they are doing them.
3	Learning objective	I can explain the causes and impacts of bullying. <i>Note: this lesson should coincide with Anti-Bullying Week.</i>
R	Knowledge	- Recap: What is bullying? Different types (teasing, name-calling, bullying, trolling, harassment and deliberate exclusion)

		<ul style="list-style-type: none"> - Why might people bully others? - What impact does bullying have? - What is indirect bullying? - As a bystander of bullying, you should stand up for what is right
	Skills	<ul style="list-style-type: none"> - Recognising when bullying exists - Identifying what to do as a bystander of bullying
	Suggested activities	-
4 R	Learning objective	I can understand how family structures can change.
	Knowledge	<ul style="list-style-type: none"> - Recap: how can families change? Why? - Emotional impact of a family changing - How can you support others going through this change? - Emotions may differ within the family unit
	Skills	<ul style="list-style-type: none"> - Supporting others going through change - Managing own emotions
	Suggested activities	Book: My Mum Doesn't Live Here Anymore
5 HWB	Learning objective	I can understand the importance of memories in times of change.
	Knowledge	<ul style="list-style-type: none"> - It is important to recognise and share emotions - Memories help us to overcome challenges as well as self-regulate
	Skills	<ul style="list-style-type: none"> - Apply understanding
	Suggested activities	Book: The Heart and the Bottle
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 6 – Spring 1 (Determination)

1 HWB	Learning objective	I can reflect on my own growth mindset.
	Knowledge	<ul style="list-style-type: none"> - You have control of your mindset and your ability to successfully overcome challenges - You can change your mindset
	Skills	<ul style="list-style-type: none"> - Self-reflection of extend of growth mindset
	Suggested activities	Quiz – children score their own growth mindset
2 LWW HWB	Learning objective	I can understand how people use their position for positive change.
	Knowledge	<ul style="list-style-type: none"> - People can overcome and help others through adversity - Understanding inspirational person's obstacles and how they used their experience to inspire change - Turning a negative into a positive
	Skills	<ul style="list-style-type: none"> - Identify human needs - Identify our own role in bringing about change
	Suggested activities	Case study of inspirational person e.g. Marcus Rashford. Create a campaign for something they feel passionate about changing in society.
3 HWB	Learning objective	I can identify strategies for managing worries.
	Knowledge	<ul style="list-style-type: none"> - Everybody has worries and they are normal

		<ul style="list-style-type: none"> - How do worries present in your body? - Ignoring worries is not beneficial; you must address them e.g. talk to someone
	Skills	<ul style="list-style-type: none"> - Identifying personal worries - Developing a personal toolkit for different scenarios - Using toolkit
	Suggested activities	Refer back to Year 5 toolkit. Children add to their Year 5 toolkit work.
4	Learning objective	I understand the need to budget and consider the value of money.
LWW HWB	Knowledge	<ul style="list-style-type: none"> - Recap differences between wants and needs - How can budget, value and needs influence decisions about spending? - How can money be saved and kept safe? Why is this important? (Issues surrounding theft and gambling) - Why is it important to keep track of money? - The decisions someone makes about their money might affect their feelings - Sources of information and support - What might influence people's spending decisions?
	Skills	-
	Suggested activities	PSHE Association PowerPoint Presentation (Y4 lesson 2) Look at different scenarios and reflect on personal ways they keep track of their money and the importance of saving money.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 6 – Spring 2 (Politeness)

1	Learning objective	I can identify the main political parties in the UK. <i>Note: these lessons link to British Values and are taught outside of the normal PSHE curriculum time.</i>
LWW	Knowledge	<ul style="list-style-type: none"> - Who are the current political leaders? - What are the main parties? - What are their colours/symbols? - What are the main priorities of different parties?
	Skills	- Identifying aspects of different parties' manifestos that you agree or disagree with
	Suggested activities	Children read through manifestos and highlight things they agree/disagree with in different colours.
2	Learning objective	I can explain how laws are made in the UK. <i>Note: these lessons link to British Values and are taught outside of the normal PSHE curriculum time.</i>
LWW	Knowledge	<ul style="list-style-type: none"> - Recap – British Values - What is the difference between a rule and a law? - How are laws made in the UK? - What are the consequences on not following laws? - What is the House of Lords? What happens there? - What is the House of Commons? What happens there? - Types of bills
	Skills	- Explaining/summarising the process of how a law is formed
	Suggested activities	Children identify real/fake laws. Quiz on making laws. Children create a comic strip to show how a bill is turned into a law.
3	Learning objective	I understand the term democracy and how general elections work.
	Knowledge	- What is democracy?

LWW		<ul style="list-style-type: none"> - What is the difference between democracy and dictatorship? - Who rules the UK? - What is an election? What happens before/during/after and election? - Many campaigns have taken place allowing the UK to become more democratic - Not all countries are ruled by democracy
	Skills	- Cross-curricular – speaking and listening, forming opinions, persuasion
	Suggested activities	Children work in groups and prepare manifesto for political party, present manifesto and then vote to see who wins the class general election.
4 LWW	Learning objective	I understand the role of an MP.
	Knowledge	<ul style="list-style-type: none"> - Recap key terms from previous lessons - Who sits in the House of Commons? - The UK is divided into 650 constituencies - How do candidates campaign for votes? - For one political party to win, they have to get at least 326 seats in the House of Commons - What is the role of MPs? - What does our MP do in Sevenoaks? - What are Private Members' Bills?
	Skills	- Identifying appropriate proposal headings
	Suggested activities	Children create a proposal for a Private Members' Bill.
5 R	Learning objective	I can maintain positive relationships as I get older.
	Knowledge	<ul style="list-style-type: none"> - You face different challenges within friendships as you get older <ul style="list-style-type: none"> ▪ Playground falling out ▪ WhatsApp groups ▪ Online arguments ▪ Secrets ▪ Interests changing ▪ Friendships growing apart ▪ Challenging friendship dynamics ▪ Rumours - Positive features of healthy friendships e.g. loyalty, common interests, trust etc. - Friendships can support wellbeing - Same principles apply in all circumstances e.g. online
	Skills	<ul style="list-style-type: none"> - Identifying strategies to help maintain friendships through challenging times - Identifying what can have a negative impact on a friendship
	Suggested activities	Scenario-based examples for children to explore.
6 R	Learning objective	I can recognise there are different types of relationships.
	Knowledge	<ul style="list-style-type: none"> - There are different types of relationships: Friendship, family relationships, romantic relationships, online relationships, trusted adults e.g. teachers, friends' parents, club leaders, sports coaches - It is important to maintain positive relationships with different people - How do these relationships differ? - How do these relationships support us? - What are the features of these different relationships? - How do these relationships differ throughout life?
	Skills	- Identifying different relationships in personal life

	Suggested activities	Develop a web of relationships including discussion of how this may change as you get older.
<i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i>		

Year 6 – Summer 1 (Fairness)

1 R	Learning objective	I can understand what discrimination and prejudice is and how to challenge it.
	Knowledge	<ul style="list-style-type: none"> - What is discrimination? Where does it exist? - What is prejudice? - Key characteristics that people are often discriminated by (age, race, religion, gender, disability)
	Skills	<ul style="list-style-type: none"> - Recognising if discrimination/prejudice is taking place - Identifying how to respond appropriately in different scenarios
	Suggested activities	Give children scenarios to act out in groups which involve discrimination and the rest of the class identify what the elements of discrimination are, how others are feeling and how they could challenge the discrimination.
2 HWB	Learning objective	I can consider my own personal identity and celebrate who I am.
	Knowledge	<ul style="list-style-type: none"> - What constitutes a person's personal identity? (e.g. ethnicity, family, gender, faith, culture, hobbies, likes and dislikes) - Diversity and the importance of celebrating uniqueness - Personal identity may change as you get older and experience different things - Recap: identify is more than achievements
	Skills	<ul style="list-style-type: none"> - Identifying personal identity - Showing respect and tolerance for others
	Suggested activities	Poster to celebrate themselves. Rap about themselves.
3 - 5	Learning objective	I understand factors that contribute to Britain being a diverse country.
	Knowledge	<ul style="list-style-type: none"> - Why is Britain a diverse country? - Why have people come to Britain from other countries?
	Skills	-
	Suggested activities	Book: Floella Benjamin – Coming to England Read and discuss book throughout term PSHE lessons and class book time.
6 LWW	Learning objective	I can consider long-term goals linked to future careers.
	Knowledge	<ul style="list-style-type: none"> - There are a broad range of future jobs/careers - Stereotypes should not limit future jobs - There are influences on future decisions including family connections, personal interests etc. - People often have more than one career or change careers during their lifetime Money can be an influencing factor for some and not others (voluntary work) - There are different routes into careers (college, apprenticeships, university) - Some skills are required for different types of jobs
	Skills	-
	Suggested activities	Complete quiz on iPads: http://makeitquiz.bbcnitechops.co.uk/ Children record their suggested careers and highest scoring skills.

Year 6 – Summer 2 (Cooperation)

1 R	Learning objective	I can understand the risks and effects of legal drugs common to everyday life
	Knowledge	<ul style="list-style-type: none"> - risks and effects of e-cigarettes, cigarettes, vaping, alcohol, medicines - That drug use can become a habit which is difficult to break - That there are laws which surround the use of legal drugs and some drugs are illegal to own, use and give to others - why some people choose to use or not use drugs (nicotine, alcohol, and medicines) - There are mixed messages in the media about drugs, alcohol, vaping etc - there are organisations to support people concerning drug use -
	Skills	<ul style="list-style-type: none"> - Using the technical vocabulary e.g addiction - Ability to identify the risks involved with drugs
	Suggested activities	<ul style="list-style-type: none"> -matching up the different drugs visually -Role play and scenarios
2 H W B	Learning objective	To consider how friendships change over time and recognise the benefits of having friends
	Knowledge	<ul style="list-style-type: none"> - recap from Year 5 on how friendships change over time and the importance of having friendships - recap on how sometimes seeking approval of friends can lead people to behave in different ways (positive and negative eg peer pressure etc) - recognise if a friendship (online or offline) is making them feel uncomfortable or unsafe and what to do about this - importance of making new friendships across a wide spectrum of people and ages - reminder about the importance of seeking support if feeling lonely or excluded
	Skills	<ul style="list-style-type: none"> - being able to identify positive qualities in friendships - having starter/ opening phrases to talk to someone new (secondary school) - how to show an interest in others when having conversations and the next question to ask - awareness of feelings in friendships that make us feel uncomfortable and what to do about this
	Suggested activities	Make different groups of children who are not normally friends talk to one another/ across three classes in year group
3 R	Learning objective	I can understand different types of physical contact and what is acceptable and unacceptable
	Knowledge	<ul style="list-style-type: none"> - understand the term physical contact - recognise how human beings need forms of physical contact (warmth, security of cuddles/ holding hands, kiss etc) - recognise positive feelings associated with it - recognise negative/unwanted feelings associated (include boisterous/ rough, kissing
	Skills	<ul style="list-style-type: none"> - know which people they have physical contact with - identify different forms of physical contact and with whom - identifying own positive and negative feelings - toolkit of strategies of how to respond to unwanted physical contact
	Suggested activities	Role play and scenarios
4	Learning objective	I can identify the similarities and differences between primary and secondary school
	Knowledge	<ul style="list-style-type: none"> - Travel to school

R		<ul style="list-style-type: none"> - More than 1 classroom - More than 1 teacher - Timetable - Playground - Lockers - Can be same gender - Science split - Split for PE
	Skills	<ul style="list-style-type: none"> - Apply strategies for different scenarios
	Suggested activities	<ul style="list-style-type: none"> - Venn diagram of similarities and differences (children to add own examples, too) - Match strategies to scenarios - Worry boxes
5	Learning objective	I know how to organise myself at secondary school
	Knowledge	<ul style="list-style-type: none"> - Carry books around with you - Time-keeping (more independent) - Correct timetable - Using your locker - Planners are very useful - Much more independence – parents won't be phoned etc. - Looking after own belongings – responsibility - Packing bag the night before
	Skills	<ul style="list-style-type: none"> - Reading a timetable - Identifying how to keep yourself organised - Reflect on current habits and what needs to change
	Suggested activities	<ul style="list-style-type: none"> - Class discussion, using example timetables - Worry boxes
6	Learning objective	I can read a bus and train timetable
	Knowledge	<ul style="list-style-type: none"> - How a timetable works - How to tell the time - Timetables are in 24-hour time
	Skills	<ul style="list-style-type: none"> - Telling the time - Knowing 24-hour time - Reading a timetable
	Suggested activities	<ul style="list-style-type: none"> - Use a timetable to create scenarios for partner to answer.
R H W B	Learning objective	I can understand the changes that happen during puberty
	Knowledge	<ul style="list-style-type: none"> - recap on puberty and the physical effects and hormonal effects of the changes (re-use videos from Y5) - Periods, wet dreams, physical and emotional changes - Happens to people at different times - Reproductive organs of male and female - Knowing where to get more information and who to talk
	Skills	<ul style="list-style-type: none"> - Identifying zones of relevance (important now? Future? Not at all?)
	Suggested activities	<ul style="list-style-type: none"> - Videos - Scenarios discussion - Statements for importance
8	Learning objective	I can understand how to manage personal changes and become more independent

	Knowledge	<ul style="list-style-type: none"> - Changes that occur as someone grows up - Feelings accompany these - Importance of recognising their own individuality and personal qualities
	Skills	<ul style="list-style-type: none"> - Identify feelings associated with change - Describe practical strategies to cope with growing up
	Suggested activities	<ul style="list-style-type: none"> - Describe practical strategies to cope with growing up - Scenarios about different life stages - Identifying feelings about change
9	Learning objective	I can describe features of a healthy and unhealthy relationships
	Knowledge	<ul style="list-style-type: none"> - Knowing the different types of relationships (include examples of real world and online) - Features of healthy relationships (loyalty, shared interests, respect, enjoyment, disagreements, accountability) - Features of unhealthy relationships (overly controlling, lack of trust, dominance, bribery) - Relationships may change or end
	Skills	<ul style="list-style-type: none"> - Being able to reflect upon relationships in own lives - Identify the features of the relationships of characters in a story - Identifying any features in own relationships (positive/ healthy / unhealthy) - How to manage a relationship which may change or end
	Suggested activities	<ul style="list-style-type: none"> - Pictorial scenarios - Reflection activity - Story Book?
10	Learning objective	I can understand how a baby is made
	Knowledge	<ul style="list-style-type: none"> - What is consent in a relationship? - Greater depth on the emotional effects of puberty and attraction to others – loving relationships - A brief understanding that contraception can be used if couples don't wish to have a baby - How babies are conceived and born and the part this plays in the human life-cycle - The importance of commitment to one another if two adults wish to have a child - Some babies are made with medical intervention
	Skills	<ul style="list-style-type: none"> - Ordering different stages of how a baby is made
	Suggested activities	<ul style="list-style-type: none"> - Concept conversation – address misconceptions - Order cards to explain how a baby is made - Match statements
<p><i>Note: One additional PSHE lesson each term is online safety (see online safety long-term overview).</i></p>		