



	Year 3	Subject PSHE	
Knowledge and Understanding	<b>Autumn 1 Topic: Myself and Relationships (9) Beginning and Belonging</b> <ul style="list-style-type: none"> <li>• Ground rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New situations</li> <li>• Meeting new people</li> <li>• Managing feelings</li> <li>• Calming down</li> <li>• Making choices</li> <li>• Problem solving</li> <li>• Asking for help</li> <li>• Network of support</li> </ul>	<b>Spring 1 Topic: Citizenship (7) Diversity and community</b> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Similarities and differences</li> <li>• People in the community</li> <li>• People with different backgrounds</li> <li>• Stereotypes</li> <li>• Community cohesion</li> <li>• Roles in the community</li> <li>• Local and wider environment</li> <li>• Basic animal welfare</li> <li>• Pet care</li> <li>• Role of the media</li> </ul>	<b>Summer 1 Topic: Healthy and Safer lifestyles (15) Drugs Education</b> <ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines and legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> </ul>
	<b>Autumn 2 Topic: Myself and Relationships (10) My emotions</b> <ul style="list-style-type: none"> <li>• Understanding feelings</li> <li>• Coping with feelings</li> <li>• Communicating emotions</li> <li>• Impact of emotions</li> <li>• Sharing feelings with others</li> <li>• Impulsive behaviour</li> <li>• Stopping and thinking before acting</li> <li>• Relaxation</li> <li>• Assertiveness</li> <li>• Help and support</li> </ul>	<b>Spring 2 Topic: Citizenship (6) Working together</b> <ul style="list-style-type: none"> <li>• Recognising and valuing strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Questioning skills</li> <li>• Problem solving and perseverance</li> <li>• Decision making</li> <li>• Communication and group work skills</li> <li>• Evaluating</li> <li>• Giving and receiving feedback</li> </ul>	<b>Summer 2 Topic: Healthy and Safer lifestyles (12) Safety contexts</b> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Fire safety</li> <li>• Beach safety</li> <li>• Safety near inland waterways</li> <li>• Safety during activities and visits</li> <li>• Preventing accidents in familiar settings</li> </ul>



	<p><b>Additional: Additional units- Healthy and Safer lifestyles (14)</b>  <b>Healthy Lifestyles (Science)</b></p> <ul style="list-style-type: none"> <li>• Effects of healthy eating and physical activity</li> <li>• Influences on food choices</li> <li>• Balanced diet</li> <li>• Eatwell plate</li> <li>• Basic food hygiene</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>	<p><b>SRE DCC Planning</b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Being assertive</li> <li>• Personal safety</li> <li>• Other people's safety</li> <li>• Life cycles</li> </ul>
<p><b>Progression</b></p>	<p><b>Skills</b></p> <p><b>Intrapersonal:</b></p> <ol style="list-style-type: none"> <li>1. Pupils develop their constructive self-reflection skills.</li> <li>3. Pupils begin to set challenging goals and identify steps to achieve them.</li> <li>7. Pupils learn strategies to manage strong emotions such as impulse.</li> <li>9. Self-organisation</li> </ol> <p><b>Interpersonal:</b></p> <ol style="list-style-type: none"> <li>1. Pupils practise and develop their active listening skills</li> <li>3. Pupils learn ways to communicate assertively and recognise how this differs from passive/aggressive behaviours.</li> </ol> <p><b>Enquiry:</b></p> <ol style="list-style-type: none"> <li>4. Pupils plan and decide how to find and present information</li> </ol>	



	Year 4	Subject PSHE	
Knowledge and Understanding	<b>Autumn 1 Topic: Citizenship (8) Rights, Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>• Class and school rules and charters</li> <li>• Rights and responsibilities</li> <li>• Democracy at school</li> <li>• School and class councils</li> <li>• Decision making</li> <li>• Debating and voting</li> <li>• Responsibilities at school and at home</li> </ul>	<b>Spring 1 Topic: Myself and Relationships (13) Managing change</b> <ul style="list-style-type: none"> <li>• Difference between males and females</li> <li>• Valuing the body's uniqueness and capabilities</li> <li>• Responsibilities for hygiene</li> </ul>	<b>Summer 1 Topic: Healthy and Safer lifestyles (11) Managing risk</b> <ul style="list-style-type: none"> <li>• Identifying types of risk</li> <li>• Dealing with pressure in risky situations</li> <li>• Reactions to risk</li> <li>• Taking action in an emergency</li> </ul>
	<b>Autumn 2 Topic: Myself and Relationships (12) Anti-bullying</b> <ul style="list-style-type: none"> <li>• Types of bullying including prejudice driven bullying</li> <li>• Homophobic bullying</li> <li>• Bullying related to race, religion or culture</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Networks of support</li> <li>• Bystanders</li> </ul>	<b>Spring 2 Topic: Myself and Relationships (11) Family and Friends</b> <ul style="list-style-type: none"> <li>• Managing friendships</li> <li>• Special people and networks</li> <li>• Understanding and valuing difference</li> <li>• Other points of view</li> <li>• Compromise</li> <li>• Emotions in relationships</li> <li>• Conflict resolution</li> <li>• Family patterns</li> <li>• Networks of support</li> </ul>	<b>Summer 2 Topic: Healthy and Safer lifestyles (16) Personal safety</b> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Responsibility for safety</li> <li>• Good and bad touches</li> <li>• Secrets, promises and tricks</li> <li>• Assertiveness</li> <li>• E-safety</li> <li>• Networks of support</li> <li>• Telling</li> </ul>



	<p><b>Additional:</b> Economic Wellbeing (2) Financial Capabilities</p> <ul style="list-style-type: none"> <li>• Understanding large amounts of money</li> <li>• Sources of money</li> <li>• Saving and spending</li> <li>• Cash versus money</li> <li>• Keeping track of money</li> <li>• Value for money</li> <li>• Impact of choices</li> <li>• Charities</li> <li>• Emotions</li> </ul>	<p>SRE DCC planning</p> <ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Relationships</li> <li>• Friendships</li> <li>• Valuing oneself and others</li> <li>• Internet safety</li> </ul>
<p>Progression</p>	<p><b>Skills</b></p> <p><b>Intrapersonal:</b></p> <ul style="list-style-type: none"> <li>2. Pupils learn from their experiences and make use of constructive feedback</li> <li>8. Pupils recognise and manage the need for self-approval</li> <li>9. Pupils continue to develop their self-organisation skills</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>2. Pupils develop empathy</li> <li>4. Pupils develop their team-work skills</li> <li>8. Pupils recognise and utilise strategies for managing pressure, persuasion and coercion.</li> </ul> <p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>8. Pupils learn to evaluate social norms</li> <li>9. Pupils review their progress against objectives.</li> </ul>	



	Year 5	Subject PSHE	
<b>Knowledge and Understanding</b>	<b>Autumn 1 Topic: Myself and Relationships (14) Beginning and Belonging</b> <ul style="list-style-type: none"> <li>• Ground Rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New experiences</li> <li>• Managing emotions</li> <li>• Calming down</li> <li>• Problem solving</li> <li>• Network of support</li> </ul>	<b>Spring 1 Topic: Citizenship (9) Working Together</b> <ul style="list-style-type: none"> <li>• Self-perception and self-evaluation</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• The world of work</li> <li>• Effective communication</li> <li>• Chairing group discussions</li> <li>• Negotiation and debate</li> <li>• Problem solving and perseverance</li> <li>• Influence of the media</li> <li>• Evaluation</li> </ul>	<b>Summer 1 Topic: Healthy and Safer lifestyles (19) Safety contexts</b> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Sun safety</li> <li>• Cycle safety</li> <li>• Railway safety</li> <li>• Electrical safety</li> <li>• Health and safety rules in school</li> <li>• Preventing a wider range of accidents</li> </ul>
	<b>Autumn 2 Topic: Myself and Relationships (15) My Emotions</b> <ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Feelings, thoughts, behaviour</li> <li>• Mental health and what affects it</li> <li>• Mood changes</li> <li>• Worry and anxiety</li> <li>• Managing strong feelings</li> <li>• Empathy</li> <li>• Calming down</li> <li>• Assertiveness</li> <li>• Making informed choices</li> <li>• Assessing risk</li> <li>• Networks of support</li> </ul>	<b>Spring 2 Topic: Citizenship (10) Diversity and community</b> <ul style="list-style-type: none"> <li>• Diversity in communities</li> <li>• Community cohesion</li> <li>• Challenging stereotypes</li> <li>• The community and roles in it</li> <li>• Voluntary, community, charitable and pressure groups</li> <li>• The media</li> <li>• Environmental issues</li> <li>• Sustainability</li> </ul>	<b>Summer 2 Topic: Healthy and Safer lifestyles (23) Personal safety</b> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Acceptable and unacceptable physical contact</li> <li>• Secrets and promises</li> <li>• Networks of support</li> <li>• Trusted adults</li> <li>• Organisations that help</li> <li>• Assertiveness</li> <li>• Managing pressure</li> <li>• Domestic violence</li> </ul>
	<b>Additional: Healthy and Safer lifestyles (21) Healthy Lifestyles (Science)</b> <ul style="list-style-type: none"> <li>• Effects and benefits of healthy eating and physical activity</li> <li>• Eat well plate</li> <li>• Basic food hygiene</li> <li>• Lifestyle and leisure choices</li> <li>• Physical and mental health</li> </ul>		<b>SRE DCC planning</b> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Understanding changes</li> <li>• Human reproduction</li> <li>• Personal safety</li> </ul>



Progression	<p><b>Skills:</b></p> <p><b>Intrapersonal:</b></p> <ol style="list-style-type: none"><li>1. Critical and constructive self-reflection. In particular, recognising strengths and next steps for development.</li><li>4. Making decision skills, including knowing when to be flexible.</li><li>5. Pupils develop their negotiation skills</li><li>6. Pupils develop resilience relating to stress and setbacks</li></ol> <p><b>Interpersonal:</b></p> <ol style="list-style-type: none"><li>4. Team work - pupils learn to take on different roles and respond to constructive feedback</li><li>5. Pupils develop their negotiation skills</li></ol> <p><b>Enquiry:</b></p> <ol style="list-style-type: none"><li>1. Pupils formulate questions</li><li>2. Pupils gather and use data</li><li>3. Pupils analyse information, separating fact and opinion</li></ol>
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	Year 6	Subject PSHE	
Knowledge and Understanding	<b>Autumn 1 Topic: Citizenship (11) Rights, Rules and Responsibilities</b> <ul style="list-style-type: none"> <li>• Ground rules / class charters</li> <li>• Children's rights</li> <li>• Conflicting rights and responsibilities</li> <li>• Rules and laws in society</li> <li>• Role of the police</li> <li>• Local and national democracy</li> <li>• Participation in class and school</li> <li>• School and class councils</li> <li>• Social and moral issues</li> </ul>	<b>Spring 1 Topic: Myself and Relationships (18) Managing change</b> <ul style="list-style-type: none"> <li>• Range of changes</li> <li>• Coping with loss</li> <li>• Emotions involved</li> <li>• Sources of support</li> <li>• Bereavement and family change</li> <li>• Friendship change</li> <li>• Transition between schools</li> <li>• Outcomes of change</li> <li>• Coping with challenges</li> <li>• Managing risk</li> <li>• Supporting others</li> </ul>	<b>Summer 1 Topic: Healthy and Safer lifestyles (22) Drugs Education</b> <ul style="list-style-type: none"> <li>• Legal and illegal drugs</li> <li>• Effects of drug use</li> <li>• Essential use of medicines</li> <li>• Misuse of substances</li> <li>• Staying safe around risky substances</li> <li>• Influence of friends and media</li> <li>• Reliable information</li> <li>• First aid</li> </ul>
	<b>Autumn 2 Topic: Myself and Relationships (16) Anti-bullying</b> <ul style="list-style-type: none"> <li>• Types of bullying including bullying related to race, religion or culture</li> <li>• Homophobic bullying</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Peer pressure</li> <li>• Roles in bullying</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Cyberbullying</li> <li>• Community cohesion</li> <li>• Sources of support</li> </ul>	<b>Spring 2 Topic: Healthy and Safer lifestyles (18) Managing risk</b> <ul style="list-style-type: none"> <li>• Positive and negative aspects of risk taking</li> <li>• Consequences and degrees of risk</li> <li>• Personal responsibility for safety</li> <li>• Risk reduction strategies</li> <li>• Getting help</li> <li>• Sources of support</li> <li>• Basic first aid</li> </ul>	<b>Summer 2 Topic: Myself and Relationships (16) Family and Friends</b> <ul style="list-style-type: none"> <li>• Changing networks</li> <li>• Respecting difference</li> <li>• Sustaining friendships</li> <li>• Anger management</li> <li>• Family patterns</li> <li>• Influences and pressures</li> <li>• Different perspectives</li> <li>• Cooperation</li> <li>• Network of support</li> </ul>



	<p><b>Additional:</b> Economic Wellbeing (3) Financial Capabilities (<i>Enterprise week</i>)</p> <ul style="list-style-type: none"> <li>• Earnings and deductions</li> <li>• Wants and needs</li> <li>• Range of jobs</li> <li>• Budgeting</li> <li>• Debt and credit</li> <li>• Financial planning (including insurance and pensions)</li> <li>• Making choices</li> <li>• Managing feelings about money</li> <li>• Poverty</li> <li>• Role of charities</li> </ul>	<p>SRE DCC planning</p> <ul style="list-style-type: none"> <li>• Puberty - girls and boys</li> <li>• Birth</li> <li>• Personal hygiene</li> <li>• Dangers of joining a gang</li> </ul>
<p>Progression</p>	<p><b>Skills</b></p> <p><b>Intrapersonal:</b></p> <ul style="list-style-type: none"> <li>2. Pupils learn from experience</li> <li>5. Pupils recognise ways our brains can trick or trap us including generalisation, distortion and deletion.</li> <li>6. Pupils build resilience regarding change</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>4. Pupils develop their ability to take on roles in team work, give and receive constructive criticism on these.</li> <li>7. Pupils understand the need for positive affirmation for self and others</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>6. Pupils draw and defend conclusions using evidence</li> <li>7. Pupils identify, assess and manage risk</li> <li>8. Pupils evaluate social norms</li> </ul>	