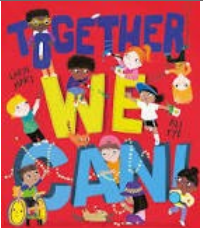
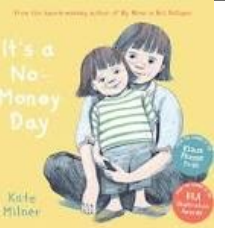

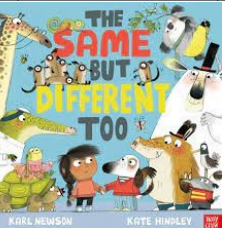

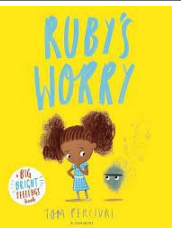


## Personal Development: Lothersdale Primary School PSHE Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Focus</b>	Social, Emotional & Mental Health	Community & Charity Work	Whole Body Health	Life Skills & Keeping Myself Safe	Global Citizenship	Diversity & Inclusion	
<b>Theme</b>	Magnificent Me	Together we are Better	Healthy Lifestyles (Growing and Changing)	Inspirational Figures	Helping others	Celebrating Diversity	
<b>Themed Events</b>	Magnificent Me Week 23 <sup>rd</sup> – 27 <sup>th</sup> October	Anti-bullying week 13 <sup>th</sup> – 17 <sup>th</sup> November	Children's Mental Health Week 5 <sup>th</sup> – 9 <sup>th</sup> February	Inspiration Day 21 <sup>st</sup> March	Aspiration Week 20 <sup>th</sup> – 24 <sup>th</sup> May	Diversity Week 24 <sup>th</sup> – 28 <sup>th</sup> June	
<b>Planning Themes</b>	<b>Reception</b>	<ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> <li>My feelings (2)</li> </ul>	<ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy Eating (1)</li> <li>Healthy Eating (2)</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages – plants, animals, humans</li> <li>Life stages – human life stage – who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body – girls and boys</li> <li>NSPCC PANTS Lesson</li> </ul>	<ul style="list-style-type: none"> <li>What's safe to go onto my body?</li> <li>What's safe to go into my body?</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Caring for our world</li> <li>Looking after money (1): Recognising, spending, using</li> </ul>	<ul style="list-style-type: none"> <li>I'm special, You're Special</li> <li>Same and different</li> <li>Families and Homes</li> <li>Kind and Caring (1)</li> <li>Kind and Caring (2)</li> </ul>
	<b>PSHE Texts</b>						

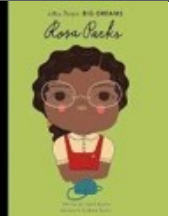
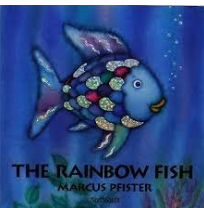
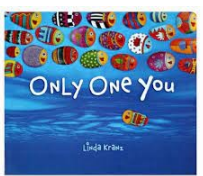
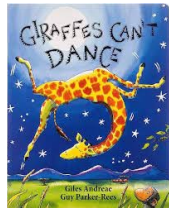
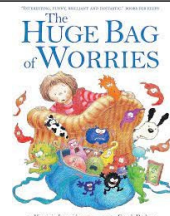
## Personal Development: Lothersdale Primary School PSHE Curriculum

	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>Thinking about feelings</li> <li>Our feelings</li> <li>Feeling and bodies</li> <li>Good friends</li> <li>How are you listening?</li> </ul>	<ul style="list-style-type: none"> <li>Harold has a bad day</li> <li>Pass on the praise!</li> <li>Harold learns to ride his bike</li> <li>Eat well</li> <li>I can eat a rainbow</li> </ul>	<ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> <li>NSPCC PANTS lesson</li> </ul>	<ul style="list-style-type: none"> <li>Who can help? (1)</li> <li>What could Harold do?</li> <li>Good or bad touches?</li> <li>Sharing pictures (online)</li> </ul>	<ul style="list-style-type: none"> <li>Harold's wash and brush up</li> <li>Taking care of something (small session – story time)</li> <li>Harold's money</li> <li>How should we look after our money?</li> <li>Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Same or Different?</li> <li>Unkind, tease or bully? Who are our Special People?</li> </ul>
	<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these.</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave</li> <li>Suggest strategies for</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others;</li> <li>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> <li>Recognise that learning a new skill requires practice and the opportunity to fail</li> </ul>	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>Understand and explain the simple bodily processes associated with them.</li> <li>Understand some of the tasks required to look after a baby;</li> <li>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> <li>Explain the difference between teasing and bullying;</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> <li>Recognise emotions and physical feelings</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> <li>Explain where people get money from;</li> <li>List some of the things that money maybe spent on in a family home.</li> <li>Recognise that different notes and coins have</li> </ul>	<ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can</li> </ul>

## Personal Development: Lothersdale Primary School PSHE Curriculum

		<p>someone experiencing 'not so good' feelings to manage these.</p> <ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<p>safely;</p> <ul style="list-style-type: none"> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	<p>associated with feeling unsafe;</p> <ul style="list-style-type: none"> <li>• Identify people who can help them when they feel unsafe.</li> <li>• Recognise the range of feelings that are associated with loss.</li> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say "no" to unwanted</li> </ul>	<p>different monetary value;</p> <ul style="list-style-type: none"> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>	<p>show kindness to others.</p>
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				touch; <ul style="list-style-type: none"> <li>Start thinking about who they trust and who they can ask for help.</li> </ul>		
<b>PSHE Texts</b>					<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <b>Little People, BIG DREAMS</b> </div> <i>Be Bold, Be Brave, DREAM BIG!</i>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>How are you feeling today?</li> <li>Bullying or teasing?</li> <li>Don't do that!</li> <li>Types of bullying</li> <li>Being a good friend</li> <li>Let's all be happy!</li> </ul>	<ul style="list-style-type: none"> <li>My body needs...</li> <li>Harold's bathroom (short session)</li> <li>Harold's postcard – helping us to keep clean and healthy</li> <li>My day</li> <li>You can do it!</li> </ul>	<ul style="list-style-type: none"> <li>A helping hand</li> <li>Sam moves away</li> <li>Haven't you grown!</li> <li>My body, your body</li> <li>Respecting privacy</li> <li>Basic first aid</li> <li>NSPCC PANTS lesson</li> </ul>	<ul style="list-style-type: none"> <li>Harold's picnic (particularly medicines)</li> <li>I don't like that!</li> <li>Should I tell?</li> <li>Some secrets (activity 2)</li> </ul>	<ul style="list-style-type: none"> <li>Getting on with others</li> <li>When I feel like erupting</li> <li>Feeling safe</li> <li>Harold saves for something special</li> <li>Playing games</li> </ul>	<ul style="list-style-type: none"> <li>What makes us who we are?</li> <li>How do we make others feel?</li> <li>What do we do when someone is left out?</li> <li>Solve the problem</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> <li>Take part in creating and agreeing classroom rules.</li> <li>Use a range of words to describe feelings;</li> </ul>	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> </ul>	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if</li> </ul>	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> <li>Identify what they like</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways</li> </ul>

## Personal Development: Lotersdale Primary School PSHE Curriculum

		<ul style="list-style-type: none"> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Identify situations as to whether they are incidents of teasing or bullying.</li> <li>• Understand and describe strategies for dealing with bullying;</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Recognise that</li> </ul>	<p>strategies to their own learning.</p> <ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing</li> <li>• Understand that vaccinations can help to prevent certain illnesses</li> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines</li> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health</li> <li>• Name major internal body parts (heart, blood, lungs, intestines</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>	<p>they are unwell;</p> <ul style="list-style-type: none"> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> </ul>	<p>about the school environment;</p> <ul style="list-style-type: none"> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and</li> <li>• understand the reasons why people (including themselves) might do this.</li> <li>•</li> </ul>	<p>those people are special to them.</p> <ul style="list-style-type: none"> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
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## Personal Development: Lotersdale Primary School PSHE Curriculum

		<p>friendship is a special kind of relationship;</p> <ul style="list-style-type: none"> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>			<ul style="list-style-type: none"> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which</li> </ul>		
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## Personal Development: Lothersdale Primary School PSHE Curriculum

					<p>makes them feel unsafe or uncomfortable.</p> <ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>		
<b>PSHE Texts</b>							
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• My special pet</li> <li>• Looking after our special people</li> <li>• How can we solve this problem?</li> <li>• Friends are special</li> </ul>	<ul style="list-style-type: none"> <li>• Top talents</li> <li>• I am fantastic!</li> <li>• For or against?</li> <li>• Derek cooks dinner! (healthy eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship tree</li> <li>• Body space</li> <li>• Secret or surprise?</li> <li>• My changing body</li> <li>• Basic first aid</li> <li>• NPSCC PANTS lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Safe or unsafe?</li> <li>• The Risk</li> <li>• Robot</li> <li>• Alcohol and Cigarettes</li> <li>• Super</li> </ul>	<ul style="list-style-type: none"> <li>• Our helpful volunteers</li> <li>• Helping each other to stay safe</li> <li>• Recount task</li> <li>• Harold's environment project</li> <li>• Earning money</li> </ul>	<ul style="list-style-type: none"> <li>• Family and Friends</li> <li>• My Community</li> <li>• Let's Celebrate our Differences</li> </ul>	

## Personal Development: Lothersdale Primary School PSHE Curriculum

					<p>Searcher</p> <ul style="list-style-type: none"> <li>• Help or harm?</li> <li>• None of your business!</li> </ul>		
	<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy meal</li> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Recognise that babies come from the joining of an egg and sperm;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose</li> </ul>	<ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>• Identify key people who are responsible for them to stay safe and healthy;</li> <li>• Suggest ways they can help these people.</li> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Plan, draft and publish a recount using the appropriate language.</li> <li>• Define what is meant by the environment;</li> <li>• Evaluate and explain different methods of looking after the school environment;</li> <li>• Devise methods of promoting their priority method.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>• Reflect on listening skills; Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of</li> </ul>




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		<p>achieve success.</p> <ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>Understand and explain how the brain sends and receives messages through the nerves.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>	<p>not to smoke cigarettes; (Social Norms message)</p> <ul style="list-style-type: none"> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> <li>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>Recognise and describe appropriate behaviour online as well</li> </ul>	<ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>Explain that people earn their income through their jobs;</li> </ul>	<p>backgrounds need in order to get on together.</p> <ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>
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		<p>fall out;</p> <ul style="list-style-type: none"> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>			<p>as offline;</p> <ul style="list-style-type: none"> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>		
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PSHE Texts	
	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>An email from Harold!</li> <li>Ok or not ok? (part 1)</li> <li>Ok or not ok? (part 2)</li> <li>Different feelings</li> <li>When feelings change</li> <li>Under pressure</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire</li> </ul>
	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>SCARF Hotel</li> <li>What makes me ME!</li> <li>Making choices</li> </ul>
	<ul style="list-style-type: none"> <li>Moving house</li> <li>My feelings are all over the place!</li> <li>All change!</li> <li>Preparing for periods (formerly Period positive)</li> <li>Secret or surprise?</li> <li>Together NSPCC PANTS lesson (or similar)</li> </ul>
	<ul style="list-style-type: none"> <li>Danger, risk or hazard?</li> <li>Picture Wise</li> <li>Medicines: check the label</li> <li>Know the norms</li> <li>Keeping ourselves safe (inc. reference to Medicines lesson)</li> </ul>
	<ul style="list-style-type: none"> <li>Who helps us stay healthy and safe?</li> <li>It's your right</li> <li>Safety in numbers</li> <li>Harold's expenses</li> <li>Why pay taxes?</li> </ul>
	<ul style="list-style-type: none"> <li>Can you sort it?</li> <li>Islands (PE starter?)</li> <li>What would I do?</li> <li>That is such a stereotype!</li> </ul>

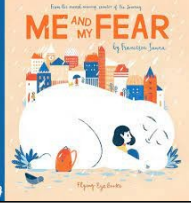

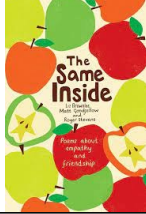
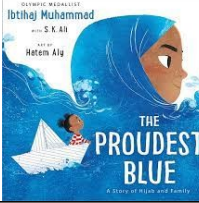
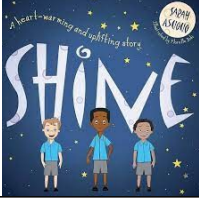
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		<p>in others.</p> <ul style="list-style-type: none"> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> <li>▪ Give examples of</li> </ul>	<p>times when they will make the same choices as their friends and times when they will choose differently.</p> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul>	<p>onset of puberty can have emotional as well as physical impact</p> <ul style="list-style-type: none"> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Take part in a role play practising how to compromise.</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> </ul>	<p>for managing risk.</p> <ul style="list-style-type: none"> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>▪ Suggest</li> </ul>	<p>humans have rights and also responsibilities;</p> <ul style="list-style-type: none"> <li>• Identify some rights and also responsibilities that come with these.</li> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process.</li> <li>• Define the word <i>influence</i>;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>• Explain the role of the bystander and how it can influence bullying or other anti- social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>• Understand some of the ways that various national and international environmental</li> </ul>	<p>people are close to their body space;</p> <ul style="list-style-type: none"> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> <li>• Understand and identify</li> </ul>
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		<p>strategies to respond to being bullied, including what people can do and say;</p> <ul style="list-style-type: none"> <li>▪ Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>		<ul style="list-style-type: none"> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	<p>strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <ul style="list-style-type: none"> <li>▪ Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>▪ Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>▪ Describe stages of identifying and managing risk;</li> <li>▪ Suggest people they can ask for help in managing risk.</li> <li>▪ Understand that we can be influenced both positively and negatively;</li> <li>▪ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	<p>organisations work to help take care of the environment;</p> <ul style="list-style-type: none"> <li>• Understand and explain the value of this work.</li> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> <li>• Prioritise public services from most essential to least essential.</li> </ul>	<p>stereotypes, including those promoted in the media.</p>
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<p><b>PSHE Texts</b></p>					<p><i>Little People, BIG DREAMS</i> Be Bold, Be Brave, DREAM BIG!</p>	
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Relationship cake recipe</li> <li>How good a friend, are you?</li> <li>Being assertive</li> <li>Our emotional needs</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Star qualities?</li> <li>Getting fit</li> <li>Different skills</li> </ul>	<ul style="list-style-type: none"> <li>How are they feeling?</li> <li>Taking notice of our feelings</li> <li>Changing bodies and feelings</li> <li>Growing up and changing bodies</li> <li>It could happen to anyone</li> <li>Help! I'm a teenager - get me out of here!</li> <li>Dear Ash</li> <li>Stop, start, stereotypes</li> <li>NSPCC Speak out, Stay Safe</li> </ul>	<ul style="list-style-type: none"> <li>Spot bullying</li> <li>Ella's diary dilemma</li> <li>Play, like, share</li> <li>Smoking: what is normal (newspaper activity)</li> <li>Drugs (true or false)</li> </ul>	<ul style="list-style-type: none"> <li>Kind conversations</li> <li>Happy being me</li> <li>The land of the Red People</li> <li>Is it true?</li> </ul>	<ul style="list-style-type: none"> <li>What's the story?</li> <li>Spending wisely</li> <li>Lend us a fiver!</li> </ul>
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>Explain what collaboration means;</li> <li>Give examples of how they have worked collaboratively;</li> </ul>	<ul style="list-style-type: none"> <li>Know two harmful effects each of smoking/drinking alcohol.</li> <li>Explain the importance of food, water and oxygen,</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings</li> <li>Distinguish between good and not so</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a habit is, giving examples;</li> <li>Describe why and how a habit can be</li> </ul>	<ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning</li> </ul>	<ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul>

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		<ul style="list-style-type: none"> <li>Describe the attributes needed to work collaboratively.</li> <li>Explain what is meant by the terms negotiation and compromise;</li> <li>Describe strategies for resolving difficult issues or situations.</li> <li>Demonstrate how to respond to a wide range of feelings in others;</li> <li>Give examples of some key qualities of friendship;</li> <li>Reflect on their own friendship qualities.</li> <li>Identify what things make a relationship unhealthy;</li> <li>Identify who they could talk to if they needed help.</li> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse</li> </ul>	<p>sleep and exercise for the human body and its health.</p> <ul style="list-style-type: none"> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to</li> </ul>	<p>good feelings, using appropriate vocabulary to describe these;</p> <ul style="list-style-type: none"> <li>Explain strategies they can use to build resilience.</li> <li>Identify people who can be trusted;</li> <li>Understand what kinds of touch are acceptable or unacceptable;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>Explain how someone might feel when they are separated from someone or something they like;</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> <li>Know the correct words for the external sexual organs;</li> </ul>	<p>hard to change.</p> <ul style="list-style-type: none"> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Demonstrate strategies and skills for supporting others who are bullied;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> </ul>	<p>health and wellbeing;</p> <ul style="list-style-type: none"> <li>Make recommendations on an issue concerning health and wellbeing.</li> <li>Understand the difference between a fact and an opinion;</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> <li>Define the differences between responsibilities, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</li> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> <li>Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>Consider how discriminatory behaviour can be challenged.</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>Understand that the</li> </ul>
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		<p>assertiveness skills.</p> <ul style="list-style-type: none"> <li>Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>	<p>them;</p> <ul style="list-style-type: none"> <li>Suggest ways of improving the school community.</li> <li>Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</li> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some of the myths associated with puberty.</li> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	<ul style="list-style-type: none"> <li>Define what is meant by a dare; Explain why someone might give a dare;</li> <li>Suggest ways of standing up to someone who gives a dare.</li> <li>Recognise which situations are risky;</li> <li>Explore and share their views about decision making when faced with a risky situation;</li> <li>Suggest what someone should do when faced with a risky situation.</li> <li>Consider what information is safe/unsafe to share offline and online, and</li> </ul>	<p>consumer should ask before buying a product.</p> <ul style="list-style-type: none"> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local councillors are elected to represent their local community.</li> </ul>	<p>information we see online, either text or images, is not always true or accurate;</p> <ul style="list-style-type: none"> <li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>
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## Personal Development: Lotersdale Primary School PSHE Curriculum

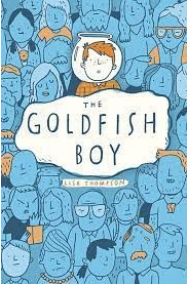
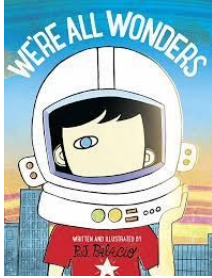
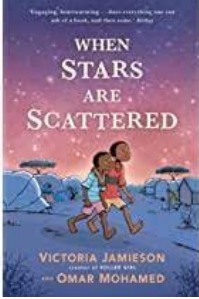

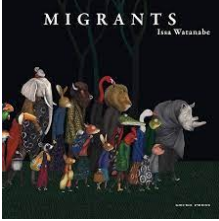
				<ul style="list-style-type: none"> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> <li>• Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	<p>reflect on the consequences of not keeping personal information private;</p> <ul style="list-style-type: none"> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> <li>• Understand some of the complexities of categorising drugs;</li> </ul>		
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					<ul style="list-style-type: none"><li>• Know that all medicines are drugs but not all drugs are medicines;</li><li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li><li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li><li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li><li>• Understand the actual norms around</li></ul>		
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				smoking/alcohol and the reasons for common misperceptions of these.		
<b>PSHE Texts</b>						
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Behave yourself</li> <li>Dan's day</li> <li>Don't force me</li> <li>Acting appropriately</li> <li>It's a puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Five Ways to Wellbeing project</li> <li>This will be your life</li> <li>What's the risk? (1)</li> </ul>	<ul style="list-style-type: none"> <li>Helpful or unhelpful?</li> <li>Managing change</li> <li>I look great!</li> <li>Media manipulation</li> <li>Pressure online</li> <li>Is this normal?</li> <li>Dear Ash</li> </ul>	<ul style="list-style-type: none"> <li>Traffic lights (need IT equipment)</li> <li>To share or not to share?</li> <li>Rat Park</li> <li>Drugs: it's the law</li> <li>Alcohol: what is normal?</li> </ul>	<ul style="list-style-type: none"> <li>Facebook friends</li> <li>Jobs and taxes</li> <li>Two sides to every story</li> </ul>	<ul style="list-style-type: none"> <li>OK to be different</li> <li>We have more in common than not</li> <li>Tolerance and respect for others</li> <li>Boys will be boys?</li> </ul>

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				<ul style="list-style-type: none"> <li>• Making babies</li> <li>• NSPCC Speak out, Stay Safe</li> </ul>			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• List some assertive behaviours;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical</li> </ul>	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of</li> </ul>

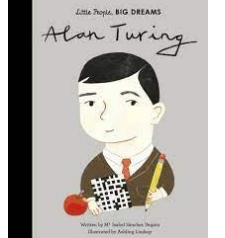

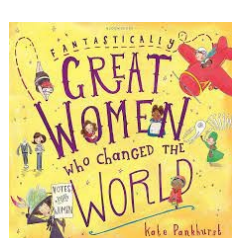
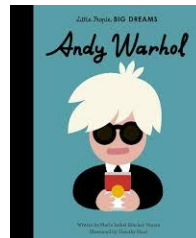

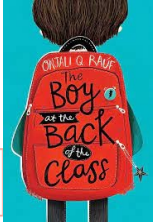
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		<ul style="list-style-type: none"> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Describe ways in which people show their commitment to</li> </ul>	<p>explain the need to be aware of these;</p> <ul style="list-style-type: none"> <li>• Assess a risk to help keep themselves safe.</li> </ul>	<p>gender portrayals of people.</p> <ul style="list-style-type: none"> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Explain the difference</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding</li> </ul>	<p>into account a range of factors;</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the term <i>interest</i>.</li> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>	<p>the UK;</p> <ul style="list-style-type: none"> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>
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		<p>each other;</p> <ul style="list-style-type: none"> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> </ul>		<p>between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> <li>• Explain how HIV affects the body's immune system;</li> <li>• Understand that HIV is difficult to transmit;</li> <li>• Know how a person can protect themselves from HIV.</li> </ul>	<p>that drugs can have both medical and non-medical uses;</p> <ul style="list-style-type: none"> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Understand that all humans have basic emotional needs and explain some of</li> </ul>		
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					<p>the ways these needs can be met;</p> <ul style="list-style-type: none"> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> <li>• Understand and give examples of conflicting emotions;</li> <li>• Understand and reflect on how independence and responsibility go together.</li> </ul>		
<b>PSHE Texts</b>							
<b>Other Key Dates</b>	<b>02.10.23</b> Grandparents' Day	<b>10.11.23</b> Remembrance Day <b>10 – 14.11.23</b>	<b>05 – 09.02.24</b> Children's Mental Health Week	<b>09 – 24.02.24</b> Chinese New Year	<b>22.04.24</b> Earth Day <b>20 – 24.05.24</b>	<b>24 – 28.06.24</b> Diversity Week	



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	<p><b>10.10.23</b> World Mental Health Day Harvest Festival <b>16 – 20.10.23</b> National Hate Crime Awareness Week <b>17.10.23</b> Black History Day <b>23 – 27.10.23</b> Magnificent Me Week</p>	<p>Diwali <b>13.11.23</b> Anti-bullying Week <b>13.11.23</b> World Kindness Day <b>20.11.23</b> Odd Socks Day <b>20 – 24.11.23</b> Road Safety Week <b>27 - 01.12.24</b> Inter-Faith Week <b>08.12.23</b> Human Rights' Day (10<sup>th</sup>)</p>	<p><b>06.02.24</b> Safer Internet Day <b>07.02.24</b> Wellbeing Wednesday</p>	<p><b>March</b> Womens' History Month <b>21.03.24</b> Inspiration Day</p>	<p>Aspiration Week</p>	
<b>FBV</b>	<p>Democracy Individual liberties</p>	<p>Mutual Tolerance and Respect Rule of Law</p>	<p>Individual Liberties Rule of Law</p>	<p>Individual Liberties</p>	<p>Mutual Tolerance and Respect Rule of Law</p>	<p>Human Rights Act</p>