

**PSHE Curriculum Cohesion**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>New Beginnings</b>	<b>Getting on and Falling Out</b>	<b>Going For Goals</b>	<b>It's Good to be Me</b>	<b>Relationships</b>	<b>Changes</b>
<b>Rec</b>	<p>This unit will help the children to develop the skills needed to help them adapt to new situations within reception, adapting to new adults a new environment, and new peers within their class.</p> <p><b>Healthy and happy friendships</b></p> <p>All children getting to know each other and being to form relationships with each other.</p>	<p>This unit will focus on circle time with the children, looking at friendships, and what qualities make a good friend. We will discuss how to manage feelings and emotions when we might fall out with a friend. We will learn to develop sensitivity towards other's needs.</p> <p><b>Caring and responsibility</b></p> <p>Knowing and understanding that our family and teachers are there to keep us safe.</p>	<p>Within this unit we will discuss what we would like to be when we are older. We will link this to Educate and Celebrate – gender equality - reading 'Charlie the firefighter' story, that challenges gender stereotypes and supports aspirations.</p> <p><b>Families and committed relationships</b></p> <p>Knowing who is in our family and why they are special to us.</p>	<p>This unit will focus on the children communicating with each other and sharing together what makes them feel unique, and what makes us us. This unit will help them to develop their self-confidence and self-esteem, and gain confidence talking to a large audience.</p> <p><b>Similarities and differences</b></p> <p>Learning and understanding that not everybody is the same and how to value these differences.</p>	<p>Within this unit we will look closely at how teamwork is vital in many situations. Linking this to class – working as a team during tidy up time etc. We will look at how teamwork is important throughout life and within different jobs when we are older. We will discuss different types of relationships – working and personal.</p> <p><b>Healthy bodies, healthy minds</b></p> <p>Experimenting with our 5 senses.</p>	<p>In this unit we will reflect on their year in Reception and discuss the transition into yr1 and what will stay the same and what will change and what that means to them.</p> <p><b>Coping with change</b></p> <p>Preparing for the transition to Year 1</p>

<p><b>Year 1</b></p>	<p>This unit will build on from Reception's unit the previous year. We will be identifying the new beginnings in their lives as well as their new beginning in Year 1.</p> <p><b>Caring and responsibility</b> Identifying who our special people are and how they keep us safe.</p>	<p>This unit will build on from Reception's unit that focuses on being a good friend. Children will learn about the different strategies they can use to deal with/resolve the situation when they fall out with a friend.</p> <p><b>Healthy and happy friendships</b> Forming friendships and how kind or unkind behaviours impact other people.</p>	<p>This unit will introduce short-term goals to the children. They will identify a short-term goal that they can complete in their home life as well as a short-term goal that they can complete in their school life.</p> <p><b>Healthy bodies, healthy minds</b> Our bodies and the amazing things they can do. Learning the correct names for different body parts.</p>	<p>This unit will build on Reception's unit about what makes them unique. Children will identify what is good about others to improve and develop confidence before identifying what is good about themselves.</p> <p><b>Similarities and differences</b> Similarities and differences between people and how to respect and celebrate these.</p>	<p>This unit will continue from Reception. Children will continue to focus on the importance of working together as a team. They will be able to identify the many different ways relationships and teamwork impacts their lives.</p> <p><b>Families and committed relationships</b> What a family is (including difference and diversity between families) and why families are important and special.</p>	<p>This unit will start by reflecting on the Year so far. Children will identify the changes that have already happened in their life. Towards the end of the unit children will be prepared for Year 2 identifying the coming changes in their school life.</p> <p><b>Coping with change</b> Growing from young to old and how we have changed since we were born.</p>
<p><b>Year 2</b></p>	<p>In this unit children will discuss what groups they belong to within the school community and in their wider community. This will link to previous years as they consider the feelings of others</p>	<p>In this unit pupils build on work they completed in Year 1 as they discuss what makes a good friend. They will focus on what is and is not acceptable behaviour towards others including physical touch.</p>	<p>As in Year 1 pupils will set goals for themselves but this time towards a long-term target. They will consider the small steps needed to complete this target. They explore the ways in</p>	<p>In this unit children begin to explore their own feelings. They build on the previous half term as they consider their own strengths and weaknesses and why it is good to be me from Year 1. A lot of the work</p>	<p>In this unit children recap from Reception those that care for them. it also builds on prior learning in Year 2 with groups they belong to. the pupils will begin to discuss the feelings associated</p>	<p>In this unit children are prepared for the transition to KS2. Children are given time to explore the changes that will occur as well as increased independence in KS2. They will be</p>

	<p>joining a new group.</p> <p><b>Caring and responsibility</b> The different communities and groups we belong to and how we help and support one another within these.</p>	<p>NSPCC PANTS work will help children to understand the message. Work in computing on the issue of cyberbullying also links to this area of learning. They will begin to consider other people's viewpoints in disagreements.</p> <p><b>Healthy and happy friendships</b> Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.</p>	<p>which they learn best and use this to help them meet their goal. They will evaluate this through discussion.</p> <p><b>Healthy bodies, healthy minds</b> Ways to stay healthy, including safe and unsafe use of household products and medicines.</p>	<p>focuses on how to be relaxed and the Relax Kids programme of activities give practical ways that the children can put into practise self-regulating their feelings.</p> <p><b>Similarities and differences</b> Exploring different strengths and abilities. Understanding and changing stereotypes.</p>	<p>with loss or separation from a loved one.</p> <p><b>Families and committed relationships</b> The different people in our families and how families vary.</p>	<p>spending time in their new class. Children are given time to reflect over the year and understand that their behaviour effects the choices given to them.</p> <p>There is also an opportunity for enterprise and an understanding of money as children help to prepare for the school fair.</p> <p><b>Coping with change</b> Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.</p>
<b>Year 3</b>	<p>In this unit we will build on the work from KS1. First, we will focus on the new beginning that is the children going from the infants to the juniors</p>	<p>In this unit the children will build on the work that they have done in KS1 about being a good friend and acceptable behaviour. This is</p>	<p>As in KS1 pupils will set goals for themselves. They will consider the small steps needed to complete this target. They will also consider</p>	<p>In this unit the children will look at our Educate and Celebrate initiative in more detail and apply it to our topic of it is good to be me. They will</p>	<p>This unit builds upon the work from KS1. This unit explores feelings within our important relationships including family</p>	<p>In this unit we reflect on all of the changes that have occurred this year as they have become juniors. This unit also aims to</p>

	<p>and all of the changes that this brings. We will look at how they all have talents and skills that can contribute to a group/the class. They will look at their feelings and which feelings are present at new beginnings and strategies for dealing with them.</p> <p><b>Healthy Bodies, Healthy Minds</b> Maintaining physical and mental wellbeing through healthy eating, sleep and keeping clean.</p>	<p>developed further by increasing the children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger and resolving conflicts) and social skills. This work extends the work from New beginnings on cooperation and valuing diversity.</p> <p><b>Healthy and Happy Friendships</b> Being a good friend and respecting personal space. Strategies for resilience.</p>	<p>problems that they might face when trying to reach their goals and look at ways to overcome these. They will look at the meaning of perseverance. We will also look at taking responsibility for our actions and how actions have consequences that can either help or stop us reaching our goals.</p> <p><b>Caring and Responsibility</b> Our responsibilities and ways we can care and show respect for others.</p>	<p>discuss how everyone is allowed to like and dislike different things no matter if they are a girl or a boy. They will challenge gender stereotypes and look at the book 10000 dresses which is about a boy who dreams of dresses and throughout the book is called she and her. They will build on the relaxation work from Year 2 and also look at the feeling of being surprised.</p> <p><b>Similarities and Differences</b> Respecting and valuing differences. Shared values of communities.</p>	<p>and friends. This unit builds on the work from Year 2 and helps children understand the feelings associated with loss – whether of a favorite possession, a friend, a family home or a loved one. The children will also explore the diversity of family's today and look at many different examples of families and the relationships in them.</p> <p><b>Families and Committed Relationships</b> Different types of committed relationships and the basic characteristics of these.</p>	<p>further equip the children with an understanding of different types of change, positive and negative, and common human responses to it. They will build upon the feelings work that they have done across the year and in KS1 to understand and manage the feelings associated with change. We will also look at how to plan for changes that they know are going to happen.</p> <p><b>Coping with Change</b> Coping with feelings around the changes in our lives.</p>
<b>Year 4</b>	In this unit we will build on skills from all the previous year groups. This theme focuses on	In this unit we will build on skills from all the previous year groups. This theme focuses on	In this unit we will build on skills from all the previous year groups. This theme focuses	In this unit we will build on skills from all the previous year groups. This theme is the first of	In this unit we will build on skills from all the previous year groups. This theme is the	In this unit we will build on skills from all the previous year groups. This theme tackles the

	<p>developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming</p>	<p>developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills. Each colour-coded set is organised around developing the ethos of the classroom – extending the work of Theme 1 New beginnings on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p> <p><b>Similarities and differences</b></p>	<p>primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for the children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</p> <p><b>Caring and responsibility</b> In this unit, pupils will build upon the responsibilities they learned about in year 3 by learning about their rights and responsibilities within families and wider society,</p>	<p>two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p><b>Families and committed relationships</b> In this unit, pupils will build upon the committed</p>	<p>second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.</p>	<p>issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.</p> <p><b>Coping with change</b> Pupils will develop the coping strategies they</p>
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	<p>down' and 'problem solving'.</p> <p><b>Healthy and happy friendships</b> This unit will build on the work the pupils did in year 3 when they were developing strategies to be resilient and be a good friend by learning how to solve friendship difficulties. Pupils will also learn how to act if someone invades your privacy or personal boundaries.</p>	<p>In this unit, pupils will build on the value of differences work they did in year 3 by learning about identity and diversity. Pupils will learn how to see different perspectives and not making judgements based on appearance.</p>	<p>including the UNCRC.</p>	<p>relationships they learned about in year 3 by learning about the range of relationships we experience in our everyday lives. Pupils will learn how to understand the differences between types of relationships we encounter.</p>	<p><b>Healthy bodies, healthy minds</b> Pupils will develop their knowledge of physical and mental wellbeing from year 3 by learning about the influences on our health and wellbeing, including friends, family and media and awareness of how these can affect personal health choices.</p>	<p>learnt in year 3 by learning how their bodies change as they enter puberty, including hygiene needs and menstruation.</p>
<b>Year 5</b>	<p>In this unit pupils will build on skills from all the previous year groups, and in particular, Year 4. They will also consider how it feels to do or start something new. They will continue to build on their capacity for empathy and on</p>	<p>In this unit children focus again on the value of diversity and cooperation in continuing to build a positive classroom ethos. Pupils will consider the different types of relationships that they have and explore what expectations and</p>	<p>In this unit children will deepen their understanding from Year 4 on what makes them an effective learner. They identify six key learning skills and fully explore goal-directed behaviour. Children will set a goal and to plan to</p>	<p>In this unit children will build on their work from Year 4. It will help children to consider the subtle differences between feeling proud and boasting. They will explore risk-taking and of the balance between safety and risk. There will</p>	<p>In this unit children will build on their work from Year 4. They will consider how other people see them and how this might lead to feelings of embarrassment. Pupils will continue to explore their understanding of how thoughts can</p>	<p>In this unit children will build on the work they completed in Year 4. They will gain an understanding of how changes that at first seem negative can eventually be viewed as a positive. They will</p>

	<p>their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work-related and social). They will have the opportunity to consider and put into practice ways to support people experiencing these feelings. They will explore ways to make the class welcoming to others, and engage in the process of reviewing how successful they have been.</p> <p>Happy and Healthy Friendships.</p> <p>Identify peer pressure off and online. Positive emotional health and wellbeing.</p>	<p>behaviours might be appropriate to each. They will consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions will be explored. Work on managing conflict will continue, with children identifying behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them. They will be introduced to a new conflict management skill where they use 'I messages' instead of blaming and accusing. Children also deepen and extend their understanding of anger, and the</p>	<p>meet it in a systematic way. Children explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses. Links will be made to how their learning goals will help them to achieve their chosen career.</p> <p>Caring and Responsibility</p> <p>How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.</p>	<p>be opportunities for children to consider how and when they should stand up for themselves and when they should listen to their peers.</p> <p>Families and Committed Relationships</p> <p>The characteristics of healthy, positive and committed relationships and how these change as people grow older.</p>	<p>influence feelings and behaviour and how embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. They will explore how they might predict when they might feel embarrassed and when and how they might avoid an embarrassing situation. They will also consider how they might manage their feelings of embarrassment. There will be a focus on understanding how others see us and how we would like to be seen by others. This will lead into consideration of stereotyping and link to Educate and Celebrate.</p> <p>Healthy Bodies, Healthy Minds</p>	<p>gain insight into how they can manage their feelings surrounding expected and unexpected changes and understand that different people respond to change in different ways. They will explore ways in which change can impact on our confidence and self-esteem and ways that we can overcome this.</p> <p>Coping with Change</p> <p>How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.</p>
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		<p>need to take responsibility for our behaviour when we are angry.</p> <p>Similarities and Differences.</p> <p>Celebrating strengths, setting goals and keeping ourselves safe online.</p>			<p>Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.</p>	
<b>Year 6</b>	<p>In this unit, pupils will build on the skill they learnt in year 5 when approaching new challenges in a positive way. Pupils will develop these skills by collecting appropriate information to assess the situation, looking for help from trusted sources, making responsible choices, and taking action when it is needed.</p>	<p>In this unit, pupils will develop their understanding of a variety of behaviours and know when they are appropriate as previously. Pupils will continue to develop their understanding of diversity from year 5 and know how laws and rules have been changed in order to respect our diverse community. Pupils will learn the consequences of anti-social and aggressive</p>	<p>In this unit, pupils will continue to develop their understanding their self-worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. After setting career goals in year 5, pupils will look closely at the pathways they need to take in order to achieve</p>	<p>In this unit, pupils will build on their understanding of feeling proud of themselves from year 5 by developing their knowledge of ways to make a positive contribution to society. Children will learn that they will not always receive praise for their contributions but instead need to regulate a sense of feeling positive about themselves. Pupils will learn to take responsibility</p>	<p>In this unit, pupils will develop their knowledge of relationships from previous years and start to develop their awareness of the effects of relationships. Pupils will know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. However, pupils will learn that positive</p>	<p>In this unit, pupils will further their knowledge of changes from year 5 and how others manage these in different ways. Pupils will recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. Pupils will consider social and moral</p>

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	<p>How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.</p>	<p>behaviours, such as bullying and racism, on individuals and communities. They will draw on a range of strategies that resolve differences by looking at alternatives, making decisions and explaining choices. Finally, pupils will know what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in.'</p>	<p>their goals. Clearly establishing career routes and skills they need to refine for specific job roles. Pupils will know how different careers contribute to the wider community and develop a greater understanding of how collaboration supports local and national developments. Pupils will learn how to manage money by looking at family examples and understand how to budget outgoing payments across a weekly or monthly period.</p> <p>How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.</p>	<p>for their actions by making real choices and decision that can affect others. Pupils will learn how to consider others in their close and wider circles and how their decisions play a larger part in the community.</p> <p>Human reproduction, including different ways to start a family.</p>	<p>relationships can help them to overcome challenging situations. Pupils will become aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.</p>	<p>dilemmas that they come across in life and learn how to effectively manage difficult situations by evaluating options. Pupils will prepare for change as they approach the end of the academic year and learn how best to be organised for secondary school.</p> <p>Ways to manage the increasing responsibilities and emotional effects of life changes.</p>
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