

## Curriculum Overview – PHSE

### PSHE is taught and learned through:

- daily interactions in the classroom and around school
- planned circle or discussion times
- well-chosen stories and books
- clearly planned lessons
- outside speakers or workshops
- planned events
- extra-curricular activities
- other curriculum areas

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| <b>Whole school / general events which are relevant to PSHE and include opportunities for social, moral, spiritual and cultural learning</b> | <i>Autumn 1</i><br>Understand Parliamentary Democracy (Speaker / visit to parliament by Pupil Parliament) | <i>Autumn 2</i><br>Children in Need<br>FOLPS Christmas Fair (Y6 games)<br>Y1 Nativity<br>House Tug of War  | <i>Spring 1</i><br>Mothers' Day (KS1 - treat with sensitivity)<br>House Cross Country   | <i>Spring 2</i><br>Sport Relief or Comic Relief<br>Earth Day 22 <sup>nd</sup> April (Pupil Parliament?)<br>Y3 Production<br>House Music   | <i>Summer 1</i><br>Fathers' Day (KS1 - treat with sensitivity)<br>World Refugee Day (20 <sup>th</sup> June) | <i>Summer 2</i><br>FOLPS summer fair (Y5 games)<br>Y6 Production<br>Prince of Wales<br>Athletics Tournament |
| <b>Whole school events that are being studied / led by specific year groups</b>  | <i>Autumn 1</i>   | <i>Autumn 2</i><br>CCP - Hamper Scamper (Y3 - Whole School Introduction)<br>Remembrance Day 11 <sup>th</sup> November (Y4 - Lead 2 minutes silence)<br>Advent Kindness Calendar (Y5) | <i>Spring 1</i><br>Holocaust Memorial Day 27 <sup>th</sup> January (Y6 - Phase Worship)<br>Archbishop of York Youth Trust Young Leaders Award Key Stage 1 (Y1) and Key Stage 2 (Y4) - includes Community Action Project | <i>Spring 2</i><br>International Women's Day 8 <sup>th</sup> March (Y5 - Phase Worship)<br>Lent Kindness Calendar (Y2, 6)<br>Archbishop of York Youth Trust Young Leaders Award Key Stage 1 (Y1) and Key Stage 2 (Y4) - includes Community Action Project | <i>Summer 1</i>   | <i>Summer 2</i>   |
| <b>Books to read as class stories that have appropriate themes.</b>  | <i>Year 1</i><br>Everybody Cooks Rice<br>One in 1000  | <i>Year 2</i><br>The Name Jar<br>Perfect<br>Max the Champion   | <i>Year 3</i>   | <i>Year 4</i><br>Just under the clouds  | <i>Year 5</i><br>We are Giants<br>The Unforgotten Coat  | <i>Year 6</i><br>Ella on the Outside<br>The Island<br>George  |

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| Year Group | Term     | Objectives  | Activities / vocabulary   |
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| Year 1     | Autumn 1 | To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<br>To recognise that their behaviour can affect other people.<br>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>To know the conventions of courtesy and manners | To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.<br>Teach Superb Walking - Smart, silent, single-file<br>Teach Stop and Look.<br>Understand that they will get recognition for making the right choices and going above and beyond.                             |
|            |          | To know how important friendships are in making us feel happy and secure, and how people choose and make friends  | Friendships - circle times<br><b>Good friends sorting cards (see resources)</b>   |
|            |          | To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings, taking turns, sharing and understanding the need to return things which are borrowed)  | Importance of taking turns and sharing– cover through day to day / circle time activities. Link this to showing respect to other’s possessions and bodies and everyone has a right to feel safe and happy.  |
|            |          | To know that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>To know that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.<br>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.                | Riding the ups and downs (Facts4life resource) – discussion about what this means<br>Little Miss and Mr Men activity<br>happiness, sadness, anger, fear, surprise, nervousness, confused, anxious, miserable<br>Revisit through discussions throughout the year as appropriate<br><br>Use Focus for Learning activities and resources |
|            |          | To know what to do about simple injuries at school.<br><br>To know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.   | Circle time - discuss what injuries might occur at school. Talk about what to do - when we need help and when we can cope (building resilience)<br>Use e-bug lesson plan and poster (resources) and daily reminders!<br>Germs, bacteria, hygiene, washing, hand washing, spreading  |
| Year 1     | Autumn 2 | To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.<br>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems   | Anti-bullying week<br>Whole school assembly on anti-bullying week<br>Review of Anti-bullying Charter<br><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a>   |

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|        |          | and difficulties.<br>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.<br>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | <a href="https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBJGIDX/anti-bullying-week-resources">https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBJGIDX/anti-bullying-week-resources</a> (Ugly Duckling)   |
|        |          | To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives    | What makes healthy family life? Spending quality time together (e.g. eating at the table together, playing together), helping each other, communicating). These things are important even in times of difficulty as they provide stability and protection.<br>How do children feel when they do these things? Chn could draw pictures show a time they have experienced one of these.   |
|        |          | To explore and develop qualities that can contribute to building resilience.  | Use 'Make me a Superhero' resource – KS1 lessons  |
|        |          | To know that families are important for children growing up because they can give love, security and stability.   | Children think about their own family and what makes their family special. Share their thoughts. Discuss with children that the thing all families have in common is love.  |
| Year 1 | Spring 1 | To develop leadership and character skills including: teamwork, communication, creative thinking, initiative, kindness, compassion, perseverance, self-awareness, emotional intelligence, confidence, resilience, empathy, tolerance and respect.     | Archbishop of York Youth Trust Young Leaders Award Key Stage 1.   |
| Year 1 | Spring 2 |   |   |
| Year 1 | Summer 1 | To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.  | Explain that although, like some animals, people have hair all over their body that helps to protect our skin, when we go outside on sunny days (and even on cloudy days in the summer) the sun's UV (Ultra Violet) invisible rays can quickly damage and burn our skin, so it is very important to make sure that we always follow the five S's of Sun Safety to make sure we NEVER burn. Remember the five S's of Sun Safety: SLIP, SLOP, SLAP, SLIDE, SHADE 1. SLIP on a T-shirt that will keep shoulders covered as they can easily burn<br>2. SLOP on sunscreen (minimum SPF 30, with high/broad-spectrum UVA protection)<br>3. SLAP on a broad brimmed hat to shade your face neck & ears<br>4. SLIDE on sunglasses to protect your eyes<br>5. SHADE from the sun when possible, particularly between 11am -3pm |
|        |          | To understand the Five Ways to Wellbeing - Connect, Give, Be active, Learn,   | Wellbeing week  |

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|        |          | <p>Take Notice</p> <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p> <p>To know simple self-care techniques including time spent with friends and family.</p> <p>To know how to seek support at home and in school if they are worried.</p>   | <p>Smoothing the Path (Facts4Life materials). Discuss what makes us feel happy. How do we feel when we've been playing on the field, in the park, after football, after dance etc. Help the children to understand that this helps their wellbeing.</p> <p>Use Bubbles Visualisation or Glitter Bottle (Focus for Learning) as a way of calming. Practice this together, repeat whenever it is helpful)</p> <p>Keeping Balanced (Facts4Life materials). Discuss Keeping Balanced. Exploring Worry activity</p> <p>Discussion about who can help in school (friends, adults, older children) and at home (siblings, parents, pets, other relatives, friends)</p> |
| Year 1 | Summer 2 | <p>To know the rules and principles for keeping safe online, how to recognise harmful content and how to report it.</p> <p>To know that for most people the internet is an integral part of life and has many benefits.</p>   | <p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a></p> <p>Watch 'Watching Videos' animation and discuss.</p> <p>Cover through computing, always reminding children what to do if they see something they don't like (Hector and tell an adult).</p>   |
|        |          | <p>To appreciate diversity in our community and beyond.</p> <p>To show respect for people who are different and understand the things we have in common.</p>  | <p>20<sup>th</sup> June – World Refugee Day</p> <p>On the day, or in the weeks or days leading to it, read 'Wisp' and discuss the themes</p>  |
|        |          | <p>To learn the rules and ways of keeping physically safe when using roads.</p>   | <p><a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a></p>  |
|        |          | <p>British Values - tolerance, respect, democracy, rule of law, individual liberty</p> <ul style="list-style-type: none"> <li>• Explore and think about how we treat others.</li> <li>• Think about hidden/secret messages in stories.</li> <li>• Ask big questions about secret messages.</li> <li>• Enable pupils to think for themselves about working together.</li> <li>• Explore how working together involves being respectful, tolerant and allowing everyone to have their say (democratic).</li> <li>• To create a set of codes for life – beginning to understand the concept of law.</li> </ul> | <p><u>Text Focus: 'Moose' by Michael Foreman</u></p> <p>See Leckhampton British Values materials</p>  |
| Year 2 | Autumn 1 | <p>To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>   | <p>To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.</p> <p>Teach Superb Walking - Smart, silent, single-file</p>  |

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|        |          | <p>To recognise that their behaviour can affect other people.<br/>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br/>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br/>To know the conventions of courtesy and manners</p> | <p>Teach Stop and Look.<br/>Understand that they will get recognition for making the right choices and going above and beyond.</p>   |
|        |          | <p>British Value – Democracy / understand democratic parliamentary system</p>  | <p>Voting for Pupil Parliament<br/>Whole school talk on Parliamentary Democracy (outside speaker)<br/>Pupil Parliament members to visit House of Parliament and present an assembly.</p>   |
|        |          | <p>To know what to do about simple injuries that happen to them.<br/>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p>  | <p>Discussion - common injuries, how to get help in school (building resilience)<br/>If there is an emergency who can help me? What if there isn't a grown up around or the grown up is hurt? Role play a call to 999. Which emergency service do they need? What has happened? Where do they live? If not at home, how could they find out where they are (ask a safer stranger).<br/><i>(Emergency services, 999, personal details, ambulance, fire service, police, safety)</i></p> <p>Discussion - the importance of handwashing, what illnesses might we get? - how can we help ourselves?<br/><a href="https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Horrid%20Hands/Horrid-Hands-Poster.pdf">https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Horrid%20Hands/Horrid-Hands-Poster.pdf</a><br/>Germs, bacteria, virus, hygiene, personal hygiene, hygienic, washing, bathing, hand washing, teeth brushing, spreading</p> |
|        |          | <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends</p>  | <p>Discussion – how children chose and make friends. Are we all friends? Are there some people we are closer to?</p>   |
|        |          | <p>To explore and develop qualities that can contribute to building resilience</p>   | <p>Use 'Make me a Superhero' resources – KS2 lessons (adapt any language you feel children will struggle with)</p>   |
| Year 2 | Autumn 2 | <p>To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.<br/>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p>                            | <p>Anti-bullying week<br/>Whole school assembly on anti-bullying week<br/>Review of Anti-bullying Charter<br/><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a></p>  |

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|        |          | <p>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.</p> <p>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>   |  |
|        |          | <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p>  | <p>Riding the ups and downs (Facts4life resource) – discussion about what this means</p> <p>Emoticons range activity</p> <p>happiness, sadness, anger, fear, surprise, nervousness, confused, anxious, miserable</p> <p>Revisit through discussions throughout the year as appropriate</p> |
| Year 2 | Spring 1 | <p>To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p>To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>To understand that everyone is unique and it is OK to be different</p> <p>To understand that people may seem different to each other but still have many things in common.</p> | <p>Stonewall 'Different Families, Same Love' resources</p> <p>Stories including 'And Tango makes Three', 'Red: A Crayon's Story'</p>   |
|        |          | <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this.</p>  | <p>Facts4life resources</p> <p>Riding the ups and downs – Emoticons Range</p>  |
|        | Spring 2 | <p>To know the importance of self-respect and how this links to their own happiness.</p> <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p> <p>To know simple self-care techniques including time spent with friends and family.</p> <p>To know how to seek support at home and in school if they are worried.</p>   | <p>Facts4life resources</p> <p>Keeping Balanced – Exploring worry</p> <p>Smoothing the path – Guided stories</p> <p>Use Focus for Learning activities and resources</p>  |

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|        |          | <p>To show compassion and play an active part in the in the life of the school and wider community.</p> <p>To develop kindness and generosity and understand that being kind can improve our own wellbeing.</p>  | <p>Use video <a href="#">#GiveInToGiving</a>   #العطاء_ثراء to start discussion</p> <p>40 acts of kindness for Lent <a href="https://40acts.org.uk/wp-content/uploads/2019/01/40acts-Schools-Challenge-card-2019.pdf">https://40acts.org.uk/wp-content/uploads/2019/01/40acts-Schools-Challenge-card-2019.pdf</a><br/>(adapt to suit class and dates – liaise with year 6)</p> |
| Year 2 | Summer 1 | <p>To know what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</p> <p>To explore the relationship between feelings and behaviour.</p> <p>To know that we always have choices about the way we behave.</p> <p>To know that we have rights and that rights come with responsibilities.</p> <p>To recognise and trust their internal measurements of safety.</p> <p>To develop and practise using safety strategies and support network</p> | <p>To follow <b>GHLL Pink Curriculum Keeping Myself Safe / Protective Behaviours</b> (Y2)</p> <p>Pants resources from NSPCC <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a></p>  |
|        |          | <p>To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>  | <p>Discussion about where they think money comes from and what spending and saving mean.</p>   |
| Year 2 | Summer 2 | <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>  | <p><a href="https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision">https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision</a><br/><a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a></p>   |
|        |          | <p>To know that for most people the internet is an integral part of life and has many benefits.</p>  | <p>Discussion</p>  |
|        |          | <p>To appreciate diversity in our community and beyond.</p> <p>To show respect for people who are different and understand the things we have in common.</p>   | <p>20<sup>th</sup> June – World Refugee Day</p> <p>On the day, or in the weeks or days leading to it, read ‘Mirror’ and discuss the themes</p>   |
| Year 3 | Autumn 1 | <p>To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>  | <p>To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.</p> <p>Teach Superb Walking - Smart, silent, single-file</p> <p>Teach Stop and Look.</p> <p>Understand that they will get recognition for making the right choices and going above and beyond.</p>   |

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|        |          | To know the conventions of courtesy and manners   |  |
|        |          | To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.  | Facts4life resources<br>Riding the ups and downs – Mental health continuum   |
|        |          | British Value – Democracy / understand democratic parliamentary system  | Voting for House Captains / Pupil Parliament<br>Whole school talk on Parliamentary Democracy (outside speaker)<br>Pupil Parliament members to visit House of Parliament and present an assembly.   |
| Year 3 | Autumn 2 | To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.<br>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.<br>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.<br>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | Anti-bullying week<br>Whole school assembly on anti-bullying week<br>Review of Anti-bullying Charter<br><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a><br><a href="https://www.bbc.co.uk/cbbc/curations/anti-bullying-week">https://www.bbc.co.uk/cbbc/curations/anti-bullying-week</a>   |
|        |          | To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | Discussions in class   |
|        |          | To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.<br>To show compassion and play an active part in the in the life of the school and wider community.<br>To develop kindness and generosity and understand that being kind can improve our own wellbeing.   | Use 'Same but Different' video clips <a href="https://www.bbc.com/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7">https://www.bbc.com/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7</a> (asthma, Downs Syndrome, visual impairment) to start discussions about difference.<br>Hamper Scamper – Local charity CCP's Christmas Campaign to provide food and gifts for local families in hardship. |
| Year 3 | Spring 1 | To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.<br>To know how to recognise if family relationships are making them feel   | Class discussions<br><br>Childline<br><a href="https://learning.nspcc.org.uk/media/1618/childline-poster-wallet-">https://learning.nspcc.org.uk/media/1618/childline-poster-wallet-</a>  |



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|        |          | <p>unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>To know that marriage/ civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>  | <p><a href="#">cards-primary-schools-english.pdf</a></p> <p>Children need to understand that marriage and civil partnership are different legal ways that 2 people can make a commitment to each other. They need to understand that it can be between a man and a woman, a man and a man or a woman and a woman. They also need to understand that not all people in a committed relationship are married or in a civil partnership. It is important that they understand that they are all as important as each other.</p>                                 |
|        |          | <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p> <p>To know simple self-care techniques including time spent with friends and family.</p> <p>To know how to seek support at home and in school if they are worried.</p>   | <p>Facts4life resources</p> <p>Keeping balanced – Exploring worry</p> <p>Smoothing the path – What is helpful and what is not</p> <p>Who can help them – at home, in school, childline</p> <p>Use Focus for Learning activities and resources</p>  |
| Year 3 | Spring 2 | <p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p>  | <p><a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a></p>   |
|        |          | <p>To know about the benefits of balancing time spent on and off line and the impact of positive and negative content online on their own and others' mental wellbeing.</p>  | <p><a href="https://www.childnet.com/ufiles/Screen-Time-and-Healthy-Balance-Quick-Activities.pdf">https://www.childnet.com/ufiles/Screen-Time-and-Healthy-Balance-Quick-Activities.pdf</a></p>   |
| Year 3 | Summer 1 | <p>British Values - tolerance, respect, democracy, rule of law, individual liberty</p> <ul style="list-style-type: none"> <li>• Explore stories about listening to others, accepting others, thinking for themselves about meanings.</li> <li>• Consider questions such as: are we all the same or are we all different? Whom should we trust? What does it mean to be kind?</li> <li>• Think for themselves about respect, acceptance, everybody counts.</li> </ul> | <p>See Leckhampton British Values materials</p>  |
|        |          | <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>  | <p>Explain that although, like some animals, people have hair all over their body that helps to protect our skin, when we go outside on sunny days (and even on cloudy days in the summer) the sun's UV (Ultra Violet) invisible rays can quickly damage and burn our skin, so it is very important to make sure that we always follow the five S's of Sun Safety to make sure we NEVER burn.</p> <p>Remember the five S's of Sun Safety: SLIP, SLOP, SLAP, SLIDE, SHADE</p> <p>1. SLIP on a T-shirt that will keep shoulders covered as they can easily</p> |

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|        |          |  | <p>burn</p> <p>2. SLOP on sunscreen (minimum SPF 30, with high/broad-spectrum UVA protection)</p> <p>3. SLAP on a broad brimmed hat to shade your face neck &amp; ears</p> <p>4. SLIDE on sunglasses to protect your eyes</p> <p>5. SHADE from the sun when possible, particularly between 11am - 3pm</p>                    |
| Year 3 | Summer 2 | First aid- to know the concept of basic first aid and how to deal with common injuries and emergencies.  | Visitor from St John's Ambulance   |
|        |          | To learn that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.   | <p>Read book 'We are all born free'</p> <p><a href="https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child">https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child</a></p>                         |
|        |          | <p>To appreciate diversity in our community and beyond.</p> <p>To show respect for people who are different and understand the things we have in common.</p>   | <p>20<sup>th</sup> June – World Refugee Day</p> <p>On the day, or in the weeks or days leading to it, read 'The Silence Seeker' and discuss the themes</p>   |
| Year 4 | Autumn 1 | <p>To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know the conventions of courtesy and manners</p> | <p>To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.</p> <p>Teach Superb Walking - Smart, silent, single-file</p> <p>Teach Stop and Look.</p> <p>Understand that they will get recognition for making the right choices and going above and beyond.</p> |
|        |          | British Value – Democracy / understand democratic parliamentary system   | <p>Whole school talk on Parliamentary Democracy (outside speaker)</p> <p>Pupil Parliament members to visit House of Parliament and present an assembly.</p>  |
|        |          | <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>                           | Discussion about friendships   |
|        |          | To know about dental health and the benefits of good oral hygiene,   | Cover in science.  |

## Curriculum Overview – PHSE

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|        |          | including visits to the dentist.   |   |
|        |          | <p>British Values - tolerance, respect, democracy, rule of law, individual liberty</p> <ul style="list-style-type: none"> <li>To understand that the 'Golden Rule' (treat others how you wish to be treated) can be found in many different religions and beliefs – understanding common principles.</li> <li>Enable pupils to think for themselves about the values they hold and to express their ideas reasonably and creatively.</li> <li>Understand the British Values and how they all relate to 'The Golden Rule'.</li> <li>Reflect on The Golden Rule through art.</li> </ul>  | Use Leckhampton British Values materials  |
| Year 4 | Autumn 2 | <p>To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.</p> <p>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> | <p>Anti-bullying week</p> <p>Whole school assembly on anti-bullying week</p> <p>Review of Anti-bullying Charter</p> <p><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a></p> <p><a href="https://www.bbc.co.uk/cbbc/curations/anti-bullying-week">https://www.bbc.co.uk/cbbc/curations/anti-bullying-week</a></p> |
|        |          | <p>To know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.</p>   | <p><a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a></p>  |
|        |          | <p>To show British Values of respect and individual liberty.</p>   | <p>Remembrance Day</p> <p>Read book (in library)</p> <p>Write poems or prayers for Remembrance day</p> <p>Understand why people wear poppies (sell these)</p> <p>Understand why we have 2 minutes silence – learn about how this looks throughout the UK.</p> <p>Lead Leckhampton 2 minutes silence with a poem or prayer.</p>  |
|        |          | <p>To know what constitutes a healthy diet (including understanding calories and nutritional content).</p> <p>To know the principles of planning and preparing a range of healthy meals.</p> <p>To recognise predict and assess risks in different situations and decide how</p>   | <p>Through DT</p> <p>Visit to skillzone – community safety, home, fire and road safety, online</p>  |

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|        |          | <p>to manage them responsibly and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p>   | <p>threats, resilience and criminal justice awareness</p>  |
|        |          | <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p> <p>To know simple self-care techniques including time spent with friends and family.</p> <p>To know how to seek support at home and in school if they are worried.</p>   | <p>Facts4life resources</p> <p>Use Focus for Learning activities</p> <p>Discuss who can support them at home and in school.</p>  |
|        |          | <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>   | <p>Discussion – how do we feel when we are active / spend time outside.</p> <p>Discuss physical and mental health – how they interact.</p> <p>Discuss activities children do in the week – playing outside is as beneficial as a sporting activity. Could they do more? How do they feel when they do it?</p> <p><a href="https://sleepcouncil.org.uk/how-much-sleep-do-we-need/">https://sleepcouncil.org.uk/how-much-sleep-do-we-need/</a></p> |
| Year 4 | Spring 1 | <p>To develop leadership and character skills including: team work, communication, negotiation, creative thinking, initiative, compassion, humility, self-control, independent learning, self-awareness, emotional intelligence, confidence, resilience, empathy, justice, concern for others, tolerance, respect</p>  | <p>Archbishop of York Youth Trust Young Leaders Award Key Stage 2, including Community Action Project</p>  |
| Year 4 | Spring 2 |  |  |
| Year 4 | Summer 1 | <p>To know how to respond safely and appropriately to adults they may encounter who they do not know.</p> <p>To know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>To know where to get advice from eg family, school and other sources.</p> <p>To explore the relationship between feelings and behaviour.</p> <p>To know that we always have choices about the way we behave.</p> <p>To know that we have rights and that rights come with responsibilities.</p> <p>To recognise and trust their internal measurements of safety.</p> | <p>To follow GHLL Pink Curriculum Keeping Myself Safe / Protective Behaviours (Y4)</p> <p>Pants resources from NSPCC <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a></p>   |

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|        |          | To develop and practise using safety strategies and support network   |   |
| Year 4 | Summer 2 | To appreciate diversity in our community and beyond.<br>To show respect for people who are different and understand the things we have in common.   | 20 <sup>th</sup> June – World Refugee Day<br>On the day, or in the weeks or days leading to it, read ‘The Boy at the back of the class’ and discuss the themes (if already used in whole class reading, revisit the themes and have a class discussion)   |
|        |          | To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)<br>To understand that everyone is unique and it is OK to be different<br>To understand that people may seem different to each other but still have many things in common.<br>To know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.<br>To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. | Discuss the different protected characteristics. Discuss prejudice based language.<br>Discuss ways in which they are unique. Discuss ways in which they are similar. Watch clips of children who have different lives (My Life – CBBC) and discuss similarities and differences.<br>Read ‘And Tango makes Three’ and ‘King and King’.<br>Think about different families and discuss what is important. Use Different Families, Same Love poster and Stonewall training. |
| Year 5 | Autumn 1 | To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<br>To recognise that their behaviour can affect other people.<br>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>To know the conventions of courtesy and manners   | To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.<br>Teach Superb Walking - Smart, silent, single-file<br>Teach Stop and Look.<br>Understand that they will get recognition for making the right choices and going above and beyond.   |
|        |          | To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.   | Facts4Life resources<br>Riding the Ups and Downs – Emotional Barometer  |
|        |          | To take responsibility for looking after the school environment or the needs of others.   | Children choose to be part of the Playleaders scheme or part of the litter picking team and receive training.<br>They have a rota and take responsibility for fulfilling the roles.   |

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|        |          | British Value – Democracy / understand democratic parliamentary system  | Whole school talk on Parliamentary Democracy (outside speaker)<br>Pupil Parliament members to visit House of Parliament and present an assembly.   |
| Year 5 | Autumn 2 | To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.<br>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.<br>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.<br>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | Anti-bullying week<br>Whole school assembly on anti-bullying week<br>Review of Anti-bullying Charter<br><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a><br><br><a href="https://www.bbc.com/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f">https://www.bbc.com/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f</a> - watch Being Bullied and Being a Bully |
|        |          | To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.<br>To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support   | Circle time discussions<br><br><a href="https://www.nspcc.org.uk/what-we-do/news-opinion/loneliness-key-concern-thousands-children/">https://www.nspcc.org.uk/what-we-do/news-opinion/loneliness-key-concern-thousands-children/</a>   |
|        |          | To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.   | Use ‘Same but Different’ video clips <a href="https://www.bbc.com/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7">https://www.bbc.com/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7</a> (cerebral palsy, diabetes, epilepsy, dyslexia) to start discussions about difference.<br>Read ‘Julian is a Mermaid’ or ‘10000 dresses’ - use Stonewall training.<br>Watch Ade Adepitan video.   |
|        |          | To show compassion and play an active part in the in the life of the school and wider community.<br>To develop kindness and generosity and understand that being kind can improve our own wellbeing.  | Use video <a href="https://m.youtube.com/watch?v=9rPsJdO1PeE">https://m.youtube.com/watch?v=9rPsJdO1PeE</a> to start discussion<br>Advent Kindness Calendar <a href="http://maketodayhappy.co.uk/kindness-advent-calendar-december-2018">http://maketodayhappy.co.uk/kindness-advent-calendar-december-2018</a><br>(adapt to suit class and dates – liaise with years 1 and 3)   |
| Year 5 | Spring 1 | British Values - tolerance, respect, democracy, rule of law, individual liberty <ul style="list-style-type: none"> <li>To understand the British Values.</li> <li>To understand how people in the past have fought for British Values.</li> <li>To learn about Christian Aid and how it encourages people to stand up for what they believe in – justice.</li> </ul>  | Use Leckhampton British Values materials   |

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|        |          | <ul style="list-style-type: none"> <li>To consider how small actions can make a difference.</li> </ul>   |   |
|        |          | <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>  | <p>Childline<br/><a href="https://learning.nspcc.org.uk/media/1618/childline-poster-wallet-cards-primary-schools-english.pdf">https://learning.nspcc.org.uk/media/1618/childline-poster-wallet-cards-primary-schools-english.pdf</a></p>  |
|        |          | <p>To know that marriage/ civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>  | <p>Children need to understand that marriage and civil partnership are different legal ways that 2 people can make a commitment to each other. They need to understand that it can be between a man and a woman, a man and a man or a woman and a woman. They also need to understand that not all people in a committed relationship are married or in a civil partnership.</p> <p>It is important that they understand that they are all as important as each other (this was also covered in Y3)</p>   |
|        |          | <p>To know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>  | <p>International Women’s Day<br/><a href="https://womensyoushouldknow.net/downloadable-stem-role-models-posters/">https://womensyoushouldknow.net/downloadable-stem-role-models-posters/</a></p> <p>Look at gender equality around the world <a href="https://connecting-classrooms.britishcouncil.org/sites/default/files/gender_equality.pdf">https://connecting-classrooms.britishcouncil.org/sites/default/files/gender_equality.pdf</a></p> <p>Discuss prejudice based language. Ensure that this is appropriate for current cohort - use their experience to guide the discussion. Use Stonewall resources.<br/><a href="http://the-classroom.org.uk/wp-content/uploads/2011/07/PSHE-Respect-THT1.pdf">http://the-classroom.org.uk/wp-content/uploads/2011/07/PSHE-Respect-THT1.pdf</a></p> |
| Year 5 | Spring 2 | <p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>To know about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>To recognise, as they approach puberty, how people’s emotions change and how to deal with their feelings towards themselves, their family and others in a positive way.</p> | <p>Covered during science lessons</p>   |
|        |          | <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p>  | <p>Facts4Life resources<br/>Riding the ups and downs – Emotional Barometer, The Language of Emotion</p> <p>Facts4life resources<br/>Keeping balanced – Exploring anxiety</p>  |

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|        |          | To know simple self-care techniques including time spent with friends and family.<br>To know how to seek support at home and in school if they are worried.   | Smoothing the Path – What is helpful and what is not  |
| Year 5 | Summer 1 | First aid- to know the concept of basic first aid and how to deal with common injuries and emergencies.   | Visitor from St John’s Ambulance  |
|        |          | To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>To know how information and data is shared and used online.  |   |
|        |          | To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.<br>To know why social media, some computer games and online gaming, for example, are age-restricted.  |   |
| Year 5 | Summer 2 | To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.<br>To show active citizenship.   | Use British Council resources to discuss issues based on the Sustainable Development Goals<br><a href="https://connecting-classrooms.britishcouncil.org/classroom-resources/collaborative-template">https://connecting-classrooms.britishcouncil.org/classroom-resources/collaborative-template</a>   |
|        |          | To learn that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.<br>To understand that these universal rights are there to protect everyone and have primacy over both national law and family and community practices. | Use Greta Thunberg book – No one is too small to make a difference<br>Recap Right of the Child book.<br><a href="https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child">https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child</a> |
|        |          | To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to develop the skills to exercise these responsibilities.  | Discussion – what responsibilities do they have – at home, at school. Do they have responsibilities to the wider community / world? How can they exercise these responsibilities?<br>Perhaps have a mini project to show responsibility in different ways.<br>Summer fair games   |
|        |          | To appreciate diversity in our community and beyond.<br>To show respect for people who are different and understand the things we have in common.   | 20 <sup>th</sup> June – World Refugee Day<br>On the day, or in the weeks or days leading to it, read ‘Child I’ and discuss the themes   |



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| Year 6 | Autumn 1 | <p>To know that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<br/>To recognise that their behaviour can affect other people.<br/>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br/>To know the conventions of courtesy and manners</p>   | <p>To recap the school rules – Be kind, be respectful, be the best you can be - and understand how these rules help them.<br/>Teach Superb Walking - Smart, silent, single-file<br/>Teach Stop and Look.<br/>Understand that they will get recognition for making the right choices and going above and beyond.</p> |
|        |          | <p>British Value – Democracy Individual Liberty, Mutual Respect and Tolerance and understand democratic parliamentary system</p>  | <p>Pupils choose to apply for House Captains, Sports Captains, Pupil Parliament and prepare speeches. Voting – thinking about each other’s feelings.<br/>Whole school talk on Parliamentary Democracy (outside speaker)<br/>Pupil Parliament members to visit House of Parliament and present an assembly.</p>      |
|        |          | <p>To explore and critique how the media present information.</p>   | <p>Current affairs homework (all year)</p>  |
|        |          | <p>To learn the rules and ways of keeping physically safe when cycling on roads.<br/>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p>   | <p>Bikeability<br/>Walking home, cycling, going to the park – what to do in an emergency.</p>   |
|        |          | <p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>  | <p>Facts4Life resources<br/>Riding the Ups and Downs – Emotional Barometer</p>  |
|        |          | <p>To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</p>   | <p>Discussion about friendships - begin to talk about transition to secondary</p>   |
| Year 6 | Autumn 2 | <p>To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.<br/>To know the characteristics of friendships, including respect, truthfulness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.<br/>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.<br/>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> | <p>Anti-bullying week<br/>Whole school assembly on anti-bullying week<br/>Review of Anti-bullying Charter<br/><a href="https://www.ncab.org.au/bullying-advice/bullying-for-schools/">https://www.ncab.org.au/bullying-advice/bullying-for-schools/</a></p>   |

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|        |          | To know the importance of permission seeking and giving in relationships with friends, peers and adults.   | Consider ways in which we give and seek permission.   |
|        |          | To know the characteristics and mental and physical benefits of an active lifestyle.<br>To know the importance of building regular exercise into daily and weekly routines and how to achieve this.  | Think about the benefits of an active lifestyle. Discuss the pleasures of different physical activity and time spent outdoors.  |
| Year 6 | Spring 1 | To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people  | Use British Council resources to discuss issues based on the Sustainable Development Goals<br><a href="https://connecting-classrooms.britishcouncil.org/classroom-resources/collaborative-template">https://connecting-classrooms.britishcouncil.org/classroom-resources/collaborative-template</a> |
|        |          | To understand British Values tolerance and respect.<br>To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)<br>To understand what happens when people don't respect difference and persecute others for their religion or race.   | Holocaust Memorial Day (27 <sup>th</sup> January)<br>Read Anne Frank's story (hmd.org.uk)<br>Read about Sir Nicholas Winton (hmd.org.uk)<br>Present information in a phase worship  |
|        |          | To know how to respond safely and appropriately to adults they may encounter who they do not know.<br>To know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.<br>To know where to get advice from eg family, school and other sources.<br>To explore the relationship between feelings and behaviour.<br>To know that we always have choices about the way we behave.<br>To know that we have rights and that rights come with responsibilities.<br>To recognise and trust their internal measurements of safety.<br>To develop and practise using safety strategies and support network | To follow GHLL Pink Curriculum Keeping Myself Safe / Protective Behaviours (Y6)<br><br>Pants resources from NSPCC <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a>                   |
|        |          | To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.<br>To know simple self-care techniques including time spent with friends and family.<br>To know how to seek support at home and in school if they are worried.  | Facts4life resources<br>Smoothing the path – What is helpful and what is not<br><br>Talk about Teens in Crisis and look at website  |

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|        |  | To know it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.   | Facts4life resources<br>Keeping Balanced – Exploring Worry |
| Year 6 | Spring 2   | To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)  | Use Stonewall DVD – ‘FREE’ with Workshop pack              |
|        |  | British Values - tolerance, respect, democracy, rule of law, individual liberty <ul style="list-style-type: none"> <li>To understand the British Values - tolerance, respect, democracy, rule of law, individual liberty</li> <li>To learn about the campaign ‘Send My Sister to School’ and how it promotes the British Values.</li> <li>To explore diversity in religion in our local area.</li> <li>To consider how Gloucestershire is promoting British Values</li> <li>To reflect on the power of tolerance and respect.</li> </ul> | Use Leckhampton British Values materials                   |
|        | To show compassion and play an active part in the in the life of the school and wider community.<br>To develop kindness and generosity and understand that being kind can improve our own wellbeing.   | 40 acts of kindness for Lent <a href="https://40acts.org.uk/wp-content/uploads/2019/01/40acts-Schools-Challenge-card-2019.pdf">https://40acts.org.uk/wp-content/uploads/2019/01/40acts-Schools-Challenge-card-2019.pdf</a><br>(adapt to suit class and dates – liaise with year 2)   |  |
|        | To know the risks associated with an inactive lifestyle (including obesity).<br>To know the characteristic of a poor diet and risks associated with unhealthy eating and other behaviours (eg the impact of alcohol on diet or health).<br>To know how to recognise early signs of physical illness such as weight loss, or unexplained changes to the body.<br>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.<br>To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | Cover through science lessons<br><br>Smoking, alcohol and drugs misuse powerpoint in resources. ????<br><br><a href="https://sleepcouncil.org.uk/how-much-sleep-do-we-need/">https://sleepcouncil.org.uk/how-much-sleep-do-we-need/</a><br><a href="https://sleepcouncil.org.uk/teen-sleep/">https://sleepcouncil.org.uk/teen-sleep/</a>   |  |

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|        |          | <p>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know how information and data is shared and used online.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> | <p>Cover through computing and class discussions.</p> <p>Use NSPCC resources to teach about the risks of chatting to strangers online<br/><a href="https://learning.nspcc.org.uk/media/1392/lesson_plan_lucy.pdf">https://learning.nspcc.org.uk/media/1392/lesson_plan_lucy.pdf</a></p> <p>Use Thinkuknow resources<br/><a href="https://www.thinkuknow.co.uk/professionals/resources/band-runner/">https://www.thinkuknow.co.uk/professionals/resources/band-runner/</a></p> |
| Year 6 | Summer 2 | <p>To know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>   | <p>Isle of Wight Residential<br/>Natwest Money sense resources and lessons</p>  |
|        |          | <p>To appreciate diversity in our community and beyond.</p> <p>To show respect for people who are different and understand the things we have in common.</p>   | <p>20<sup>th</sup> June – World Refugee Day<br/>On the day, or in the weeks or days leading to it, use clip from The Literacy Shed and discuss the themes</p>   |