

PSHE Year A

	Puffin	Swift	Eagle
Autumn 1	TEAM	TEAM	TEAM
Autumn 2	Growing Up	Growing Up	Britain
Spring 1	Be Yourself	Be Yourself	Be Yourself
Spring 2	VIPs	VIPs	VIPs
Summer 1	Britain	Britain	It's My Body / Growing Up
Summer 2	Safety First	Safety First	Safety First

PSHE - Year A - Autumn

Puffin

Swift

Eagle

Focus: TEAM

Focus: TEAM

Focus: TEAM

- use pictures to express their thoughts, feelings and worries;
- plan and create a role play about a team scenario;
- with support, identify a feeling and how it is being expressed;
- show the resolution to a dispute through pictures and with the key words given;
- show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;
- create a picture by using good listening to follow instructions;
- create a chain of kindness by thinking of their own idea of a way to be kind;
- Know how deal with teasing or bullying behaviour;
- sort thoughts given into helpful and not-so-helpful thought categories;
- Talk about a time they made a good choice

- use pictures to express their thoughts, feelings and worries;
- plan and create a role play about a team scenario;
- identify a feeling and how it is being expressed;
- show the resolution to a dispute through pictures and with the key words given;
- Know a change that has come with starting in a new year;

- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.
- disagree respectfully;

Focus: Growing Up

Focus: Growing Up

Focus: Britain

- use the scientific names introduced to name male and female body parts;
- identify some differences between males and females;
- identify the body parts that we keep private;
- understand the words 'no' and 'stop';
- understand that people's bodies and feelings can be hurt;
- identify an adult they can talk to if they are concerned about inappropriate touch;
- talk about their own likes and dislikes;
- understand that different people like different things;
- understand that girls and boys can like different things, or the same things;
- describe how they have changed since they were a baby;
- understand that peoples' needs change as they grow older;
- talk about things they would like to do when they are older;
- discuss some changes that people might go through in life.
- consider the best thing to do in a given scenario;
- explain what 'unique' means and consider what makes them unique;
- show respect for others' likes and dislikes;
- show an understanding of the need to get to know a person before making assumptions about them;
- describe physical changes humans go through as they grow up;
- show an understanding of how our responsibilities change as we grow;
- discuss how certain changes in people's lives can make them feel.

- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- understand that there are many different types of families;
- identify similarities and differences in different loving relationships;
- explain in simple terms how babies are made and how they are born.
- discuss ways in which people can deal with or overcome emotions experienced during puberty;
- show an awareness of myths surrounding pregnancy and birth;
- describe the conception and birth of a baby, using some scientific vocabulary.

- talk about the range of faiths and ethnicities in Britain;
- explain how and why laws are made;
- explain what a community is;
- describe the basic structure of national government;
- talk about the role of charities and voluntary groups in the community.
- identify ways of showing respect to people of all faiths and ethnicities;
- identify how laws help them;
- discuss local government in relation to democracy and human rights;

PSHE - Year A - Spring

Puffin

Swift

Eagle

Focus: Be Yourself

Focus: Be Yourself

Focus: Be Yourself

- identify their own special traits and qualities;
- identify and name common feelings;
- select times and situations that make them feel happy;
- talk about what makes them feel unhappy or cross;
- explain how change and loss make them feel;
- understand the importance of sharing their thoughts and feelings.
- explain how to manage feelings of anger and sadness;

- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
- analyse messages given by the media about how they should look, think and behave;
- suggest ways to make things right after a mistake has been made;
- explain that mistakes help them to learn and grow.

- discuss scenarios where children are torn between 'fitting in' and being true to themselves;
- explain how to communicate their feelings in different situations;
- Know different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.

Focus: VIPs

Focus: VIPs

Focus: VIPs

- explain who the special people in their lives are;
- talk about the importance of families;
- describe what makes someone a good friend;
- know how to resolve an argument in a positive way;
- know the skills involved in successful cooperation;
- identify a way to show others they care.

- Discuss how the impact of our attitudes affects us when trying to make new friendships;
- Know how to help someone who is being bullied,

- share ideas for ways we can care for our VIPs;
- Know some calming techniques
- discuss how a disagreement could be handled
- explain ways to resist pressure
- identify which secrets are OK to keep and which need to be shared
- identify some aspects of healthy and unhealthy relationships.

PSHE - Year A - Summer

Puffin	Swift	Eagle
Focus: Britain	Focus: Britain	Focus: It's My Body / Growing Up
<ul style="list-style-type: none"> • identify groups and communities that they belong to; • explain how to be a good neighbour; • recognise choices can have negative and positive consequences; • pick out things that harm and things that help a neighbourhood; • describe different aspects of living in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British. • identify famous British people, places and events; • explain what famous British people, places and events tell them about being British. 	<ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them. • describe the benefits of living in a diverse and multicultural society; • identify the rights of the British people; 	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • define consent and autonomy; • know where and how to get help if they are worried; • understand the importance of sleep; • identify some physical changes that their bodies go through during puberty; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'. • understand that many images seen in the media are artificially enhanced; • name physical changes young people will experience during puberty. • describe emotional changes young people might experience during puberty. • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. explain what a sexual relationship is. understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. • explain how babies are conceived and how they are born. • describe the process from conception to birth and the needs of the foetus.
Focus: Safety First	Focus: Safety First	Focus: Safety First
<ul style="list-style-type: none"> • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. • explain the basics of the green cross code; • explain why we shouldn't take anyone else's medicine; • explain what to do if they feel unsafe online; • explain the difference between good and bad secrets; • identify their personal 'trusted adults'. 	<ul style="list-style-type: none"> • discuss things they can do independently that they used to need help with; • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • describe drugs, cigarettes and alcohol in basic terms; • identify which information they should never share online; • identify who they should tell if they see something online that worries, upsets or confuses them; • explain what it means to be kind and respectful online. • appreciate what being responsible means and name some of their responsibilities; • give examples of a range of risky or dangerous situations; • appreciate that doing something risky may lead to danger; • identify people who can help us in an emergency; • identify safety precautions that can be taken on and near roads; • know how to use mobile devices and the Internet responsibly; • identify behaviour that constitutes cyberbullying. 	<ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • know how to look after mobile devices; • identify which information they should never share online; • identify who they should tell if they see something online that worries, upsets or confuses them; • explain what it means to be kind and respectful online. • appreciate what being responsible means; • assess a situation for the level of risk; • identify people who can help us in an emergency; • know how to use mobile devices and the Internet responsibly; • explain what the right to privacy means; • explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online; • identify behavior that constitutes cyberbullying.

PSHE Year B

	Puffin	Swift	Eagle
Autumn 1	Think Positive	Think Positive	Think Positive
Autumn 2	It's My Body	It's My Body	Digital Wellbeing
Spring 1	One World	One World	One World
Spring 2	Money Matters	Money Matters	Money Matters
Summer 1	Digital Wellbeing	Digital Wellbeing	It's My Body / Growing Up
Summer 2	Aiming High	Aiming High	Aiming High

PSHE - Year B - Autumn

Puffin

Swift

Eagle

Focus: Think Positive

Focus: Think Positive

Focus: Think Positive

- identify and discuss feelings and emotions, using simple terms;
- describe things that make them feel happy and unhappy;
- understand that they have a choice about how to react to things that happen;
- discuss things for which they are thankful;
- recognise and describe positive thoughts and negative thoughts;
- think about and discuss the consequences of decisions they make and their actions;
- set goals for themselves and think about how they might achieve them;
- recognise triggers for certain emotions;
- describe what being mindful is.

- understand that it is important to look after our mental health;
- recognise and describe a range of positive and negative emotions;
- discuss changes people may experience in their lives and how they might make them feel;
- talk about things that make them happy and help them to stay calm;
- identify uncomfortable emotions and what can cause them;
- discuss the characteristics of a good learner.
- understand that having a positive attitude is good for our mental health;
- understand the causes of negative thoughts;
- identify ways to cope with negative thoughts;

- talk about their thoughts, feelings and behaviours;
- identify unhelpful and helpful thoughts;
- know outcomes linked to certain thoughts, feelings and actions;
- Know ways in which positive thinking can be beneficial;
- identify and discuss uncomfortable emotions;
- identify common choices we have to make in life;
- describe what makes a good learner.
- describe how their thoughts, feelings and behaviours influence each other;
- name some strategies to deal with unhelpful thoughts;
- know how to make an informed choice;
- appreciate how making good choices can make us happy;
- understand how mindfulness techniques can be used in their everyday lives;
- describe the difference between a growth mindset and a fixed mindset;
- identify strategies for facing a challenge.

Focus: It's My Body

Focus: It's My Body

Focus: Digital Wellbeing

- explain how much sleep they need;
- discuss why exercise is good for them;
- explain what happens if you do not exercise regularly;
- understand they can choose what happens to their bodies;
- list healthy snacks;
- list some foods that are good to have once a week;
- know to ask a trusted adult if uncertain about whether something is safe to eat or drink;
- identify hazard signs that mean something is dangerous;
- demonstrate hygienic ways to look after their bodies.
- explain what germs are and why people need to keep clean.

- list some of the effects of sleep deprivation;
- discuss what happens to muscles when we exercise them;
- explain the effect of exercise on the heart;
- understand they can choose what happens to their body and know when a 'secret' should be shared;
- know how to get help for themselves or another in the case of serious problems;
- explain that too much sugar is bad for health;
- explain why eating a balanced diet is important;
- know the difference between medicine and harmful drugs and chemicals;
- explain how germs travel and spread disease.

- identify the benefits and risks of the Internet;
- understand it is important to look after their digital wellbeing;
- discuss how to stay safe, healthy and happy online and when they use digital technology;
- recognise the signs of inappropriate and harmful online relationships;
- identify the benefits and risks of social media;
- understand how to use social media responsibly;
- understand that online bullying is wrong and what to do to get help to make it stop;
- explain that not all online information is true
- describe strategies they can use to assess the reliability of online information and images.

PSHE - Year B - Spring

Puffin

Swift

Eagle

Focus: One World

Focus: One World

Focus: One World

- talk about special people in their life and say why they are special;
- talk about different homes around the world and identify how they are the same as and different from their own;
- describe what their school is like;
- describe what it is like to go to school in different countries and identify similarities to and differences from theirs;
- explain what an environment is;
- think about how the environment affects people's daily life;
- explain what natural resources are and identify how people use them;
- say what they love about the world in which they live and describe how they would feel if these things disappeared.

- describe similarities and differences between people's lives;
- identify opinions that are different from their own;
- express their own opinions;
- recognise that their actions impact on people in different countries;
- know what climate change is;
- know there are organisations working to help people in challenging situations in other communities.
- detail if they feel something is fair or not;

- explain what a global citizen is;
- say what global warming is;
- describe what can be done to help prevent global warming from getting worse;
- understand that human energy use can harm the environment;
- understand the importance of not wasting water;
- understand what biodiversity is;
- understand that their choices can have far reaching consequences.

Focus: Money Matters

Focus: Money Matters

Focus: Money Matters

- discuss things they can buy in the shops;
- talk about different sources that money can come from;
- identify things they want;
- identify things they need;
- talk about ways we can keep track of what we spend;
- discuss ways they can keep money safe;
- talk about ways they keep their belongings safe.
- explain ways we can save money;

- discuss where money comes from;
- talk about reasons people go to work;
- discuss payment resources we can use to spend money;
- consider why and how people might get into debt;
- identify things they want and need;
- explain ways we can keep track of what we spend.
- talk about the importance of prioritising our spending;
- discuss advertisements that try to influence what we buy;

- talk about what financial risk is;
- discuss ways advertisers try to influence us;
- identify what it means to be a 'critical consumer';
- describe what 'value for money' means;
- explain what 'interest' is;
- identify how we can compare the value for money of different products;
- discuss how we can make a budget;
- consider why people borrow money and get into debt;
- explain what tax is and the ways we pay it

PSHE - Year B - Summer

Puffin	Swift	Eagle
Focus: Digital Wellbeing	Focus: Digital Wellbeing	Focus: It's My Body / Growing Up
<ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true. • discuss some effects of too much screen time; • understand that people may behave differently online and explain what to do if something worries them; 	<ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use. • recognise why it is important to balance time online and offline for wellbeing; • recognise the role they play in sharing information responsibly online; • understand the consequences of sharing certain information, images and videos online; • explain the potential negative impact from sharing things online. 	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • define consent and autonomy; • know where and how to get help if they are worried; • understand the importance of sleep; • identify some physical changes that their bodies go through during puberty; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'. • understand that many images seen in the media are artificially enhanced; • name physical changes young people will experience during puberty. • describe emotional changes young people might experience during puberty. • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. explain what a sexual relationship is. understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. • explain how babies are conceived and how they are born. • describe the process from conception to birth and the needs of the foetus.
Focus: Aiming High	Focus: Aiming High	Focus: Aiming High
<ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year. • challenge stereotypes; • identify ways next year will be different and explain why they think this. 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs. • identify skills and attributes that are useful in many roles; • identify elements of a growth mindset; • identify and challenge stereotypes; • discuss goals they could set to work towards their ambitions; • discuss challenges many people face and how some people overcome these. 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a positive learning attitude is; • talk about the range of jobs that people do; • understand what a gender stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed. • identify skills and attributes that are useful in many roles; • identify opportunities that might be available to them in the future; • explain what is meant by innovation and enterprise; • discuss goals they could set to work towards their ambitions;