

PHSE Curriculum Plan

Year Group: 1

Year: 2018-2019

<p style="text-align: center;"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Relationships/Wider World Concepts: Identity/Relationships/Rights-Consent/diversity and equality/responsibilities</p> <p>H3- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H5- about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H16-what is meant be privacy/their right to keep things private, the importance of respecting other’s privacy R2-to recognise their behaviour can affect other people R8. to identify and respect the differences and similarities between people R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another L1- how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p style="text-align: center;"><u>Autumn Term 2</u></p> <p>Core Theme: Health and Well Being/Relationships/Wider World Concepts:Identity/Relationships/Power/responsibilities/resilience/equality</p> <p>H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment L3- that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L8-ways in which they are all unique; understand that there will never be another them R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p style="text-align: center;"><u>Spring Term 1</u></p> <p>Core Theme: Relationships/Wider World Concepts: Risk and safety/relationships/identity/relationships/responsibilities and rights</p> <p>H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H2- to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>L5- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>
<p style="text-align: center;"><u>Spring Term 2</u></p> <p>Core Theme: Relationships/Wider World Concepts: Risk and safety/relationships/identity/relationships/responsibilities and rights</p>	<p style="text-align: center;"><u>Summer Term 1</u></p> <p>Core Theme: Health and Well Being Concepts: Identity/change/relationships/healthy lifestyle</p>	<p style="text-align: center;"><u>Summer Term 2</u></p> <p>Core Theme: Health and Well Being Concepts: Identity/healthy and balanced lifestyle/Risk</p>
<p>H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H2- to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>L5- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H8-about the process of growing from young to old and how people’s needs change</p>	<p>H1- what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H6-the importance of, and how to, maintain personal hygiene H10-the names for the parts of the body (including external genitalia and the body similarities and differences H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>
<p>Continuuous:</p>		
<p>H2-Recognise what they like/dislike-making informed choices that improve their mental and emotional health H3- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H7- how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H14- about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>R2-to recognise that their behaviour can affect other people R4-to recognise what is unfair-fair/kind-unkind/right-wrong R5-to share their opinions on things that matter to them and explain their views through discussion with others R6-to listen to other people and play and work co-operatively (including strategies to solve simple conflicts) R7-to offer constructive support and feedback to others R12-to recognise when people are being unkind to them, how to respond, who to tell and what to say</p>	<p>L1-how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>

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Year Group: 2

Year: 2018-2019

<p align="center"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Living in the Wider World Concepts: Equality/responsibilities/resilience/identity</p>	<p align="center"><u>Autumn Term 2</u></p> <p>Core Theme: Health and Well Being/relationships Concepts: Identity/relationships/risk/power/equality and diversity</p>	<p align="center"><u>Spring Term 1</u></p> <p>Core Theme: Health and Well being/Relationships Concepts: Identity/relationships/health and balanced lifestyle/</p>
<p>H3-to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H5-about change and loss and the associated feelings (including moving home, losing toys, pets or friends) R2-to recognise that their behaviour can affect other people</p> <p>L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H15- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R8-to identify and respect similarities and difference between people R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help L5- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>H1-what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H4- about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H6- the importance of, and how to, maintain personal hygiene H11. that household products, including medicines, can be harmful if not used properly H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H14. about the ways that pupils can help the people who look after them to more easily protect them H16- what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy R1- to communicate their feelings to others, to recognise how others show feelings and how to respond R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
<p align="center"><u>Spring Term 2</u></p> <p>Core Theme: Living in the Wider World Concepts: Rights/change/responsibilities</p>	<p align="center"><u>Summer Term 1</u></p> <p>Core Theme: Living in the Wider World Concepts: Career/risk and safety</p>	<p align="center"><u>Summer Term 2</u></p> <p>Core Theme: Health and Well Being/Living in the Wider World Concepts: Identity/relationships/health/risk/power/change/consent</p>
<p>H8-about the process of growing from young to old and how people's needs change L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>H12-rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>H10-the names for the parts of the body (including external genitalia and the body similarities and differences H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H16-what is meant by privacy: the importance of respecting others' privacy R10-to judge what kind of physical contact is acceptable, comfortable and unacceptable and how to respond (who to tell and how to tell) L10- bout the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
<p>Continuous:</p>		
<p>H2-Recognise what they like/dislike-making informed choices that improve their mental and emotional health H3- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H7- how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H9-about growing and changing and new opportunities and responsibilities that increasing independence may bring H12- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H14- about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>R2- to recognise that their behaviour can affect other people R4-to recognise what is fair and unfair, kind and unkind, what is right and wrong R5-to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6- o listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7-to offer constructive support and feedback to others R12-to recognise when people are being unkind to them or others, how to respond, who to tell and how to get help</p>	<p>L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>

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Year Group: 3

Year: 2018-2019

<p align="center"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Living the Wider World Concepts: Identity/healthy lifestyle/relationships/ rights and responsibilities/power</p>	<p align="center"><u>Autumn Term 2</u></p> <p>Core Theme: Relationships Concepts: Consent/ rights/safety/identity/relationships Power</p>	<p align="center"><u>Spring Term 1</u></p> <p>Core Theme: Health and Well Being Concepts: Healthy balance lifestyle/identity/safety/risk/</p>
<p>H1- what positively and negatively affects their physical, mental and emotional health H6- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H15- school rules about health and safety, basic emergency aid procedures, where and how to get help R14- strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help L2- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L7-that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>R8-to judge what kind of physical contact is acceptable or unacceptable and how to respond R9- the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ R14- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) R18- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R21- to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>H1-what positively and negatively affects their physical, mental and emotional health H2-how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ H3-to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H12- that bacteria and viruses can affect health and that following simple routines can reduce their spread H22-strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23- about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>
<p align="center"><u>Spring Term 2</u></p> <p>Core Theme: Relationships Concepts: Identity/relationships/resilience/power</p>	<p align="center"><u>Summer Term 1</u></p> <p>Core Theme: Relationships Concepts: Diversity and equality/rights/identity</p>	<p align="center"><u>Summer Term 2</u></p> <p>Core Theme: Health and Well Being Concepts: Identity/changes/relationships</p>
<p>R-1to recognise and respond appropriately to a wider range of feelings in others R2-to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12-to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves L8.-to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p>	<p>R11-to work collaboratively towards shared goals R16-to recognise and challenge stereotypes</p>	<p>H8-about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p>
<p>Continuous:</p>		
<p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H14- to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H22- strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>R7-that their actions can affect others R10- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view R11-to work collaboratively towards shared goals R13- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) R21- to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>L1-to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L6-to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L9.-what being part of a community means, and about the varied institutions that support communities locally and nationally</p>

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Year: 2018-2019

<p align="center"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Relationships Concepts: Identity/resilience/responsibilities/safety/risk/rights</p>	<p align="center"><u>Autumn Term 2</u></p> <p>Core Theme: Health and Well Being Concepts: Healthy and balanced lifestyle/risk and safety/power</p>	<p align="center"><u>Spring Term 1</u></p> <p>Core Theme: Health and Well Being Concepts: Risk and safety/consent</p>
<p>H11-to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H15- school rules about health and safety, basic emergency aid procedures, where and how to get help H22- strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others R9-the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ L2-why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>H1- what positively and negatively affects their physical, mental and emotional health H3-to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H9-to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ H10- to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H12- that bacteria and viruses can affect health and that following simple routines can reduce their spread R14- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) R18- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>H21-strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety)</p> <p>R21-to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
<p align="center"><u>Spring Term 2</u></p> <p>Core Theme: Relationships Concepts: Rights and responsibilities/diversity/equality</p>	<p align="center"><u>Summer Term 1</u></p> <p>Core Theme: Living in the Wider World Concepts: Career/relationships</p>	<p align="center"><u>Summer Term 2</u></p> <p>Core Theme: Health and Well Being/Relationships Concepts: Risk and Safety/identify/changes/rights and consent</p>
<p>L7-that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>R13-that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>R16-to recognise and challenge stereotypes</p>	<p>L9-what being part of a community means and about the varied institutions that support communities locally and nationally L17-to explore and critique how the media present information</p>	<p>H10-to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H18-how their body will, and their emotions may, change as they approach and move through puberty H20-about taking care of their body, understanding they have a right to protect their body from unwanted and inappropriate contact and how to get support when they need it H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety) R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ R21-to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
<p>Continuous:</p>		
<p>H5-to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6-to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7-to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H22-strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>R1-to recognise and respond appropriately to a wider range of feelings in others R7- that their actions affect themselves and others R8-to judge what kind of physical contact is acceptable or unacceptable and how to respond R9- the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ R11- to work collaboratively towards shared goals R21-to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>L1- to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>

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Year Group: 5

Year: 2018-2019

<p align="center"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Relationships Concepts: Health/risk and safety/identity/consent/relationships</p>	<p align="center"><u>Autumn Term 2</u></p> <p>Core Theme: Health and Well Being/Living in the Wider world Concepts: identity/power/diversity/equality/health</p>	<p align="center"><u>Spring Term 1</u></p> <p>Core Theme: Living in the Wider World Concepts: Career/power/equality/rights and responsibilities</p>
<p>H3-to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H7-to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H9-to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H22- strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>R8-to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R11- to work collaboratively towards shared goals</p> <p>R12-to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>L8-to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>H2-how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>L11-to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12-to consider the lives of people living in other places, and people with different values and customs</p> <p>R14- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>L1-to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2-why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L15-that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>
<p align="center"><u>Spring Term 2</u></p> <p>Core Theme: Health and Well Being/relationships Concepts: Identity/relationships</p>	<p align="center"><u>Summer Term 1</u></p> <p>Core Theme: Relationships Concepts: Health/relationships/diversity and equality</p>	<p align="center"><u>Summer Term 2</u></p> <p>Core Theme: Health and Well Being/Relationships Concepts: Health/changes/relationships/risk and safety</p>
<p>R1- to recognise and respond appropriately to a wider range of feelings in others</p> <p>R7- that their actions affect themselves and others</p> <p>R10- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R12- to develop strategies to solve disputes.</p>	<p>H2-how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3-to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>R1-to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R16- to recognise and challenge stereotypes</p>	<p>H8-about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H16-what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17-which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18-how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19-about human reproduction</p>
<p>Continuous:</p>		
<p>H5-to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H10- to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11-to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>R1- to recognise and respond appropriately to a wider range of feelings in others</p> <p>R7- that their actions affect themselves and others</p> <p>R8-to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9- the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11- to work collaboratively towards shared goals</p> <p>R12-to develop strategies to solve disputes.</p> <p>R13- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R14- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>

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Year Group: 6

Year: 2018-2019

<p align="center"><u>Autumn Term 1</u></p> <p>Core Theme: Health and Well Being/Relationships Concepts: Identity/changes/relationships/consent/risk/safety/health/Rights</p>	<p align="center"><u>Autumn Term 2</u></p> <p>Core Theme: Living in the Wider World Concepts: Power/risk and safety/identity/relationships/power</p>	<p align="center"><u>Spring Term 1</u></p> <p>Core Theme: Relationships Concepts: Resilience/identity/relationships/risk/diversity</p>
<p>H6-to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7- to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H18-how their body will, and their emotions may, change as they approach and move through puberty H20-taking care of the body and understanding that they have a right to protect to their body from inappropriate and unwanted contact H22-strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H25-how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R7-that their actions can affect others L2-why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L9-what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p>H25-how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R18-how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) L1-to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L6-to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L17-to explore and critique how the media present information L18-to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>R8-to judge what kind of physical contact is acceptable or unacceptable and how to respond R15-to recognise and manage 'dares' R16-to recognise and challenge stereotypes</p>
<p align="center"><u>Spring Term 2</u></p> <p>Core Theme: Health and Well Being Concepts: Consent/safety/identity/health</p>	<p align="center"><u>Summer Term 1</u></p> <p>Core Theme: Living in the Wider World Concepts: Rights/responsibilities/consent</p>	<p align="center"><u>Summer Term 2</u></p> <p>Core Theme: Relationships Concepts: Diversity/equality/career/relationships</p>
<p>H23-about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>L3- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L7-that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>H19-about human reproduction L12-to consider the lives of people living in other places, and people with different values and customs L13-about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14-to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' L16-what is meant by enterprise and begin to develop enterprise skill. R11-to work collaboratively towards goals R13- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability R17-to recognise and challenge stereotypes R19- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>
<p>Continuious:</p>		
<p>H5-to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H11-to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H21-strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H23-about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>R10-to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11- to work collaboratively towards shared goals R12-to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R17-about the difference between, and the terms associated with, sex, gender identity and sexual orientation R21-to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>L6-to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L7-that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>

