

# PSHE



**Know more, remember more**



**Know yourself, grow yourself**



**Use your learning, develop your skills**



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand			
	Termly Focus	Health and Well being	Relationships	Living in the Wider World
2	Strand	Entire Curriculum		
	Termly Focus	Health and Well being	Relationships	Living in the Wider World
3	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
4	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
5	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World
6	Strand			
	Termly Focus	Health & Well being	Relationships	Living in the Wider World



**PHSE (Year 1): Strand of learning**

Crucial Knowledge- Term 1 (Health and wellbeing)	Expanded Knowledge	Apply/Prove
<p><b>Healthy lifestyles- healthy choices, different feelings and managing feeling.</b></p> <ul style="list-style-type: none"> <li>To learn what a healthy lifestyle is, including the benefits of physical activity, rest, healthy eating and dental health (covered in science).</li> <li>To learn the importance of how to maintain personal hygiene (covered in science).</li> <li>Know how diseases are spread and can be controlled.</li> <li>Know that they have a responsibility for their own health and that of others.</li> <li>Develop simple skills to help prevent diseases from spreading.</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>To think about themselves and learn from their experiences.</li> <li>To recognise and celebrate their strengths.</li> <li>Set simple but challenging goals.</li> <li>To understand about change and loss (including moving home, losing toys, pets or friends) including the associated feelings.</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>To learn that household product, including medicines, can be harmful if not used properly.</li> <li>To recognise people who look after them (their family network).</li> <li>Know who to go to if they are worried and how to attract their attention.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make real, informed choices that improve their physical and emotional health.</li> <li>Know how to make real, informed choices that improve their physical and emotional health.</li> <li>Learn about good and not so good feelings and know vocabulary to describe their feelings to others.</li> <li>Know rules for and ways of keeping physically and emotionally safe.</li> <li>Keeping safe includes: responsible ICT use and online safety, road safety, cycle safety and safety in different environments (rail, water and fire safety).</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Feeling walls.</li> <li>Worry boxes/monsters.</li> <li>Show emotions through drama and drawings.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> <li>Labeling diagrams/pictures.</li> <li>Create synonyms maps for different feelings.</li> <li>Target walls/medals etc.</li> <li>Create rules (dos and don'ts list).</li> </ul>



<ul style="list-style-type: none"> <li>• Understand about the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• Recognise that they have a shared responsibility for keeping themselves and others safe.</li> <li>• Know when to say 'yes' , 'no' , 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> </ul>		
---	--	--

Crucial Knowledge- Term 2 (Relationships)	Expanded Knowledge	Apply/Prove
<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable.</li> <li>• Identify their special people (family, friends and carers) and know what makes them special.</li> <li>• Know how special people should care for one another.</li> </ul> <p><b>Valuing differences</b></p> <ul style="list-style-type: none"> <li>• To learn how to share (explain their views through discussions with one other person and the whole class) their opinions on things that matter to them.</li> <li>• Identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to other people and play and work cooperatively.</li> <li>• To learn strategies to resolve simple arguments through negotiation.</li> <li>• Judge what kind of physical contact is acceptable and comfortable.</li> <li>• Judge what kind of physical contact is unacceptable and uncomfortable.</li> <li>• Know the difference between a friendly joke, teasing and bullying.</li> <li>• Identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved in partner discussions.</li> <li>• Being involved in group discussions.</li> <li>• Being involved in class discussions.</li> <li>• Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>• Create posters.</li> <li>• Mind maps.</li> <li>• Labeling diagrams/pictures.</li> <li>• Venn diagrams.</li> <li>• Comparing tables.</li> <li>• Grouping activities.</li> <li>• Create lists.</li> </ul>



Crucial Knowledge- Term 2 (Living in the wider world)	Expanded Knowledge	Apply/Prove
<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"><li>• To learn how they can contribute to life of the classroom and school- following rules, listening to adults, moving safely around the school etc.</li><li>• To help construct and agree to follow, group and class rules.</li><li>• To understand how these rules help them.</li><li>• Recognise ways in which they are all unique.</li><li>• Understand that there has never been and never will be another ‘them’.</li><li>• Understand the ways in which we are the same as all other people (what we all have in common).</li></ul> <p><b>Environments</b></p> <ul style="list-style-type: none"><li>• To learn about what improves and harms their local, natural and built environments.</li><li>• Develop strategies and skills needed to care for these, including conserving energy.</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>• To learn that money comes from different sources.</li><li>• Understand that money is used for different purposes, including concepts of spending money and saving.</li><li>• To learn about the role money plays in their lives including how to keep it safe.</li><li>• To learn that their choices about spending or saving money and what influences those choices.</li></ul>	<ul style="list-style-type: none"><li>• Understand that people and other living things have rights and that everyone has responsibilities to protect those rights.</li></ul>	<ul style="list-style-type: none"><li>• Being involved in partner discussions.</li><li>• Being involved in group discussions.</li><li>• Being involved in class discussions.</li><li>• Discuss/ explain/ justify through speech, drawings, drama and writing.</li><li>• Create posters.</li><li>• Mind maps.</li><li>• Labeling diagrams/pictures.</li><li>• Venn diagrams.</li><li>• Comparing tables.</li><li>• Grouping activities.</li><li>• Create lists.</li></ul>



**PHSE (Year 2): Strand of learning**

Crucial Knowledge- Term 1 (Health and wellbeing)	Expanded Knowledge	Apply/Prove
<p><b>Healthy lifestyles- healthy choices, different feelings and managing feeling.</b></p> <ul style="list-style-type: none"> <li>Recognise what they like and dislike.</li> <li>Know how to make real, informed choices that improve their physical and emotional health.</li> <li>Learn about good and not so good feelings and know vocabulary to describe their feelings to others.</li> <li>Know simple strategies for managing their feelings.</li> <li>Know how to ask for help if they are worried about something.</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>To think about themselves and to learn from their experiences.</li> <li>Recognise and celebrate their strengths and set simple but challenging goals.</li> <li>Know the names for the main parts of the body (including external genitalia- penis and vagina).</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Know the bodily similarities and differences between boys and girls.</li> <li>To learn what is meant by 'privacy'.</li> <li>To learn that they have a right to keep things private and the importance of doing so.</li> <li>Know rules for and ways of keeping physically and emotionally safe.</li> <li>Keeping safe includes: responsible ICT use and online safety, road safety, cycle safety and safety in different environments (rail, water and fire safety).</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their achievements.</li> <li>Identify their strength and areas for improvement.</li> <li>Discuss how they are going to achieve their targets and goals.</li> <li>To understand why school rules are put in place and what could happen if they are not followed.</li> <li>Know what to do in emergency aid procedures- get and adult to help.</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Feeling walls.</li> <li>Worry boxes/ monsters.</li> <li>Show emotions through drama and drawings.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> <li>Labeling diagrams/pictures.</li> <li>Create synonyms maps for different feelings.</li> <li>Target walls/ medals etc.</li> <li>Create rules (dos and don'ts list).</li> </ul>



Crucial Knowledge- Term 2 (Living in the wider world)	Expanded Knowledge	Apply/Prove
<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>Know how they can contribute to the life of the classroom and school- following rules, listening to adults, moving safely around the school etc.</li> <li>Understand that people and other living things have rights and that everyone has responsibilities to protect those rights.</li> <li>To learn that they belong to various groups and communities e.g. family, school, scouts etc.</li> <li>Know the 'special people' who work in their communities and who are responsible for looking after them and protecting them.</li> </ul> <p><b>Environments</b></p> <ul style="list-style-type: none"> <li>To learn about what improves and harms their local, natural and built environments.</li> <li>Develop strategies and skills needed to care for these, including conserving energy.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Know that money comes from different sources.</li> <li>Know money can be used for different purposes, including the concepts of spending and saving.</li> <li>To learn about the role money plays in their lives including how to keep it safe.</li> <li>To learn that their choices about spending or saving money and what influences those choices.</li> </ul>	<ul style="list-style-type: none"> <li>Know that they have different kinds of responsibilities at home, school and in the community.</li> <li>Understand the benefits of being in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Labeling diagrams/pictures.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> </ul>

Crucial Knowledge- Term 2 (Relationships)	Expanded Knowledge	Apply/Prove
<p><b>Feelings and emotions</b></p>	<ul style="list-style-type: none"> <li>Know what an acquaintance is.</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> </ul>



<ul style="list-style-type: none"> <li>To learn that people’s bodies and feelings can be hurt, including what makes them feel comfortable and uncomfortable.</li> <li>Know simple strategies for managing their feelings.</li> <li>Know how to ask for help if they are hurt.</li> </ul> <p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>To learn to other people and play and work cooperatively.</li> <li>To learn strategies to resolve simple arguments through negotiation.</li> <li>To learn to offer constructive support.</li> <li>Judge what kind of physical contact is acceptable and comfortable.</li> <li>Judge what kind of physical contact is unacceptable and uncomfortable.</li> <li>Know the difference between a friendly joke, teasing and bullying.</li> <li>To learn that there are different types of teasing and bullying and that these are wrong an unacceptable.</li> </ul> <p><b>Valuing differences</b></p> <ul style="list-style-type: none"> <li>Identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recongise the differences between types of relationship, including acquaintances, friends, relatives and families.</li> <li>Understand that their actions affect themselves and others.</li> <li>Begin to understand what consequences are.</li> <li>Understand what is meant by discrimination.</li> <li>Begin to understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</li> <li>Begin to recognise bullying (self and others).</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Labeling diagrams/pictures.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> </ul>
--	---	--

**PHSE (Year 3/4): Strand of learning (Cycle B 2021-22)**

Crucial Knowledge – Growing and Changing (Autumn)	Expanded Knowledge	Intent/Prove
<p><b><u>Growing and changing</u></b>  <i>*An achievement is something completed successfully to the best of a person’s effort or ability.            *A target is a result that an individual works towards and directs their efforts towards.</i></p>	<p><b><u>Growing and changing</u></b>  <i>*Pupils will demonstrate their ability to understand the process of developing themselves, for example working towards a target to improve something they wish to work on.</i></p>	<p><i>*Understanding of this crucial knowledge will be evidenced through discussion and personal progression, for example speaking out when pupils are feeling emotional.            *This will also be applied when relevant in real life situations, for example calling 999.</i></p>



\*Reflecting is thinking carefully or deeply about an action or thought.  
\*Targets need to be clear, measurable and achievable.  
\*Going out of our comfort zone means to try something we wouldn't normally try.  
\*Self-improvement means improving your own knowledge or ability through your own efforts.  
\*Resilience means a person's ability to bounce back/recover quickly from difficulties.  
\*You can experience more than one feeling at a time and these can be called 'conflicting emotions'. When is it appropriate to try to overcome one of these emotions? When do this happen, perhaps at times when big changes are happening?  
\*Feelings can vary in intensity, how strong or weak they feel.  
\*'Bottling up your emotions' means to keep all of your emotions inside of you without dealing with them. This may result in them bursting out of you, like a bottle popping.  
\*How do feelings feel inside out bodies? Eg/ butterflies in your tummy might be showing that you are nervous.  
\*Pupils need to understand the importance of sharing their feelings with trusted others.  
\*Change means to make something or do something in a different way.  
\*Pupils understanding that need for empathy (the ability to understand and share the feelings of another).

**Healthy Lifestyles**

**Healthy Lifestyles**

\*Pupils will demonstrate an understanding of the skill it takes to put themselves and their wellbeing first.  
\*Pupils should progress their ability to say 'no' to things they believe may negatively impact their wellbeing. For example, staying up later playing on online games will make them extremely tired which will impact their mood and cognitive ability the following day.

**Keeping Safe**

\*Pupils will develop the skill of understanding their surroundings. What is safe and what isn't. This also includes their home environment for example, medicines within the home.  
\*Pupils will also understand who to contact in an emergency and how to act.



<p><i>*A balanced lifestyle means to think about all aspects of your life such as emotional wellbeing, exercise, sleep, eating and friendships/family.</i></p> <p><i>* We need to be aware of our physical, mental and emotional state and always try our best to look after these.</i></p> <p><i>*Choices can have a positive or negative effect on our health. For example, only sleeping for two hours a night will have a negative effect on our health but drinking eight cups of water a day will have a positive effect on our body and health.</i></p> <p><i>*An informed choice means you have the information given to you to help you make a sensible choice that suits you.</i></p> <p><i>*What does a balanced diet look like?</i></p> <p><i>*Eat well plate consists of carbohydrates, dairy, oil and spreads, proteins, fruit and vegetables and finally food and drinks that are high in fat and sugar.</i></p> <p><i>*Pupils should understand the importance of eating a balanced diet and the consequences that may arise from poor choices.</i></p> <p><i>*Photographs are not always true to life and can be heavily edited when they are posted online.</i></p> <p><i>*Edited images can encourage people to feel a certain way/influences someone's view about a person, place or product.</i></p> <p><i>*Realistic means having or showing a sensible and practical idea of what can be achieved.</i></p> <p><b><u>Keeping Safe</u></b></p> <p><i>*Pressure means the use of intimidation or external feelings from others to push someone into completing an action.</i></p> <p><i>*Responsibility means that you are accountable for something and the outcome of it.</i></p> <p><i>*Rules are in place to protect us.</i></p>		
--	--	--



<p>*Emergency means a serious, unexpected and often dangerous situation.</p> <p>*Drugs can be good and bad. Medicines help us but sometimes they can harm us.</p> <p>*We should only take medicines that are prescribed to us, never anybody else's.</p> <p>*Caffeine is also an addictive substance. This is in coffees.</p> <p>*A hazard is a danger or a risk.</p> <p>*Making sensible decisions.</p> <p>*How can we say 'no' to something we don't feel comfortable doing?</p> <p>*Safety in our local environment, where are the places you should avoid? Eg/ railway lines or pylons.</p> <p>*How would we keep ourselves safe near fires/fireworks?</p> <p>*Who do we call for help in an emergency? 999 – Police, Fire, Ambulance or Coastguard. The Coastguard is a 999 emergency service.</p> <p>*Internet safety – do not have the same passwords for all websites.</p> <p>*When online do not give out personal information, eg/ full name, address, date of birth or where you go to school.</p> <p>*People should give consent before you share a photo of them online, have you asked their permission?</p>		
--	--	--

Crucial Knowledge – Relationships (Spring)	Expanded Knowledge	Intent/Prove
<p><b><u>Healthy Relationships</u></b></p> <p>*Resilience is the ability to recover quickly from something we have found tough. 'The ability to bounce back after hardships'.</p>	<p><b><u>Healthy Relationships</u></b></p> <p>*Pupils should be directed towards the class rules and the school charter. They should remember and understand that these are promises we have made to work together and respect each other.</p>	<p>*Understanding of the points raised throughout these units will be evidenced through discussion and floor book work. Understanding may also be evidenced later throughout the year as pupils develop their own sense of self.</p>



<p>*Empathy is the ability to share and understand the feelings of another.</p> <p>*Compassion is the sympathetic concern for the suffering and misfortune of others.</p> <p>*Sympathy means the understanding of someone else's misfortune or suffering.</p> <p>*Healthy relationships involve honesty, trust and a mutual respect between the individuals involved.</p> <p>*Pupils need to understand the importance of the relationships around them, for example family, friends, school, out of school clubs etc.</p> <p>*A good friendship involves being loyal to each other and accepting who the other person is through good and bad times – everyone can make mistakes. It also involves being a good listener and being honest.</p> <p>*We recognise these important, special relationships within society with special days such as Eg/ Mother's day, celebrating friends birthdays etc.</p> <p>*Taking responsibility means being accountable for something or how someone feels.</p> <p>*Self-regulation means to control yourself and your emotions from within yourself rather than being told how to feel by someone else.</p> <p>*Consequences are a direct result of someone's actions.</p> <p>*Apologising is a hugely important life skill. Pupils will focus on understanding the importance of being able to say sorry when necessary.</p> <p>*Working collaboratively means two or more parties working together in a productive manner.</p> <p>*Team work is an important part of education and life.</p>	<p>*Pupils need to understand the importance of 'thinking before acting', considering how someone else might feel if we act in a certain way.</p> <p>*Pupils should understand the importance of stopping and thinking before carrying out any actions which may hurt someone else's feelings. This always to speech to as words can be just as hurtful as actions.</p> <p><b><u>Valuing Differences</u></b></p> <p>*The skills from this unit are crucial not just for PHSE lessons but also for life.</p> <p>* Pupils will understand how to put themselves in 'someone else's shoes' and empathise with another person's situation.</p> <p>*Pupils will revisit the schools anti-bullying policy and ensure they all understand the expectations we have of each other, as a school.</p> <p>*Pupils are to be aware that bullying can be physical, verbal and online. Just because someone doesn't say something in person doesn't mean it is any less an instance of bullying.</p> <p>*Pupils should understand how their words can have a negative effect on someone and to always think before they speak.</p>	
---	--	--



<p><i>*We can overcome issues when working in a team by listening to each other and ensuring that everyone's thoughts are heard and that people feel listened to.</i></p> <p><i>*Sometimes in life people are required to compromise. A compromise means that both sides reach an agreement by giving in on some of the demands they had. Sometimes this is necessary to reach a successful conclusion.</i></p> <p><b><u>Valuing Differences</u></b></p> <p><i>*Active listening is a way of listening which demonstrates to the speaker that you are listening and engaged in what they are saying.</i></p> <p><i>*Being assertive means to have a confident personality with a secure understanding of what you want when the situation requires it.</i></p> <p><i>*It is important to show others that their opinions and feelings are valued even if you disagree with them.</i></p> <p><i>*It is crucial to respect other people's beliefs and values, even if they do not align with your own.</i></p> <p><i>*It is important to understand how other people will feel if they are not listened to or made to valued and the sometimes lasting upset this can cause.</i></p> <p><i>*Bullying is upsetting someone repeatedly or consistently making them feel uncomfortable/unwanted.</i></p> <p><i>*Bullying is something that is repetitive and consistent. A one off argument/incident does not equal being bullied.</i></p>	<p><b><u>Feelings and Emotions</u></b></p> <p><i>*Pupils to understand the different emotions and be able to name them based off images and descriptions. For example, butterflies in your stomach is nerves and a face with tears is upset. Pupils will also be able to articulate these feelings and discuss how they might handle them.</i></p> <p><i>*Pupil should be able to employ varying responses to their feelings in different circumstances.</i></p> <p><i>*Pupils will understand the importance of breaking promises if it is the right thing to do to keep somebody safe and happy. Although it may not feel like it in the moment it will be the best thing for all involved in the long run.</i></p> <p><i>*Why is it important to tell an adult if we think someone is keeping an unsafe or hurtful secret?</i></p>	
---	---	--



\*Teasing although hurtful is not a case of bullying unless it is repetitive and consistent.  
\*Pupils need to understand the importance of telling an adult immediately if any incident occurs, bullying or not.  
\*However, if anyone suspects any instance of bullying or feels they are being bullied then they should let an adult know immediately eg/parents/teachers

**Feelings and Emotions**

\*Pupils need to understand that just because we feel a certain way does mean we can act in a specific way.  
\*Pupils to be reminded of our previous lessons in Autumn about conflicting emotions and the issues that can arise when prioritising emotions if they are conflicting.  
\*Pupils will understand how to recognise and empathise with other people's feelings and the importance of allowing others to be validated in their feelings and opinions.  
  
\*A secret is something which is not known by everyone and is being kept hidden by a person or group of people.  
\*Pupils need to understand the importance of when it is and is not appropriate to keep secrets. For example, a surprise birthday party for a friend is a good secret to keep but somebody binning their lunch every day and not eating, is not a secret you should keep.  
\*'Gut feeling' is an instinctive feeling in your gut which tells you if something is right or wrong. If someone asks you to keep a secret and you have



<p>that instinctive feeling that something is wrong or doesn't feel right, then you need to listen.</p> <p>*A dare is a challenge, usually to prove courage that is given to you by a person or group of people.</p> <p>*Pupils need to understand that nobody should ever feel pressured to complete a dare. Pupils will recall their prior learning from Autumn in relation to saying 'no'.</p> <p>*Pupils will understand that they should talk to an adult if they witness somebody giving someone else a dare.</p>		
---	--	--

Crucial Knowledge – living in the wider world (Summer)	Expanded Knowledge	Intent/Prove
<p><b><u>Rights and Responsibilities</u></b></p> <p>*Pupils will understand the importance of health issue campaigns such as change4life and be able to debate a local or national health campaign which they have researched.</p> <p>*Pupils will be given the opportunity to express their beliefs surrounding health issues and what support people might require from family, friends, school etc.</p> <p>*Consequences means the result or effect of an individual's actions.</p> <p>*The consequences of laws being broken can be as serious as going to prison. This is for important and serious laws.</p> <p>*The difference between a rule and the law. A rule is something which is usually an instruction to help people live together successfully in harmony. Whereas a law is a set of legally binding rules</p>	<p><b><u>Rights and Responsibilities</u></b></p> <p>*Pupils will use classroom rules, school charter and school rules to understand the importance of rules and laws to keep people safe and protected.</p> <p>*Pupils need to understand that it is important to show others that you value their opinion and are willing to listen, even if you might not fully agree with them.</p> <p><b><u>Money</u></b></p> <p>*Pupils will understand the importance of money within our society and lives.</p> <p>*They will grow to understand how money can have both positive and negative effects.</p>	<p>*Understanding of the points raised throughout these units will be evidenced through discussion and floor book work. Understanding may also be evidenced later throughout the year as pupils develop their own sense of self.</p>



<p>that are designed to help keep order, protect and allow people safe and happy lives.</p> <p>*Human rights are basic rights and freedoms that belong to every person on the planet from birth until death. They are applicable regardless of where you live, what you believe or how you choose to live your life. They based upon shared values of dignity, fairness, equality, respect and independence.</p> <p>*UN declaration on the Rights of the Child is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or ability.</p> <p>*Human rights laws take priority over other laws.</p> <p>*These rights are in place to make sure we have the safe and happy life that we are entitled to by law.</p> <p>*Anti-social behaviour is behaviour by a person which causes or may cause harassment, alarm or distress to other people. Examples of this behaviour could be graffiti, excessive noise, verbal abuse and intimidation.</p> <p>*Consequences for anti-social behaviour can be as serious as being suspended from school and in some cases even involve the police.</p> <p>*Anti-social behaviour can have long lasting effects on individuals lives.</p> <p>*Rights are owed by the government to the people, for example human rights whereas responsibilities are owed by people to the country and government. For example, you have the right to safe living conditions but you have the</p>	<p>*Pupils will also develop an understanding that money is not everything and that it is not the root of happiness.</p> <p>*Media portrayals of rich individuals and those with money troubles can be grossly misleading and pupils must view these with caution.</p>	
--	--	--



<p>responsibility to follow the rules to keep you safe. You have the right to fair treatment but you have the responsibility to treat others fairly.</p> <p>*In school you have the right to use school books, materials and equipment but you have the responsibility to take of them all.</p> <p>*Resolving differences means to settle an argument or stop a disagreement.</p> <p>*Agreeing to disagree means to accept that someone else's point of view differs to your own and move forward in a calm manner.</p> <p>*Sometimes individuals on both sides need to give a little and compromise so that all individuals involved can move forward.</p> <p>*Compromise means each party involved gives up a little bit of their demands in order to allow progress.</p> <p>*Community means a group of people living in the same place or having a particular characteristic in common. It is also the condition of sharing or having certain attitudes and interests in common.</p> <p>*Communities can vary widely, our pupils are part of the school community and their local community. They might also be part of a religious community and other wider communities.</p> <p>*Individuals may give up their time to volunteer for a community that they feel a part of. For example, people may volunteer to help with their local church as that is their religious community and also their local community.</p> <p>*Volunteering can have a positive impact on those in the community who need it, for example volunteering at a homeless shelter.</p>		
--	--	--



\*The UK is a richly diverse place to live.  
\*Diverse means that there is a great deal of variety. We live in a country which includes people from a range of different social and ethnic backgrounds as well as different genders.  
\*A shared ethnic background means that a group of people share a race, religion, language or other common characteristic.  
\*In this country we celebrate many different religious holidays for example, Christmas, Ramadan, Chinese New Year, Hanukkah and many many more.  
\*Individuals may travel from one place to another for many reasons; being closer to their family, for work, for school, for love however they may also move for more desperate reasons such as war.

\*A custom, also known as a tradition is a common way of doing things. It is something that many people do and have done for a long time, they might be customs that are handed down the generations in religion or families.  
\*Different cultures have different traditions or rites of passage. For example, a christening.  
\*Family traditions can be something as simple as Sunday roast dinner every Sunday with your family or going to the cinema every Christmas Eve to see that year's Christmas films. They are little things (or big) that are important to individuals.

**Money**

\*Budgeting means allowing or providing a particular amount of money for a specific thing.



For example, budgeting a certain amount of money per week for shopping.

\*Saving means putting money away and keeping it towards a specific aim. For example, saving up money towards your first car.

\*Choosing items which are in the sale can be a good way of saving money. Buying own brand items are also a sensible way of saving money.

\*Clever marketing encourages people to buy specific products from specific companies.

\*Currently there are many different ways of paying for things, for example debit card, credit card, notes, coins, bank transfer, apple pay, cheques or gift cards.

\*A loan is a sum of money which is borrowed off someone and has to be paid back. It usually has to be paid back with interest.

\*Interest is the charge for borrowing money. It is paid on top of the original sum of money that was borrowed. Interest can go up and down over time, meaning individuals will have to pay back or less in addition to the amount they already owe .

\*Borrowing money can sometimes be unavoidable and can be a safe and sensible choice, for example, borrowing money off the bank to buy a house is called a mortgage and is extremely common. However, borrowing money off a stranger who knocks on the door or using all of the money on a credit card, if it cannot be paid back, is not safe or sensible.

\*Enterprising means to show forethought and initiative.



<p>*Real life of examples of this are the PTA (Parent teacher association) at school who raise funds for the school, they run the school fairs and events such as discos, which raise money for the school. * Society needs enterprising as it keeps business moving forward and allows for fresh new ideas within society.</p>		
---	--	--

**PHSE (Year 5/6): Strand of learning (Cycle B 2021-22)**

Crucial Knowledge	Expanded Knowledge	Intent/Prove
<p><u>Health and wellbeing (Autumn)</u> <u>(Mental health; Ourselves – growing and changing)</u></p> <ul style="list-style-type: none"> <li>• Mental health is a part of daily life</li> <li>• Understand the importance of taking care of mental health</li> <li>• To understand how to express feelings and emotions appropriately</li> <li>• To understand the Physical and Mental changes that our body goes through as we grow up</li> </ul>	<p><u>Health and wellbeing</u> <u>(Mental health; Ourselves – growing and changing)</u></p> <ul style="list-style-type: none"> <li>• how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>• Have an understanding that some people gender identity does not correspond with their biological sex</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved in partner discussions.</li> <li>• Being involved in group discussions.</li> <li>• Being involved in class discussions.</li> <li>• Discuss/ explain/ justify through speech and writing.</li> <li>• Create posters.</li> <li>• Mind maps.</li> <li>• Venn diagrams.</li> <li>• Expressing feelings/ideas within the large floor book</li> <li>• Create lists.</li> <li>• Labeling diagrams/pictures.</li> </ul>



**Relationships (Spring)**

(Families and close positive relationships;  
Managing hurtful behaviour & bullying;  
Respecting self and others)

- To recognise that there are different types of relationships
- To understand the different ways that people care for each other (friends, family, loved ones etc.)
- To understand that Marriage and Civil partnership are a legal declaration of commitment
- There are different types of family structure (single parents, same-sex parents, step-parents, blended families, foster<sup>1</sup> parents)
- Understanding the impact of bullying online and offline
- Strategies to respond to hurtful behaviour
- What discrimination means
- Understand that personal behaviour can affect other people
- Importance of self-respect and respecting others around you (including listening, speaking and reacting)

**Relationships**

(Families and close positive relationships;  
Managing hurtful behaviour & bullying;  
Respecting self and others)

- Understand that forcing anyone to marry against their will is a crime
- To recognise other shared characteristics (including commitment, care, spending time together; being there for each other in times of difficulty)
- Understand strategies to respond to bullying and discrimination.
- How to discuss and debate topical issues respectfully



<p><b><u>Living in the wider world (Summer)</u></b> <i>(Economic well-being: money; Shared responsibilities)</i></p> <ul style="list-style-type: none"><li>• To understand the different ways that we can pay for things</li><li>• There are different ways to keep track of money</li><li>• Understand the risks associated with money (Won, lost, stolen)</li><li>• The risks associated with Gambling</li><li>• Reasons for Rules and Laws</li><li>• To recognise what Human rights are and that they are there to protect us.</li></ul>	<p><b><u>Living in the wider world</u></b> <i>(Economic well-being: money; Shared responsibilities)</i></p> <ul style="list-style-type: none"><li>• To understand how money can impact people's actions, feelings and emotions</li><li>• Recognise that people have different attitudes on spending and saving money</li><li>• The relationship between rights and responsibilities</li><li>• ways of carrying out shared responsibilities for protecting the environment in school and at home;</li></ul>	
---	--	--