



# PSHE Curriculum (Cambridge Education)



As part of our start of school routine during the first week of each new school year is spent focusing on welcoming everyone back, creating a safe environment, developing ground rules and routines for supporting each other with their learning.

This content is covered in *Myself and My Relationships: Beginning and Belonging* and *Citizenship: Working Together*. The content for each phase is covered each year.

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>Myself and My Relationships: Belonging and Beginning</b>	Do I understand simple ways to make sure my school is a safe, happy place? How can I get to know the people in my class? How do I feel when I am doing something new? How can I make someone feel welcome in class? What helps me manage in new situations? Who can help me at home and at school?	What is my role in making my school a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? Who are the different people in my network who I can ask for help?	What are my responsibilities for making sure everyone in school feels happy and safe? How can I take responsibility for building relationships in my school and how does this benefit us all? How might different people feel when starting something new and how can I help? How do we make people feel welcome and valued in and out of school? What helps me to be resilient in a range of new situations? Are there more ways I can get help now and how do I seek support?
<b>Citizenship: Working Together</b>	What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?	What am I good at and what are others good at? What new skills would I like or need to develop? How well can I listen to other people? How do I ask open questions? How can I share my views and opinions effectively? How can different people contribute to a group task? How can I persevere and overcome obstacles to my learning? How can I work well in a group? What is useful evaluation? How do I give constructive feedback and receive it from others?	What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? How can I be a good listener to other people? How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback?

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Myself and My Relationships 1: Beginning and Belonging	Citizenship 1: Identities and Diversity	Healthy and Safer Lifestyles 3: Healthy Lifestyles	Myself and My Relationships 2: My Family and Friends including Anti-Bullying	Myself and My Relationships 3: My Emotions	Healthy and Safer Lifestyles 1: My Body and Growing Up
<b>Outcome</b>	Create all about me poster with your families for our class family wall. Making friends Starting school Understanding class rules, boundaries and expectations. You choose it! You use it! You put it away! Speaking and listening activities Managing feelings and behaviour.	What makes me unique? We are all different/similar and we are all friends. Our beliefs, views and opinions are valued Creating our whole class rules display. Learn the song " 123 its good to be me!"	Making healthy snacks Learning to look after ourselves and our environment Learn about healthy lifestyles Respect for living things	Our families Understanding the role others play in our lives. Being a good friend What to do when I fall out with friends.	Ability to adapt behaviour – self regulate class emotions chart/display (to aid children in verbalising how they are feeling). Supporting and caring for others. E-safety – think you know resources.	How have I changed since I was a baby? Encourage children to share their baby photos and create a class book of past and present photos Developing independence and making healthy choices. Knowing that asking for help from others is ok.
<b>Key Vocabulary</b>	Special, others, welcome, new, next, people, safe, happy, play, work well, respect, needs, my behaviour, feelings	Same, different, family, special, similarities important, lives, value, beliefs, celebrations	Me, feeling, well, healthy, unwell, unhealthy, body, food, drink, exercise, rest, sleep	Special, people, family, care, each other, friend, good, new, make up, fallen out, affect, kind, unkind.	Recognise, show, emotions, how, feeling, different emotions, cause, myself, others, feel, change, simple ways, feel better, help, other people	My body, look, change, grown, do, same, different, care, look after, clean, take care, myself, help, trusted people, feelings, growing up.
<b>Knowledge Learnt</b>	How am I special and what is special about other people in my class? What have I learnt to do and what would I like to learn next? How do we welcome new people to our class? What can I do to make the classroom a safe and happy place? How can I play and work well with others? How can I respect the needs of others?	Who are the people in my class and how are we similar to and different from each other? Who are the different people who make up a family? What things are especially important to my family and me? What are some of the similarities and differences in the way people including families live their lives? How can we value different types of people including what	What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us?	Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? Do I know what to do if someone is unkind to me?	Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Do I know what causes different emotions in myself and other people? How do I and others feel when things change? Do I know simple ways to make myself feel better? How can I help to make other people feel better?	What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? Who are the members of my family

	How does my behaviour make other people feel?	they believe in and how they live their lives? How do we celebrate what we believe in and how is this different for different people?				and trusted people who look after me? How do I feel about growing up?
<b>Educational Visits</b>						
<b>Key Texts</b>	<p><b>Cleversticks</b> Bernard Ashley</p> <p><b>What I Like</b> Catherine and Laurence Anholt</p> <p><b>Toby's Doll's House</b> Ragnhild Scamell and Adrian Reynolds</p> <p><b>Alfie's Angels</b> Henriette Barkow and Sarah Garson</p> <p><b>Frog is Frog</b> Max Velthuijs</p> <p><b>Giraffes Can't Dance</b> Giles Andrede and Guy Parker Rees</p> <p><b>All The Colours of The Earth</b> Wendy Cooling and Sheila Moxley</p> <p><b>Silly Suzy Goose</b> Petr Horacek</p> <p><b>Susan Laughs</b> Jeanne Willis and Tony Ross</p> <p><b>My Name is Yoon</b> Helen Recorvits</p> <p><b>I Am Too Absolutely Small For School</b> Lauren Child</p> <p><b>Billy and the Big New School</b> Catherine and Laurence Anholt</p> <p><b>The Gotcha Smile</b> Rita Phillips Mitchell and Alex Ayliffe</p> <p><b>Oscar Got the Blame</b> Tony Ross</p> <p><b>Shoo!</b> Michael Rosen and Jonathan Langley</p> <p><b>Mr Gumpy's Outing</b> John Burningham</p>	<p><b>Elmer</b> David Mckee</p> <p><b>Children Just like Me</b> Anabel Kindersley and Barnabas Kindersley</p> <p><b>Children of Britain Just Like Me</b> Anabel Kindersley and Barnabas Kindersley</p> <p><b>Wake up World</b> Beatrice Hollyer</p> <p><b>A Child's Day, From Dawn to Dusk</b> This series of books are based around photographs focusing on a particular child's day from around the world.</p> <p><b>The Swirling Hijaab</b> Na'ima bint Robert and Nilesh Mistry</p> <p><b>Suki's Kimono</b> Chieri Ueagaki and Stephane Jorisch</p> <p><b>Susan Laughs</b> Jeanne Willis and Tony Ross</p>	<p><b>Lunch Boxes</b> Althea</p> <p><b>I Will Not Ever NEVER Eat a Tomato</b> Lauren Child</p> <p><b>I Am NOT Sleepy And Will Not Go To Bed</b> Lauren Child</p> <p><b>Bein' With You This Way</b> W.Nikola-Lisa</p>	<p><b>The Big Book of Families</b> Catherine and Laurence Anholt</p> <p><b>The Family Book</b> Todd Parr</p> <p><b>Who's in the Family</b> Robert Skutch</p> <p><b>Grandfather and I</b> Helen E. Buckley and Jan Ormerod</p> <p><b>Doing the Garden And Tango Makes Three</b> Peter Parnell and Justin Richardson</p> <p><b>Molly's Family</b> Nancy Garden</p> <p><b>Mommy, Mama and Me</b> Leslea Newman and Carol Thompson</p> <p><b>Daddy, Papa and Me</b> Leslea Newman and Carol Thompson</p> <p><b>Two Homes</b> Claire Masurel</p> <p><b>The Gotcha Smile</b> Rita Phillips Mitchell and Alex Ayliffe</p> <p><b>Little Bean's Friend</b> John Wallace</p> <p><b>Together</b> Jane Simmons</p> <p><b>This is Our House</b> Michael Rosen</p> <p><b>Dinosaur Chase!</b> Benedict Blathwayt</p> <p><b>Giraffes Can't Dance</b> Giles Andrede and Guy Parker Rees</p> <p><b>Harry's Stormy Night</b> Una Leavy</p>	<p><b>Today I Feel Silly and Other Moods that Make My Day</b> Jamie Lee Curtis</p> <p><b>The Sand Tray</b> Don Rowe and Tim Archbold</p> <p><b>What Makes Me Happy</b> Catherine and Laurence Anholt</p> <p><b>Nothing But Trouble</b> Gus Clarke</p> <p><b>Worried Arthur – The Noisy Night</b> Joan Stimson</p> <p><b>We're Going on a Bear Hunt</b> Michael Rosen</p> <p><b>The Huge Bag of Worries</b> Virginia Ironside</p> <p><b>Aldo</b> John Burningham</p> <p><b>A Dark, Dark Tale</b> Ruth Brown</p> <p><b>I Feel Sad</b> Brain Moses</p> <p><b>It's Not Fair</b> Brain Moses</p> <p><b>Goodbye Mog</b> Judith Kerr</p> <p><b>Fred</b> Posy Simmonds</p> <p><b>A New Room for William</b> Sally Grindley and Carol Thompson</p> <p><b>Moving Molly</b> Shirley Hughes</p> <p><b>Not Now Bernard</b> David Mckee</p>	<p><b>Bein' with You This Way</b> W. Nikola-Lisa</p> <p><b>From Head to Toe</b> Eric Carle</p> <p><b>Eyes, Nose, Fingers and Toes</b> Judy Hindley</p> <p><b>You'll Soon Grow into them</b> Titch Pat Hutchins</p> <p><b>The Last Noo- Noo</b> Jill Murphy</p> <p><b>I Don't Want to Wash My Hands</b> Tony Ross</p> <p><b>Time to Get Out of the Bath</b> Shirley John Burningham</p> <p><b>Cleversticks</b> Bernard Ashley</p> <p><b>Peepo</b> Janet and Allan Ahlberg</p>

	<p><b>The Really Rude Rhino</b> Jeanne Willis and Tony Ross</p> <p><b>I Want My Dinner</b> Tony Ross</p> <p><b>Dinner's Ready – a Pig's Book of Table Manners</b> Jane Gedy</p> <p><b>Goldilocks and The Three Bears</b> (any edition)</p>			<p><b>My Mum Goes to Work</b> Kes Gray and David Milgrim</p> <p><b>PEEPO</b> Janet and Allan Ahlberg</p> <p><b>On Friday Something Funny Happened</b> John Prater</p>	<p><b>Owl Babies</b> Martin Waddell</p> <p><b>Two Homes</b> Claire Masurel</p>	
Curriculum Links						

Year 1 PSHE Units

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Healthy and Safer Lifestyles: Managing Safety and Risk Taught through <b>Forest School</b>	Healthy and Safer Lifestyles: Healthy Lifestyles Taught through <b>Design and Technology Curriculum: Taste Ed</b>	Citizenship: Rights, Rules and Responsibilities	Myself and My Relationships: Family and Friends	Myself and My Relationships: My Emotions	Healthy and Safer Lifestyles: Relationships and Sex Education
<b>Outcome</b>		1. Design (and prepare?) a healthy meal/snack 2. Plan an exercise workout for the class	Year 1 work on weekly activities rather than one end of unit outcome. (See weekly planning for details)			
<b>Key Vocabulary</b>	risk, emergency, safe, safety, accident	Healthy/unhealthy, safe/unsafe, lifestyle, balanced diet, exercise, body parts, mind, well being,	rules, responsibility, responsibilities, decisions	friends, friendship, personal space, truth, family, special, support	emotions, feelings, actions, relax, relaxed, share	main body parts, clean, cleanliness, diseases, illnesses
<b>Knowledge Learnt</b>	<p>What are risky situations and how do they make me feel?</p> <p>What is my name, address and phone number and when might I need to give them?</p> <p>What is an emergency and who can help?</p> <p>What makes a place or activity safe for me?</p> <p>What are the benefits and risks for me when walking near the road, and how can I stay safer?</p> <p>What are the benefits and risks for me in the sun and how can I stay safer?</p> <p>What do I enjoy when I'm near water and how can I stay safer?</p> <p>What are the risks for me if I am lost and how can I get help?</p> <p>How can I help to stop simple accidents from happening and how can I help if there is an accident?</p>	<p>How can I stay as healthy as possible?</p> <p>What does it feel like to be healthy?</p> <p>What does healthy eating mean and why is it important?</p> <p>Why is it important to be active &amp; what are the opportunities for physical activity?</p> <p>What foods do I like and dislike and why?</p> <p>What can help us eat healthily?</p> <p>Why do we need food?</p> <p>What healthy choices can I make?</p>	<p>How do rules make me feel happy and safe?</p> <p>How do I take part in making rules?</p> <p>Who looks after me and what are their responsibilities?</p> <p>What jobs and responsibilities do I have in school and at home?</p> <p>Can I listen to other people, share my views and take turns?</p> <p>Can I take part in discussions and decisions in class?</p>	<p>Can I describe what a good friend is and does and how it feels to be friends?</p> <p>Why is telling the truth important?</p> <p>What skills do I need to choose, make and develop friendships?</p> <p>How might friendships go wrong, and how does it feel?</p> <p>How can I try to mend friendships if they have become difficult?</p> <p>What is my personal space and how do I talk to people about it?</p> <p>Who is in my family and how do we care for each other?</p> <p>Who are my special people, why are they special and how do they support me?</p>	<p>What am I good at and what is special about me?</p> <p>How can I stand up for myself?</p> <p>Can I name some different feelings?</p> <p>Can I describe situations in which I might feel happy, sad, cross etc?</p> <p>How do my feelings and actions affect others?</p> <p>How do I manage some of my emotions and associated behaviours?</p> <p>What are the different ways people might relax and what helps me to feel relaxed?</p> <p>Who do I share my feelings with?</p>	<p>What are the names of the main parts of the body?</p> <ul style="list-style-type: none"> <li>• What can my amazing body do?</li> <li>• When am I in charge of my actions and my body?</li> <li>• How can I keep my body clean?</li> <li>• How can I avoid spreading common illnesses and diseases?</li> </ul>
<b>Key Texts</b>	<p><b>The Tunnel</b> Anthony Browne</p> <p><b>Jack and the Beanstalk</b> Traditional Tale</p> <p><b>The Little Red Hen</b> Traditional Tale</p> <p><b>Alfie Lends a Hand</b> Shirley Hughes</p>	<p><b>Dr Dog</b> Babette Cole</p> <p><b>Bread and Jam for Frances</b> Russell Hoban</p> <p><b>You Choose</b> Pippa Goodhart and Nick Sharratt</p> <p><b>The Very Hungry Caterpillar</b> Eric Carle</p>	<p><b>Mind the Baby (Monster and Frog)</b> Rose Impey</p> <p><b>An Evening at Alfie's</b> Shirley Hughes</p> <p><b>The Enormous Turnip</b> Traditional tale</p>	<p><b>Leon and Bob</b> Simon James</p> <p><b>Orlando's Little-While Friends</b> Audrey Wood</p> <p><b>Scaredy Squirrel Makes a Friend</b> Melanie Watt</p> <p><b>Look what I've got</b> Anthony Browne</p>	<p><b>Silly Billy</b> Antony Browne</p> <p><b>Augustus and his Smile</b> Catherine Rayner</p> <p><b>I Want My Dummy</b> Tony Ross</p>	<p><b>Let's Grow with Nisha and Joe</b> www.fpa.org.uk</p> <p><b>Dr Dog</b> Babette Cole</p>

	<p><b>Helpers</b> Shirley Hughes</p>	<p><b>The Hums of Pooh</b> A. A. Milne  <b>The House at Pooh Corner</b> A. A. Milne  <b>Oliver's Vegetables</b> Vivian French  <b>Oliver's Fruit Salad</b> Vivian French</p>		<p><b>Michael</b> Tony Bradman  <b>Elmer</b> David McKee  <b>Grace and Family</b> Mary Hoffman and Caroline Binch  <b>My Brother Sammy</b> Becky Edwards  <b>Dan and Diesel</b> Charlotte Hudson  <b>Wheels</b> Shirley Hughes  <b>Huge Bag of Worries</b> Virginia Ironside  <b>No Worries</b> Marcia Williams  <b>Not Now Bernard</b> David McKee</p>		
<p><b>Curriculum Links</b></p>	<p>Healthy and Safer Lifestyles: Managing Safety and Risk Taught through <b>Forest School</b></p>	<p>Healthy and Safer Lifestyles: Healthy Lifestyles Taught through <b>Design and Technology Curriculum: Taste Ed</b></p>	<p>Links with British Values: Democracy and Rule of Law</p>	<p>Links with British Values: Respect</p>		<p>Links with Science Curriculum: Our Living Earth</p>

Year 2 PSHE Units

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Citizenship: Diversity and Communities	Myself and My Relationships: Anti-Bullying	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Digital Lifestyles <b>Move to Autumn 1</b>	Healthy and Safer Lifestyles: Healthy Lifestyles Taught through <b>Design and Technology Curriculum: Taste Ed</b>	Myself and My Relationships: Managing Change	Healthy and Safer Lifestyles: Relationships and Sex Education
<b>Outcome</b>	Whole-class artwork which represents our class community and it's diversity  Home-school project: Create a family tree with pictures and share within the class	Create a poster for an anti-bullying campaign	In groups, write a Safety Plan for a given scenario e.g. a trip to the local park/using the internet. Children to plan ahead (thinking about how they can use their safety ears/eyes to keep them safe)		1. Design (and prepare?) a healthy meal/snack 2. Plan an exercise workout for the class	Create a whole class emotions chart/display (to aid children in verbalising how they are feeling). EXT: Children to add suggested strategies to chart to help others' manage "big" emotions.	1. Write a poem or rhyme about growing up and share with the class 2. In groups, draw a human lifecycle (using pictures and drawings)
<b>Key Vocabulary</b>	Family, community, locality, groups, belong, help, support, care, gender, similarities, differences, stereotype, diversity, acceptance, respect, beliefs, opinion	Bully, bullying, respect, worries, friendship, relationships, help, advice, assertive, safe/unsafe,	Healthy/unhealthy, safe/unsafe, lifestyle, rules, warning signs, trust, help, support, advice, private, body parts, worried, upset, nervous, secret, surprise, unwanted, online safety, Safety ears/eyes, plan, think ahead	technology, internet, online, identity	Healthy/unhealthy, safe/unsafe, lifestyle, balanced diet, exercise, body parts, mind, well being,	Change, achievements, skills, responsibilities, feelings, emotions, loss, grief, friendships, relationships, strategies	Baby, toddler, child, teenager, adult, elderly, pregnancy, reproduce, wants, basic needs, relationships, responsibility, abilities, change

<p style="text-align: center;"><b>Knowledge Learnt</b></p>	<p>Why might people fall out with their friends? Can I describe what bullying is? Do I understand some of the reasons people bully others? Why is bullying never acceptable or respectful? How might people feel if they are being bullied? Who can I talk to if I have worries about friendship difficulties or bullying? How can I be assertive? Do I know what to do if I think someone is being bullied? How do people help me to build positive and safe relationships? What does my school do to stop bullying?</p>	<p><b>What makes me 'me', what makes you 'you'?</b> <b>Do all boys and all girls like the same things?</b> <b>What is my family like and how are other families different?</b> <b>What different groups do we belong to?</b> <b>What is a stereotype and can I give some examples?</b> Who helps people in my locality and what help do they need? <b>What does 'my community' mean and how does it feel to be part of it?</b> How do people find out about what is happening in my community? How do we care for animals and plants? How can I help look after my school?</p>	<p>Can I identify different feelings and tell others how I feel? Which school/classroom rules are about helping people to feel safe? Can I name my own Early Warning Signs? How do I know which adults and friends I can trust? Who could I talk with if I have a worry or need to ask for help? What could I do if a friend or someone in my family isn't kind to me? Can I identify private body parts and say 'no' to unwanted touch? What could I do if I feel worried about a secret? What could I do if something worries or upsets me when I am online?</p>	<p>What are some examples of ways in which I use technology and the internet and what are the benefits? What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? What sort of information might I choose to put online and what do I need to consider before I do so? When might I need to report something and how would I do this? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p>	<p>How can I stay as healthy as possible? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active &amp; what are the opportunities for physical activity? What foods do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?</p>	<p>How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special</p>	<p>How do babies change and grow? (Statutory NC Science Y2) How have I changed since I was a baby? (Statutory NC Science Y2) What's growing in that bump? (Sex Education/NC Science) <b>What do babies and children need from their families?</b> <b>Which stable, caring relationships are at the heart of families I know?</b> <b>What are my responsibilities now I'm growing up?</b></p>
--	---	--	--	---	---	--	--



<p><b>Key Texts</b></p>	<p><b>Willy the Champ</b> Antony Browne  <b>Something Else</b> Kathryn Cave and Chris Riddell  <b>That Rabbit Belongs to Emily Brown</b> Cressida Cowell and Neal Layton  <b>Trouble with the Tucker Twins</b> Rose Impey and Maureen Galvani  <b>Alfies Angels</b> Henrietta Barkow and Sarah Garson  <b>Three Monsters</b> David McKee  <b>Bobby, Charlton and the Mountain</b> Sophie Smiley</p>	<p><b>Children of Britain just like me</b> Barnabas and Anabel Kindersley  <b>All Kinds of Beliefs</b> Emma Damon  <b>Amazing Grace</b> Mary Hoffman  <b>Katie Morag and the Two Grandmothers</b> Mairi Hedderwick  <b>Encore Grace</b> Mary Hoffman</p>	<p><b>Feeling Scared</b> Althea  <b>Feeling Worried</b> Sally Hewitt  <b>Intuition</b> Sue Hurwitz  <b>In the Home (Safety First)</b> Ruth Thomson  <b>The Red Balloon (DVD)</b> Albert Lamorrisse  <b>Out and About from the Look Out! series</b> – Claire Llewellyn  <b>My Body</b> - Peter Alsop  <b>My Body Belongs to Me</b> Gill Starishevsky  <b>The Right Touch</b> Sandy Kleven  <b>Looking After Myself</b> Sarah Levante  <b>I Can Be Safe</b> Pat Thomas and Lesley Harker</p>		<p><b>Dr Dog</b> Babette Cole  <b>Bread and Jam for Frances</b> Russell Hoban  <b>You Choose</b> Pippa Goodhart and Nick Sharratt  <b>The Very Hungry Caterpillar</b> Eric Carle  <b>The Hums of Pooh</b> A. A. Milne  <b>The House at Pooh Corner</b> A. A. Milne  <b>Oliver’s Vegetables</b> Vivian French  <b>Oliver’s Fruit Salad</b> Vivian French</p>	<p><b>Changes</b> Anthony Browne  <b>Dogger</b> Shirley Hughes  <b>Tatty Ratty</b> Helen Cooper  <b>Where’s my teddy?</b> Jez Alborough  <b>The Baby (But I’d have liked a hamster)</b> India Knight  <b>Just Like You Did</b> Marjorie Newman  <b>I’m still important</b> Jen Green  <b>The Grandad Tree</b> Trish Cooke  <b>I Miss You Mum and Dad</b> Pat Thomas and Kes Gray  <b>The Owl Who Was Afraid of the Dark</b> Jill Tomlinson</p>	<p><b>I Want My Tooth</b> Tony Ross  <b>My, Dog, My Cat, My Mum and Me</b> Nigel Gray  <b>Monkey Puzzle</b> Julia Donaldson  <b>Bye Bye Baby</b> Janet and Allan Ahlberg</p>
<p><b>Curriculum Links</b></p>	<p>Taught during Anti Bullying Week</p>	<p>Links with British Values: Respect</p>	<p>Links with Relationships and Sex Education  Links with Forest School</p>	<p>Links with Computing Curriculum (Year 1 Technology Around Us and AUP)</p>	<p>Healthy and Safer Lifestyles: Healthy Lifestyles Taught through <b>Design and Technology Curriculum: Taste Ed</b></p>		<p>Links with Science Curriculum: Our Living Earth</p>

Year 3 PSHE Units

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Citizenship: Rights, Rules and Responsibilities	Myself and My Relationships: Family and Friends	Healthy and Safer Lifestyles: Managing Safety and Risk <b>taught through Forest School and in class</b>	Mental Health and WellBeing Workshops <a href="http://www.solacewomensaid.org">www.solacewomensaid.org</a>	Myself and My Relationships: My Emotions	Healthy and Safer Lifestyles: Relationships and Sex Education
<b>Outcome</b>	Creating rules to be used at home.	Art piece showing important members of family and close friends.	Health and safety poster for children		Create emotions poem.	Create a leaflet explaining changes in the body.
<b>Key Vocabulary</b>	Respect, authority, communities, rules, rights, responsibilities, rules at home, rules at school, change, democracy, decisions, representatives, elections	Myself, relationships, family, friends, healthy, safe, lifestyle, good friends, bad friends, online, offline, trust, resolving disagreements, listening, compromising, empathy, personal boundaries, secure, support, special people	Healthy, safe, lifestyle, mental health, risk, respond, emergency, accident, emergency services, road safety, water safety, reduce risk, fire safety		Myself, relationships, emotions, family, friends, healthy, safe, lifestyle, proud, unique, mental wellbeing, physical wellbeing, communicate, difficult emotions, over-reacting, understanding, affect, disagree, disagreeable	Healthy, safe, lifestyle, relationships, sex education, sexual parts of the body, function, discuss, appropriate, confident, puberty, change, difference, influences, body image, cleanliness and hygiene, developing, virus, bacteria, spread.
<b>Knowledge Learnt</b>	<p>What does it mean to be treated and to treat others with respect?</p> <p>Who are those in positions of authority within our school and communities and how can we show respect?</p> <p>Why do we need rules at home and at school?</p> <p>What part can I play in making and changing rules?</p> <p>What do we mean by rights and responsibilities?</p> <p>What are my responsibilities at home and at school?</p> <p>How do we make democratic decisions in school?</p> <p>What is a representative and how do we elect them?</p>	<p>How do good friends behave on and offline and how do I feel as a result?</p> <p>What is a healthy friendship and how does trust play an essential part?</p> <p>What skills do I need for choosing, making and developing friendships and how effective are they?</p> <p>How can I help to resolve disagreements positively by listening and compromising?</p> <p>Can I empathise with other people in a disagreement?</p> <p>How can I check with my friends that their personal boundaries have not been crossed?</p> <p>How do my family members help each other to feel safe and secure even when things are tough?</p> <p>Who is in my network of special people now and how do we affect and support each other? FP</p>	<p>How do I feel in risky situations and how might my body react?</p> <p>Can I make decisions in risky situations and might my friends affect these decisions?</p> <p>When might I meet adults I don't know &amp; how can I respond safely?</p> <p>What actions could I take in an emergency or accident and how can I call the emergency services?</p> <p>What are the benefits of using the roads and being near water and how can I reduce the risks?</p> <p>How is fire risky and how can I reduce the risks?</p> <p>How do I keep myself safe during activities and visits?</p> <p>How can I stop accidents happening at home and when I'm out?</p>		<p>Why is it important to accept and feel proud of who we are? RR</p> <p>What does the word 'unique' mean and what do I feel proud of about myself?</p> <p>Why is mental wellbeing as important as physical wellbeing?</p> <p>How can I communicate my emotions?</p> <p>Can I recognise some simple ways to manage difficult emotions?</p> <p>What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?</p> <p>How do my actions and feelings affect the way I and others feel?</p> <p>How do I care for other people's feelings?</p> <p>Who can I talk to about the way I feel?</p> <p>How can I disagree without being disagreeable?</p>	<p>How are male and female bodies different and what are the different parts called?</p> <p>When do we talk about our bodies, how they change, and who do we talk to?</p> <p>What can my body do and how is it special?</p> <p>Why is it important to keep myself clean?</p> <p>What can I do for myself to stay clean and how will this change in the future?</p> <p>How do different illnesses and diseases spread and what can I do to prevent this?</p>

<p><b>Key Texts</b></p>	<p><b>Gilbert the Great</b> Jane Clarke  <b>My Friend Jamal</b> Anna McQuinn  <b>My Friend Amy</b> Anna McQuinn  <b>Looking after Louis</b> Lesley Ely  <b>Dan and Diesel</b> Charlotte Hudson and Lindsey Gardiner  <b>Sleep-overs</b> Jacqueline Wilson  <b>Clarice Bean – That’s Me</b> Lauren Child  <b>The Visitors Who Came to Stay</b> Annalena McAfee</p>	<p><b>For Every Child</b> Published by Unicef</p>	<p><b>Cliffhanger</b> Jacqueline Wilson  <b>Gaffer Samson’s Luck</b> Jill Paton Walsh (currently out of print).  <b>Matilda</b> Hilaire Belloc (Poem)</p>		<p><b>Scaredy Squirrel at Night</b> Melanie Watt  <b>The Worry Website</b> Jacqueline Wilson  <b>Mean Soup</b> Betsy Everitt</p>	<p><b>Let’s Talk about Sex</b> Robie H. Harris  <b>All Kinds of Bodies</b> Emma Brownjohn  <b>Why does my Body Smell?</b> Angela Royston  <b>Nits and Head Lice</b> Angela Royston  <b>Scratch, Scratch, We Have Nits</b> Miriam Moss</p>
<p><b>Curriculum Links</b></p>	<p>Links with Computing Curriculum: Communicators</p>	<p>Links with British Values: Democracy, Individual Liberty and Rule of Law</p>	<p>Healthy and Safer Lifestyles: Managing Safety and Risk taught through <b>Forest School</b></p>			<p>Links with Science Curriculum: Animals including Humans</p>

Year 4 PSHE Units

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
<b>Unit Title</b>	Citizenship: Diversity and Communities	Myself and My Relationships: Anti-Bullying	Healthy and Safer Lifestyles: Digital Lifestyles	Healthy and Safer Lifestyles: Personal Safety	Myself and My Relationships: Managing Change	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Healthy Lifestyles taught through <b>Design and Technology Taste Ed</b>
<b>Outcome</b>	Art work, mixed media collage of diversity in the classroom	Group presentations about bullying	Comic strip about online communication-how it could make a person feel, good or bad	Creating a circle of trust display.	Timeline of changes that have happened and will happen in the future	Acting out scenarios cards of how to act responsibly	Making a How to stay healthy /lifestyle video or children making a healthy meal video in groups.
<b>Key Vocabulary</b>	common, different, similarities, differences, expectations, feelings, choices, families, locality traditions, cultures and beliefs, values, stereotypes unfair, challenge, media community, local environment, animals need, responsibilities	falling out, bullying, different, power, types respect, empathy difference, direct and indirect, bystanders, followers, support, assertive, prevent	technology, older, healthier, safer, decisions, online identity, affect, communicating, similar, interests, difference, respect, feelings, online content, opinions, beliefs, facts, social media, online gaming, peer influence, decisions	Healthy, safe, lifestyle, feelings, safety, personal, warning signs, adults, trust, friends, network, help, worried, physical contact, secret, unwanted contact, unsafe	Changes, peers, experiences, and future, emotions, loss, strategies friendships, behave, feel, loss, separation, reasons	Stages, human, life, cycle, Sex Education, Responsibility, change, caring, stable, adult relationship, secure. environment	Healthy, balanced, diet active, lifestyle, exercise mental wellbeing, physical, nutrition, proteins, minerals, carbohydrates, fats, dairy, sugars, decay, hygiene, enamel, dentist
<b>Knowledge Learnt</b>	<p>What have we got in common and how are we different? How might others' expectations of girls and boys affect people's feelings and choices? How are our families the same and how are they different? Do people who live in my locality have different traditions, cultures and beliefs? How does valuing diversity benefit everyone? Why are stereotypes unfair and how can I challenge them? How do people in my locality benefit from being part of different groups? What are the roles of people who support others with different needs in my community?</p>	<p>How are falling out and bullying different? How do people use power when they bully others? What are the key characteristics of different types of bullying? How can lack of respect and empathy towards others lead to bullying? What is the difference between direct and indirect forms of bullying? What are bystanders and followers and how might they feel? Do I understand that bullying might affect how people feel for a long time? How can I support people I know who are being bullied by being assertive? How does my school prevent bullying and</p>	<p>How might my use of technology change as I get older, and how can I make healthier and safer decisions? How does my own and others' online identity affect my decisions about communicating online? How might people with similar likes &amp; interests get together online? Can I explain the difference between "liking" and "trusting" someone online? What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? When looking at online content, what is the difference between opinions, beliefs and facts?</p>	<p>How do I recognise my own feelings and communicate them to others? Which school/classroom rules are about helping people to feel safe? Can I recognise when my Early Warning Signs are telling me I don't feel safe? What qualities do trusted adults and trusted friends have? Who is on my personal network and how can I ask them for help? What could I do if I feel worried about a friendship or family relationship? What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? How can I decide if a secret is safe or unsafe?</p>	<p>What changes have I and my peers already experienced and what might happen in the future? What helps me when I'm experiencing strong emotions due to loss or change? What strategies help me to thrive when my friendships change? How might I behave when I feel strong emotions linked to loss and change? How might people feel when loved ones or pets die, or they are separated from them for other reasons? What changes might people welcome and how can they plan for these?</p>	<p>What are the main stages of the human life cycle? Science How did I begin? Sex Education What does it mean to be 'grown up'? What am I responsible for now and how will this change? How do different caring, stable, adult relationships create a secure environment for children to grow up?</p>	<p>What does healthy eating and a balanced diet mean? What is an active lifestyle and how does it help me to be healthier? What is mental wellbeing and how is it affected by my physical health? How much sleep do I need &amp; what happens if I don't have enough? How do nutrition and physical activity work together? How can I plan and prepare simple, healthy meals safely? How can I look after my teeth and why is it important? Who is responsible for my lifestyle choices and how are these choices influenced?</p>

	<p>How does the media work in my community? How can we care for the local environment and what are the benefits? What do animals need, and what are our responsibilities?</p>	<p>support people involved?</p>	<p>Why is it important to ration the time we spend using technology and/or online? How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</p>	<p>How can I keep safe online?</p>			
<p><b>Key Texts</b></p>	<p><b>We are Britain</b> Benjamin Zephaniah <b>Children of Britain just like me</b> Barnabas and Anabel Kindersley <b>Three Monsters</b> David McKee <b>Princess Pigsty</b> Cornelia Funke, Kerstil Meyer <b>Katie Morag and the Two Grandmothers</b> Mairi Hedderwick</p>	<p><b>Is it Because?</b> Tony Ross <b>Alfie's Angels</b> Henrietta Barkow and Sarah Garson <b>The Angel of Nitshill Road</b> Anne Fine <b>Ellie's Secret Diary: Don't Bully me</b> Henrietta Barkow and Sarah Garson <b>Kirsty Knows Best</b> Annalena McAfee and Anthony Browne <b>Frog and the Stranger</b> Max Velthuijs (Andersen Press) <b>The Sissy Duckling</b> Harvey Fierstein</p>		<p><b>Stranger Danger?</b> Anne Fine <b>Secret Friends</b> Elizabeth Laird <b>Honesty (Exploring Citizenship)</b> Sue Barraclough <b>Telling the Truth A Terrible Thing Happened</b> Margaret M. Holmes <b>Not Now Bernard</b> David McKee</p>	<p><b>Orlando's Little White Friends</b> Audrey Wood <b>Meggie's Magic</b> Anna Dean <b>Goodbye Mog</b> Judith Kerr <b>Jim's Dog Muffins</b> Miriam Cohen <b>The Cat Mummy</b> Jacqueline Wilson <b>Grace and Family</b> Mary Hoffman <b>Since Dad Left</b> Caroline Binch <b>Dinosaurs Divorce</b> Laurene Krasny Brown and Marc Brown <b>The Huge Bag of Worries</b> Virginia Ironside <b>No Worries</b> Marcia Williams <b>The Scar</b> Charlotte Moundlic <b>Rabbityness</b> Jo Empson <b>Being Ben</b> Jacqueline Roy <b>Visiting My Mum</b> Ormiston Children and Families Trust <b>Visiting My Dad</b> Ormiston Children and Families Trust</p>	<p><b>Drop Dead</b> Babette Cole <b>No Charge (song)</b> Harlan Howard (sung by Johnny Cash amongst others) <b>Lets Talk About Sex</b> Robie H. Harris <b>Piggybook</b> Anthony Browne <b>My Mum</b> Anthony Browne <b>My Dad</b> Anthony Browne <b>Me and My Dad</b> Alison Ritchie <b>My Mum is Fantastic</b> Nick Butterworth <b>My Dad is Brilliant</b> Nick Butterworth <b>My Grandma is Wonderful</b> Nick Butterworth <b>My Grandpa is Amazing</b> Nick Butterworth</p>	<p><b>Eat your peas</b> Kes Gray &amp; Nick Sharratt <b>I know why I brush my teeth (Sam's Science)</b> Kate Rowan &amp; Katharine McEwen  <del>Healthy Body: Diet and Your Body</del> <del>Healthy Body: Exercise and Your Body</del> <del>What About Health: Exercise</del> <del>Keeping Healthy: Exercise</del> <del>Keeping Healthy: Eating</del></p>
<p><b>Curriculum Links</b></p>	<p>Links with British Values: Diversity and Art Curriculum (Collage)</p>	<p>Myself and My Relationships: Anti-Bullying Taught as a block during <b>Anti Bullying Week</b></p>	<p>Links with Computing Curriculum</p>			<p>Links with Science Curriculum: Animals including Humans</p>	<p>Healthy and Safer Lifestyles: Healthy Lifestyles taught through Design and Technology Taste Ed</p>

							Also linked to Computing Curriculum (We are Presenters Y3)
--	--	--	--	--	--	--	--

**Year 5 PSHE Units**

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Healthy and Safer Lifestyles: Digital Lifestyles	Myself and My Relationships: Family and Friends	Myself and My Relationships: My Emotions	<b>Citizenship: Rights, Rules and Responsibilities</b>	Healthy and Safer Lifestyles: Managing Safety and Risk taught through <b>Forest School</b>	Healthy and Safer Lifestyles: Relationships and Sex Education
<b>Outcome</b>	Create E-Safety display for IT room	Role-play enacting badly managed scenarios and how to improve them.	Create advice posters for display in KS2 hall.	<b>Debate the role of the school council in decision making</b>	Health and safety leaflet for children	Work in table groups: each to create one poster to represent a WALT from the unit.
<b>Key Vocabulary</b>	Healthy, safe, lifestyle, digital, devices, internet, digital media, games, search engines, virtual reality, principles, conduct, rights, rules, and responsibilities, age appropriate, critical, evaluate, consider, warning, online friendships, fake, manipulate, real, risk, report, enticement, positive contributions, impact, positive, negative, trust, information sharing, challenge, reject, suspicious, online content, mental health.	Myself, relationships, family, friends, healthy, safe, lifestyle, digital, devices, online, offline, internet, digital media, games, search engines, virtual reality, principles, conduct, rights, rules, and responsibilities, age appropriate, critical, evaluate, consider, warning, online friendships, trust, benefits, risks, communication, empathy, compromise, resolve, report.	Myself, relationships, friends, healthy, safe, lifestyle, mental well-being, physical well-being, identity, self-respect, self-esteem, manage emotions, judging feelings, appropriate, proportionate, recognise, respond, others.	<b>Citizen, citizenship, rights, rules, responsibilities, courtesy, manners, online, internet, safety, respect, appropriate, inappropriate, privacy, contribute, place and time, law, society, democracy, vote, election, local government, parliament, councillors, ministers, Prime Minister.</b>	Healthy, safe, lifestyle, mental health, risk, benefit, consequence, personal safety, physical, emotional, social, rights and responsibilities, reporting, injuries, accidents, first aid, prevention, trusted adult	Healthy, safe, lifestyle, relationships, sex education, sexual parts of the body, function, discuss, appropriate, confident, puberty, change, difference, influences, body image, cleanliness and hygiene, developing, virus, bacteria, spread.
<b>Knowledge Learnt</b>	<p>What are some examples of how I use the internet, the services it offers, and how do I make decisions?</p> <p>What are the principles for my contact and conduct online, including when I am anonymous?</p> <p>How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?</p> <p>How might the media shape my ideas about various issues and how can I challenge or reject these?</p> <p>Can I explain some ways in which information and data is shared and used online?</p> <p>How can online content impact on me positively or negatively?</p> <p>What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?</p> <p>What are some ways of reporting concerns and why is it important to persist in asking?</p> <p>Can I identify, flag and report inappropriate content?</p>	<p>What are the characteristics of healthy friendships on and offline and how do they benefit me?</p> <p>How do trust and loyalty feature in my relationships on and offline?</p> <p>What are the benefits and risks of making new friends, including those I only know online?</p> <p>Can I always balance the needs of family &amp; friends &amp; how do I manage this?</p> <p>Can I communicate, empathise &amp; compromise when resolving friendship issues?</p> <p>How can I check that my friends give consent on and offline?</p> <p>How do people in my family continue to</p>	<p>How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing?</p> <p>What does it mean to have a 'strong sense of identity' &amp; 'self-respect'?</p> <p>What can I do to boost my self-respect?</p> <p>How do I manage strong emotions?</p> <p>How can I judge if my own feelings and behaviours are appropriate &amp; proportionate?</p> <p>How do I recognise how other people feel and respond to them?</p> <p>What is loneliness and how can we manage feelings of isolation?</p> <p>How common is mental ill health and what self-care techniques can I use?</p>	<p><b>What are the conventions of courtesy &amp; manners and how do these vary?</b></p> <p><b>How does my behaviour online affect others &amp; how can I show respect?</b></p> <p><b>Why is it important to keep my personal information private, especially online?</b></p> <p><b>How can I contribute to making and changing rules in school?</b></p> <p><b>How else can I make a difference in school?</b></p> <p><b>Are there places or times when I have to behave differently?</b></p> <p><b>What are the basic rights of children and adults?</b></p> <p><b>Why do we have laws in our country?</b></p> <p><b>How does democracy work in our community and in our country?</b></p>	<p>When might it be good for my mental health for me to take a risk?</p> <p>What are the possible benefits and consequences of taking physical, emotional and social risks?</p> <p>When am I responsible for my own safety as I get older and how can I keep others safer?</p> <p>How can I safely get the attention of a known or unknown adult in an emergency?</p> <p>Can I carry out basic first aid in common situations, including head injuries?</p> <p>What are the benefits of cycling and walking on my own and how can I stay safer?</p> <p>How can being outside support my wellbeing &amp;</p>	<p>What are male and female sexual parts called and what are their functions?</p> <p>How can I talk about bodies confidently and appropriately?</p> <p>What happens to different bodies at puberty?</p> <p>What might influence my view of my body?</p> <p>How can I keep my growing and changing body clean?</p> <p>How can I reduce the spread of viruses and bacteria?</p>

		<p>support each other as things change? Who are in my networks, on &amp; offline, and how have these, changed and how do we support each other?</p>	<p>What kinds of problems can be caused by impulsive online communication? How and from whom do I get support when things are difficult?</p>	<p>What do councils, councillors, parliament and MPs do? Can I take part in a debate and listen to other people's views?</p>	<p>how do I keep myself safe in the sun? What are the benefits of using public transport and how can I stay safe near railways? How can I prevent accidents at school and at home, now that I can take more responsibility?</p>	
<b>Educational Trips / Workshops</b>				<p>If the World Were a Village David J. Smith At what age can I...? (A guide to age-based legislation) Member of Parliament (People who help us) Rebecca Hunter</p>		
<b>Key Texts</b>		<p><b>The Great Big Book of Families</b> Mary Hoffman <b>The Visitors who Came to Stay</b> Annaleena McAfee <b>Step by Wicked Step</b> Anne Fine <b>Scaredy Squirrel Makes a Friend</b> Melanie Watt <b>Henry's Baby</b> Mary Hoffman <b>No Worries</b> Marcia Williams</p>	<p><b>How Artists See Feelings</b> Colleen Carroll <b>Granny Torelli Makes Soup</b> Sharon Creech <b>You've Got Dragons</b> Kathryn Cave and Nick Maland <b>Clarice Bean, Don't Look Now</b> Lauren Child <b>Little Mouse's Big Book of Fears</b> Emily Gravett <b>Feelings BlobCards</b> Pip Wilson and Ian Long Published by Speechmark</p>	<p>Links with British Values: Democracy, Individual Liberty and Rule of Law Educational Visit to Houses of Parliament</p>	<p><b>Scaredy Squirrel</b> Melanie Watt <b>The Dare Game</b> Jacqueline Wilson <b>The Bed and Breakfast Star</b> Jacqueline Wilson</p>	<p><b>Mummy Never Told Me</b> Babette Cole <b>What did I look like when I was a baby?</b> Jeanne Willis <b>What's Happening to Me? (girls)</b> Susan Meredith <b>What's Happening to Me? (boys)</b> Alex Frith <b>Hair in Funny Places</b> Babette Cole <b>Changes</b> Anthony Browne</p>
<b>Curriculum Links</b>	<p>Linked to Computing Unit Blogger (5.5)</p>				<p>Healthy and Safer Lifestyles: Managing Safety and Risk taught through <b>Forest School</b></p>	<p>Links with Science Curriculum: Animals including Humans</p>



Year 6 PSHE Units

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Healthy and Safer Lifestyles: Healthy Lifestyles	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Relationships and Sex Education	Myself and My Relationships: Managing Change	Protect our Women is Healthy & Unhealthy Relationships Schools Programme <a href="http://www.solacewomensaid.org">www.solacewomensaid.org</a> Taught over 12 weeks
<b>Outcome</b>	Create display posters about healthy lifestyles	Working in groups discussing/recording diversity and the impact that it has on communities. Explain their findings in an assembly	E-Safety display about cyber-safety and digital footprint	Discussion around relationships between humans.	<b>Transition discussions – dealing with change</b>	
<b>Key Vocabulary</b>	Lifestyles, diet, Healthy, Balanced. Moderation, consumption, benefits, risks, physical, mental, wellbeing, behaviour choices, proteins, sugar, fat, carbohydrates, decision-making, government advice, Public Health, National Health Service	Diversity, diversification, impact, society, citizen, attitudes. Social attitudes, relationships, understanding, approach, identity, behaviour choices, relationships, relations, communities, global, interdependence, international, local, regional, national, United Kingdom, politicians, actors, role-models, religion, worship, liberalism, xenophobia	Safety, Managing safety, caution, warnings, risks, strategies, mechanisms, responses. Reactions, technology, digital footprint, e-safety, social media, twitter, Facebook, Instagram, rules, law, government policy	Relationships, Positive relationships, Sex, human interaction, loving relations, appropriate, inappropriate, behaviours, behaviour choices, behaviour responses, actions, attitudes, rights and responsibilities, authorities, emotions, behave, individual rights, protection of law, citizen rights, accountability, secure, safety, bullying, families, teenager, child, children, choices, consent, consensual, harmful	<b>Change, Primary life, Secondary life, transition, coping with transition, influences, inspirations, environments, communication, explanations, discussions, emotional well-being, responding, pressures, stresses, anxieties, outcomes, positive outcomes, friendships, responsibilities, families, teachers, pastoral workers</b>	
<b>Knowledge Learnt</b>	How does physical activity help me & what might be the risks of not engaging in it? What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? What are the different aspects of a healthy lifestyle and how could I become healthier? What are the factors influencing me when I'm making lifestyle choices and how	How do other people's perceptions, views and stereotypes influence my sense of identity? How do views of gender affect my identity, friendships, behaviour & choices? What are people's different identities, locally and in the UK? How can I show respect to those with different lifestyles, beliefs & traditions? What are the negative effects of stereotyping? Which wider communities & groups am I part of & how does this benefit me?	How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or trusted friend? How can I seek help or advice from someone on my personal network and when should I review my network?	What are different ways babies are conceived and born? (Sex Education) What effect might puberty have on people's feelings and emotions? How can my words or actions affect how others feel, and what are my responsibilities? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?	What positive and negative changes might people experience? How do people's emotions evolve over time as they experience loss and change? How can I manage the changing influences and pressures on my friendships and relationships? What different strategies do people use to manage feelings linked to loss and change and how can I help? How might people whose families change feel? When might change lead to positive outcomes for people? What positive and negative changes have I experienced	

	<p>might these change over time?  What might be the signs of physical illness and how might I respond?  What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?  Why are online apps and games age restricted?</p>	<p>What are voluntary organisations and how do they make a difference?  What is the role of the media and how does it influence me and my community?  Who cares for the wider environment and what is my contribution?</p>	<p>How could I report concerns of abuse or neglect?  Can I identify appropriate &amp; inappropriate or unsafe physical contact?  How do I judge when it is not right to keep a secret and what action could I take?  How can I recognise risks online and report concerns?  What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?</p>		<p>and how have these experiences affected me?  What strategies will help me to thrive when I move to my next school?</p>	
Key Texts	<p>Healthy Body: Diet and Your Body  Healthy Body: Exercise and Your Body  What About Health: Exercise  Keeping Healthy: Exercise  Keeping Healthy: Eating</p>	<p><b>Edwardo</b> John Burningham  <b>Window</b> Jeannie Baker  <b>Belonging</b> Jeannie Baker  <b>Wicked World</b> Benjamin Zephaniah (includes the poem <i>The British</i>)  <b>City Lines</b> Poems by London school students (includes the poems <i>Who is that Woman?</i> and <i>A Stranger</i>)  <b>City Psalms</b> Benjamin Zephaniah (includes the poem <i>How's Dat</i>)  <b>Mother Gave a Shout</b> Edited by Susanna Steele and Morag Styles (includes the poem <i>Tich Miller</i>)</p>	<p><b>Personal Safety (Know the Facts)</b> Judith Anderson  <b>Secrets and Lies</b> Ann Bryant  <b>Respect! At Home</b> Kate Brookes  <b>Telling isn't Tattling</b> Kathryn M. Hammerseng  <b>Me And My Friends (Problem Page)</b> Judith Anderson  <b>Anne Frank (Life Stories)</b> Wayne Jackman, Wayland and David A. Adler  <b>Secrets</b> Jacqueline Wilson</p>	<p><b>Mummy Laid and Egg</b> Babette Cole  <b>Let's Talk About Where Babies Come From</b> Robie H. Harris  <b>Let's Talk about Sex</b> Robie H Harris  <b>Where Willy Went</b> Nicholas Allan  <b>Hair in Funny Places</b> Babette Cole  <b>What's Inside your tummy, Mummy?</b> Abby Cocovini</p>	<p><b>The Red Tree</b> Shaun Tan  <b>The Lonely Tree</b> Nicholas Halliday  <b>Michael Rosen's Sad Book</b> Michael Rosen  <b>Black Jack Jetty</b> Michael A.Carestio</p>	
Curriculum Links		<p>Linked to International Day Against Homophobia, Transphobia and Biphobia 2020</p>	<p>Links to Computing Curriculum: Travel Writers (6.5)</p>	<p>Links with Science Curriculum: Animals including Humans</p>		

PSHE Units taught through Workshops

	Autumn	Spring	Summer
--	--------	--------	--------

Whole School	Anti-Bullying Week TBC  Road Safety Week TBC	Safe Internet Day 7 <sup>TH</sup> Feb 2023	Health and Safety Week 15 <sup>th</sup> – 19 <sup>th</sup> June
KS2			Truth About Drugs Workshops (Y4 to Y6) Child Net Workshops (Y3 to Y6) Gnags Against Violence Workshop (Y5) Protect Our Women (Y6)