



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



EYFS – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will have the opportunity to ...	Resources / Activities
<p>Autumn Term 1</p> <p>How can I make friends?</p>	<p>Making Relationships</p> <p><i>Friendships</i></p> <p>Key Learning: (PSED-Making Relationships) Build Friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Work Together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. Social Skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. Communicate – use gestures, on-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>	<ul style="list-style-type: none"> • Experience playing alongside peers in different contexts. • Participate in activities with other, sharing experiences, resources and ideas, including activities led by others and those initiated by themselves. • Build up relationships with others during different times of the day. • Play and work collaboratively on tasks with others, 1:1 and in small groups, or as part of a team. • Understand the rules of friendship and what it means to be a good friend. • Talk about how they can be a good friend in different situations. Adults to encourage children to think about what they might do to show kindness, how to share ideas and resources, and how to involve others in their play. • Discuss strategies and ways to resolve a conflict between friends. 	<ul style="list-style-type: none"> • Share books and stories to explore what it means to be a good friend • Create posters and displays to illustrate how children are being good friends in the different environments • Use key person time or small group activities to talk about what is special about their friends • Introduce the idea of spotting someone being a good friend... what did they do? How did that make you feel? • Books – Farmer Duck Little Red Hen Dossie and Kwame Oliver Jeffers
<p>Autumn Term 2</p> <p>Who are my friends and family?</p>	<p>Making Relationships</p> <p><i>People and Communities</i></p> <p>Key Learning: (Understanding the World – people and communities) Communicate – comment on significant events in their own lives and talk about family and friends. Describe – themselves, friends and family</p>	<ul style="list-style-type: none"> • Share and talk about the things which are special to them, including family and friends. • Find out about the roles of people within their families. 	<ul style="list-style-type: none"> • Use circle time to talk about friends – the qualities children appreciate in a friend • Make a ‘my friends’ picture display using photographs and different art techniques • Use the parents in your setting – ask them to come in and show objects related to work, religion, hobbies, their childhood, or a special meaning, and ask them to share their knowledge and skills



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



			<ul style="list-style-type: none"> Books – Beegu Melrose and Croc – Friends for life
<p>Spring Term 1</p> <p>How can I keep myself healthy?</p>	<p>Health and Wellbeing</p> <p><i>Health and Self-Care</i></p> <p>Key Learning: (Physical Development – health and self-care) Self-care – eating, drinking, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings. Keeping healthy – knowledge of food groups including healthy foods; knowledge of the importance of exercise to keep their body healthy.</p>	<ul style="list-style-type: none"> Talk about why it is important to wash their hands, particularly after using the toilet, before eating. Take part in teeth care activities Recognise the importance of taking care of themselves when they have a cold Talk about the importance of keeping a daily routine of cleaning their teeth in a morning and before bed, and particularly after eating lots of sweet foods. Recognise, indicate and talk about their needs – thirst, hungry, tired. Taste and eat a variety of foods Engage in a range of food preparation activities which promote healthy eating practices. Experience foods from different food groups Talk about foods which contain lots of sugar, or unhealthy fats Begin to understand that some foods are better for our bodies (healthy foods) and others are not as good for our bodies (unhealthy foods) 	<ul style="list-style-type: none"> Create simple displays to promote key personal hygiene Learn new songs and rhymes Invite health care professionals into school Use dolls to promote self-care activities Add props to the home corner Activities to promote looking after yourself in different weather conditions Setting up a health care area in role-play Create healthy packed lunches Make sandwiches using different types of bread and a range of fillings Create mind-maps of different exercise the children complete Grow your own vegetables Create an outdoor/indoor gym Books – Oliver’s Vegetables Oliver’s Fruit Salad
<p>Spring Term 2</p> <p>What family events do I enjoy?</p>	<p>Making Relationships</p> <p><i>People and Communities</i></p> <p>Key Learning: (Understanding the World – people and communities) Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture and possessions. Describe – themselves, friends, family, other people, significant events</p>	<ul style="list-style-type: none"> Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. Observe and recognise that other people share some significant events, such as birthdays Recognise there are significant events which other people celebrate, which they may not have experience of. Find out about some of the special events which are important in their lives. 	<ul style="list-style-type: none"> Discuss and describe what a celebration is and look at the meaning of the words. Children, carers and staff bring in photos of a family or community celebration. Ask parents to share how they celebrate events that are special to them – send in food/objects associated with festivals for the children to talk about and share. Use the children’s ideas on how to celebrate special days in the classroom and special events in school and the wider community. Explore how different cultures celebrate events.



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



<p>Summer Term 1</p> <p>How do I talk about me?</p>	<p>Health and Wellbeing</p> <p><i>Self-awareness</i></p> <p>Key Learning: (PSED-Self-confidence and Self-awareness)</p> <p>Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interests with others, take pride in themselves and their work/achievement, share their achievements with others.</p>	<ul style="list-style-type: none"> • Talk about themselves, their actions and the activities they engage in including the things they are good at, and those things they find difficult or more challenging. • Set simple goals for themselves in their play, in order to gain satisfaction/achievement of something that is important to them. • Be aware of goals set for them by others, and work towards achieving these goals in a positive way, supported sensitively by familiar adults. • Work with others on goals which can be achieved collaboratively with adults and peers 	<ul style="list-style-type: none"> • Share achievements, qualities, activities and skills children display outside the setting • Talk about things they find difficult and simple strategies they could use • Make zigzag books, wall displays, power point presentations, short films or photo books of things they've done • Talk about what they are good at, likes/dislikes or favourite things – make lists or display items • Books – I'm Special Cleversticks
<p>Summer Term 2</p> <p>What do I know about my local community and the people who live there?</p>	<p>Living in the Wider World</p> <p><i>People and Communities</i></p> <p>Key Learning: (Understanding the World – people and communities)</p> <p>Observe – look closely and consider the people and the lives of different people and events in the world around them, examining objects and find out more about them.</p>	<ul style="list-style-type: none"> • Find out about the roles of people and their families, school and local community. Talk about the jobs that people do, recognise why these people and their jobs are important, and what they can do to help them. 	<ul style="list-style-type: none"> • Take a walk around the local area and talk about the streets around the setting and further afield – look at ways they can take pride in their environment – what is special and significant about the place where they live? • Go on outings to the local community to take notice of different features, look at and compare shops. Find out what the children know about their locality and the people in it, including their roles • Make a visit to different places in the local area to see people at work. • Go to the local take-away or restaurant to look at different foods



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 1 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
Autumn Term 1 What is the same and different about us?	Relationships <i>Ourselves and other; similarities and differences; individuality; our bodies</i> PoS refs: H21 – To recognise what makes them special. H22 – To recognise the ways in which we are all unique. H23 – To identify what they are good at, what they like and dislike. R13 – <u>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. Delivered by the NSPCC</u> R23 – <u>To recognise the ways in which they are the same and different to others.</u> L6 – <u>To recognise the ways they are the same as, and different to, other people.</u> L14 – That everyone has different strengths.	<ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features and qualities are unique to them. • How they are similar and different to others, and what they have in common. 	<ul style="list-style-type: none"> • School based resources • Book – What I like about me - differences • https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 – lesson 1 KS1
Autumn Term 2 Who is special to us?	Relationships <i>Ourselves and other; people who care for us; groups we belong to; families</i> PoS refs: L4 – About the different groups they belong to. R1 – About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2 – <u>To identify the people who love and care for them and what they do to help them feel cared for.</u> R3 – <u>About different types of families including those that may be different to their own.</u> R4 – <u>To identify common features of family life.</u> R5 – <u>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</u>	<ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for example, school, friends, clubs. • About the different people in their family/those that live and care for them. • What their family members, or people that are special to them, do to make them feel loved and cared for. • How families are all different but share common features – what is the same and different about them. • About different features of family life, including what families do / enjoy together. • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. 	<ul style="list-style-type: none"> • School based resources • Medway Year 1 and 2.pdf – lesson 1 'My special people'



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



<p>Spring Term 1</p> <p>What helps us stay healthy?</p>	<p>Health and Wellbeing</p> <p><i>Being healthy; hygiene; medicines; people who help us with health</i></p> <p>PoS refs: <u>H1 – About what keeping healthy means; different ways to keep healthy.</u> <u>H5 – Simple hygiene routines that can stop germs from spreading.</u> <u>H6 – That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</u> <u>H7 – About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</u> <u>H10 – About the people who help us to stay physically healthy.</u> <u>H37 - About things that people can put into their body or on their skin; how these can affect how people feel.</u></p>	<ul style="list-style-type: none"> • What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor). • That things people put into or onto their bodies can affect how they feel. • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. 	<ul style="list-style-type: none"> • Dental health — teacher guidance, lesson plans and PowerPoints, KS1-3 www.pshe-association.org.uk (pshe-association.org.uk) • 1decision – keeping/staying healthy
<p>Spring Term 2</p> <p>What can we do with money?</p>	<p>Living in the wider world</p> <p><i>Money; making choices; needs and wants</i></p> <p>PoS refs: <u>L10 – what money is, forms that money come in; that money comes from different sources.</u> <u>L11 – that people make different choices about how to save and spend money.</u> <u>L12 – about the difference between needs and wants; that sometimes people may not always be able to have things they want.</u> <u>L13 - that money needs to be looked after; different ways of doing this.</u></p>	<ul style="list-style-type: none"> • What money is – that money comes in different forms • How money is obtained (e.g. earned, won, borrowed, presents) • How people make choices about what to do with money, including spending and saving • The difference between needs and wants – that people may not always be able to have things they want • How to keep money safe and the different ways of doing this 	<ul style="list-style-type: none"> • Teachers Values, Money & Me (valuesmoneyandme.co.uk) – stories based on different scenarios • 1decision – money matters
<p>Summer Term 1</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing</p> <p><i>Keeping safe; people who help us</i></p> <p>PoS refs: <u>H33 – about the people whose job it is to keep us safe.</u></p>	<ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe – the job they do and how they help people • Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say 	<ul style="list-style-type: none"> • 1decision – keeping/staying safe



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p><u>H35</u> – about what to do if there is an accident and someone is hurt.</p> <p><u>H36</u> – how to get help in an emergency (how to dial 999 and what to say).</p> <p><u>R15</u> – how to respond safely to adults they don't know.</p> <p><u>R20</u> – what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>L5 - about the different roles and responsibilities people have in their community.</p>	<ul style="list-style-type: none"> • How to respond safely to adults they don't know • What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	
<p>Summer Term 2</p> <p>How can we look after each other and the world?</p>	<p>Living in the wider world</p> <p><i>Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p>PoS refs:</p> <p><u>H26</u> – about growing and changing from young to old and how people's needs change.</p> <p><u>H27</u> – about preparing to move to a new class/year group.</p> <p><u>R21</u> – about what is kind and unkind behaviour, and how this can affect others.</p> <p><u>R22</u> – about how to treat themselves and others with respect; how to be polite and courteous.</p> <p><u>R24</u> – how to listen to other people and play and work cooperatively.</p> <p><u>R25</u> – how to talk about and share their opinions on things that matter to them.</p> <p>L2 - how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3 - about things they can do to help look after the environment.</p>	<ul style="list-style-type: none"> • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • The responsibilities they have in and out of the classroom • How people and animals need to be looked after and cared for • What can harm the local and global environment; how they and others can help care for it • How people grow and change and how people's needs change as they grow from young to old • How to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • Dementia teaching resources Alzheimer's Society • The Growing Story by Ruth Krauss and Helen Oxenbury • Medway Year 1 and 2.pdf – lesson 2 'Growing up: the human life-cycle' • 1decision – Being responsible



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 2 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
Autumn Term 1 What makes a good friend?	Relationships <i>Friendship; feeling lonely; managing argument</i> PoS refs: H21 - to recognise what makes them special H22 - to recognise the ways in which we are all unique H23 - to identify what they are good at, what they like and dislike H24 - how to manage when finding things difficult R6 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another R9 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R25 - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	<ul style="list-style-type: none"> What makes them special What qualities do they have How to manage difficult feelings What qualities do they have and what they look for in a friend. How to make friends with others How to recognise when they feel lonely and what they could do about it How people behave when they are being friendly and what makes a good friend How to resolve arguments that can occur in friendships How to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> Books and resources by Gabby Garcia: Listening to my body Listening to my heart Find your calm Mateo finds his WOW! Book – Red – a crayons story (identity)
Autumn Term 2 What is bullying?	Relationships <i>Behaviour; bullying; words and actions; respect for others</i> PoS refs: R10 - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11 - about how people may feel if they experience hurtful behaviour or bullying R12 - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	<ul style="list-style-type: none"> How words and actions can affect how people feel How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable How to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> National Anti-Bullying week resources Books: The Juice Box Bully The Bully Blockers Club 1decision (5-8) – Relationships
Spring Term 1	Living in the wider world	<ul style="list-style-type: none"> How jobs help people earn money to pay for things they need and want 	<ul style="list-style-type: none"> 1decision (5-8) – Money matters (£)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



<p>What jobs do people do?</p>	<p><i>People and jobs; money; role of the internet</i></p> <p>PoS refs: <u>L7 - about how the internet and digital devices can be used safely to find things out and to communicate with others</u> <u>L8 - about the role of the internet in everyday life</u> L15 - that jobs help people to earn money to pay for things L16 - different jobs that people they know or people who work in the community do L17 - about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"> • About a range of different jobs, including those done by people they know or people who work in their community • How people have different strengths and interests that enable them to do different jobs • How people use the internet and digital devices in their jobs and everyday life 	
<p>Spring Term 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing</p> <p><i>Keeping safe; recognising risk; rules</i></p> <p>PoS refs: H28 – about rules and age restrictions that keep us safe <u>H29 – to recognise risk in simple everyday situations and what action to take to minimise harm</u> H30 – about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31 – that household products (including medicines) can be harmful if not used correctly H32 – ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely <u>H34 – basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</u> <u>R14 – that sometimes people may behave differently online, including by pretending to be something they are not</u> <u>R16 – about how to respond if physical contact makes them feel uncomfortable or unsafe</u> <u>R18 – about the importance of keeping adults’ secrets (only happy surprises that others will find out about eventually)</u> R19 – basic techniques for resisting pressure to do something they don’t want to do and which may make them feel unsafe</p>	<ul style="list-style-type: none"> • How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ul style="list-style-type: none"> • 1decision – Being responsible / A world without judgement • Donate now to the British Red Cross and change lives today • Drug and alcohol education www.pshe-association.org.uk (pshe-association.org.uk) <p>Lesson 1 (keeping safe – things that go into our bodies) / Lesson 2 - medicines / Lesson 3 – medicines and household products</p>



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p><u>R20 – what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</u></p> <p><u>L1 – about what rules are, why they are needed, and why different rules are needed for different situations</u></p> <p><u>L9 – that not all information seen online is true</u></p>		
<p>Summer Term 1</p> <p>What helps us grow and stay healthy?</p>	<p>Health and wellbeing</p> <p><i>Being healthy: eating, drinking, playing and sleeping</i></p> <p>PoS refs: <u>H1 - about what keeping healthy means; different ways to keep healthy</u> <u>H2 - about foods that support good health and the risks of eating too much sugar</u> <u>H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday</u> <u>H4 - about why sleep is important and different ways to rest and relax</u> <u>H8 - how to keep safe in the sun and protect skin from sun damage</u> <u>H9 - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</u></p>	<ul style="list-style-type: none"> • That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • That eating and drinking too much sugar can affect their health, including dental health • How to be physically active and how much rest and sleep they should have everyday • That there are different ways to learn and play; how to know when to take a break from screen-time • How sunshine helps bodies to grow and how to keep safe and well in the sun 	<ul style="list-style-type: none"> • The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk (pshe-association.org.uk)
<p>Summer Term 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p><i>Feelings; mood; times of change; loss and bereavement; growing up</i></p> <p>PoS refs: <u>H11 - about different feelings that humans can experience</u> <u>H12 - how to recognise and name different feelings</u> <u>H13 - how feelings can affect people’s bodies and how they behave</u> <u>H14 - how to recognise what others might be feeling</u> <u>H15 - to recognise that not everyone feels the same at the same time, or feels the same about the same things</u> <u>H16 - about ways of sharing feelings; a range of words to describe feelings</u> <u>H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</u></p>	<ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good • How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • How feelings can affect people in their bodies and their behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust • How to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk (pshe-association.org.uk) • Book – Colour Monster (emotions) • Book – My Monster and Me (anxiety) • Book – The Pond (loss)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p><u>H18 - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</u></p> <p><u>H19 - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</u></p> <p><u>H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</u></p> <p><u>H24 - how to manage when finding things difficult</u></p> <p><u>H27 - about preparing to move to a new class/year group</u></p>		
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Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 3 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
<p>Autumn Term 1</p> <p>How can we be a good friend?</p>	<p>Relationships</p> <p><i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p> <p>PoS refs: <u>R10 – The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</u> <u>R11 – What constitutes a positive healthy friendship (e.g mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</u> <u>R13 – The importance of seeking support if feeling lonely or excluded.</u> <u>R14 – That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</u> <u>R17 – That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</u> <u>R18 – To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary.</u></p>	<ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • How to recognise if others are feeling lonely and excluded and strategies to include them. • How to build good friendships, including identifying qualities that contribute to positive friendships. • That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. • How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. 	<ul style="list-style-type: none"> • School based resources • Medway Year 3.pdf – lesson 1 and 2 ‘Friendship’
<p>Autumn Term 2</p> <p>What keeps us safe?</p>	<p>Health and Wellbeing</p> <p><i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p>PoS refs: <u>H9 – That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</u> <u>H10 – How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</u></p>	<ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. • How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable – Delivered by the NSPCC • How everyday health and hygiene rules and routines help people stay safe and healthy 	<ul style="list-style-type: none"> • School based resources • First aid champions British Red Cross – first aid • KS1-2 Drug & alcohol education – lesson plans, resources & knowledge organisers.pdf (pshe-association.org.uk) – Lesson 1 (medicines)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>H39 – About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>H40 – About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H42 – <u>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</u></p> <p>H43 – <u>About what is meant by first aid; basic techniques for dealing with common injuries.</u></p> <p>H44 – <u>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</u></p> <p>R25 – <u>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Delivered by the NSPCC</u></p> <p>R26 – <u>About seeking and giving permission (consent) in different situations. Delivered by the NSPCC</u></p> <p>R29 – <u>Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</u></p>	<p>(including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <ul style="list-style-type: none"> • How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. • What to do in an emergency, including calling for help and speaking to the emergency services. 	
<p>Spring Term 1</p> <p>What are families like?</p>	<p>Relationships</p> <p><i>Families; family life; caring for each other</i></p> <p>PoS refs:</p> <p>R6 – <u>That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</u></p> <p>R7 – <u>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</u></p> <p>R8 – <u>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</u></p> <p>R9 – <u>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</u></p>	<ul style="list-style-type: none"> • How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). • How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. • How people within families should care for each other and the different ways they demonstrate this. • How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. 	<ul style="list-style-type: none"> • School based resources



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



<p>Spring Term 2</p> <p>What makes a community?</p>	<p>Living in the wider world</p> <p><i>Community; belonging to groups; similarities and differences; respect for others.</i></p> <p>PoS refs: <u>R32 – About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</u> <u>R33 – To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.</u> <u>L6 – About the different groups that make up their community; what living in a community means.</u> <u>L7 – To value the different contributions that people and groups make to the community.</u> <u>L8 – About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</u></p>	<ul style="list-style-type: none"> • How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. • What is meant by a diverse community; how different groups make up the wider/local community around the school. • How the community helps everyone to feel included and values the different contributions that people make. • How to be respectful towards people who may live differently to them. 	<ul style="list-style-type: none"> • Teacher guidance, lessons & resources.pdf (pshe-association.org.uk) – Lesson 2 ‘Belonging to a Community’ • Book – Beegu • Moving and moving home lesson plan by University of Worcester, KS2.pdf (pshe-association.org.uk)- thinking about refugees and asylum seekers, challenging stereotypes and supporting work to tackle discrimination • Premier League Primary Stars – diversity • School based resources
<p>Summer Term 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing</p> <p><i>Being healthy: eating well, dental care</i></p> <p>PoS refs: <u>H1 – How to make informed decisions about health.</u> <u>H2 – About the elements of a balanced, healthy lifestyle.</u> <u>H3 – About choices that support a healthy lifestyle, and recognise what might influence these.</u> <u>H4 – How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</u> <u>H5 – About what good physical health means; how to recognise early signs of physical illness.</u> <u>H6 – About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</u> <u>H11 – How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of</u></p>	<ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods. • How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. • How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health. • How people make choices about what to eat and drink, including who or what influences these. • How, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • Dental health – teacher guidance, lesson plans and PowerPoints, KS1-3 www.pshe-association.org.uk (pshe-association.org.uk) • School based resources



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p><u>lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</u></p> <p><u>H14 – How and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health.</u></p>		
<p>Summer Term 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p><i>Being healthy: keeping active, taking rest</i></p> <p>PoS refs:</p> <p><u>H1 – How to make informed decisions about health.</u></p> <p><u>H2 – About the elements of a balanced, healthy lifestyle.</u></p> <p><u>H3 – About choices that support a healthy lifestyle, and recognise what might influence these.</u></p> <p><u>H4 – How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</u></p> <p><u>H7 – How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</u></p> <p><u>H8 – About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn.</u></p> <p><u>H13 – About the benefits of the internet, the importance of balancing time online with other activities, strategies for managing time online.</u></p> <p><u>H14 – How and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health.</u></p>	<ul style="list-style-type: none"> • How regular physical activity benefits bodies and feelings. • How to be active on a daily and weekly basis - how to balance time online with other activities. • How to make choices about physical activity, including what and who influences decisions. • How the lack of physical activity can affect health and wellbeing. • How lack of sleep can affect the body and mood and simple routines that support good quality sleep. • How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried. 	<ul style="list-style-type: none"> • School based resources



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 4 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
Autumn Term 1 What strengths, skills and interests do we have?	Health and Wellbeing <i>Self-esteem: self-worth; personal qualities; goal setting; managing set backs.</i> PoS refs: H27 – To recognise their individuality and personal qualities. H28 – To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H29 – About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. L25 – To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	<ul style="list-style-type: none"> How to recognise personal qualities and individuality. How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements. How their personal attributes, strengths, skills and interests contribute to their self-esteem. How to set goals for themselves. How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. 	<ul style="list-style-type: none"> Premier League Primary Stars – Self Esteem / Resilience School based resources
Autumn Term 2 How do we treat each other with respect?	Relationships <i>Respect for self and others; courteous behaviour; safety; human rights.</i> PoS refs: <u>R19 - About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</u> <u>R20 - Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</u> <u>R21 - About discrimination: what it means and how to challenge it.</u> <u>R22 - About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</u> <u>R25 – Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Delivered by the NSPCC</u> <u>R27 - About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or</u>	<ul style="list-style-type: none"> How people’s behaviour affects themselves and others, including online. How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. About the relationship between rights and responsibilities. About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* The rights that children have and why it is important to protect these. That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. 	<ul style="list-style-type: none"> Creating a dementia-friendly generation Alzheimer’s Society resource (pshe-association.org.uk) Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement NSPCC – to lead



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R29 - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>R30 - That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R31 - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>L2 - To recognise there are human rights that are there to protect everyone.</p> <p>L3 - About the relationship between rights and responsibilities.</p> <p>L10 - About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<ul style="list-style-type: none"> • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
<p>Spring Term 1</p> <p>How can we manage our feelings?</p>	<p>Health and Wellbeing</p> <p><i>Feeling and emotions; expression of feelings; behaviour.</i></p> <p>PoS refs:</p> <p>H17 - To recognise that feelings can change over time and range in intensity.</p> <p>H18 - About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19 - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20 - Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>H23 - About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>	<ul style="list-style-type: none"> • How everyday things can affect feelings. • How feelings change over time and can be experienced at different levels of intensity. • The importance of expressing feelings and how they can be expressed in different ways. • How to respond proportionately to, and manage, feelings in different circumstances. • Ways of managing feelings at times of loss, grief and change. • How to access advice and support to help manage their own or others' feelings. 	<ul style="list-style-type: none"> • Recommended books by the PSHE Association • Resource PP – Lesson 1 – Everyday feelings • Resource PP – Lesson 2 – Expressing feelings • Resource PP – Lesson 3 – Managing feelings



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



<p>Spring Term 2</p> <p>How can we help in an accident or emergency?</p>	<p>Health and Wellbeing</p> <p><i>Basic first aid, accidents, dealing with emergencies.</i></p> <p>PoS refs: <u>H43 - About what is meant by first aid; basic techniques for dealing with common injuries.</u> <u>H44 - How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</u></p>	<ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. • That if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help. • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. 	<ul style="list-style-type: none"> • First Aid Training for Children First Aid Champions (redcross.org.uk)
<p>Summer Term 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the Wider World</p> <p><i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.</i></p> <p>PoS refs: L4 - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5 - Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L19 - That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). R34 - How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them. • How everyday choices can affect the environment. • How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. • How to show care and concern for others (people and animals). • How to carry out personal responsibilities in a caring and compassionate way. 	<ul style="list-style-type: none"> • Premier League Primary Stars – Sky Ocean Rescue – Tackling plastic pollution • Resources RSPCA Compassionate Class – care for animals • 1decision – Being responsible / The working world • https://www.valuesmoneyandme.co.uk/ - Values, Money and Me
<p>Summer Term 2</p> <p>How can we manage risk in different places?</p>	<p>Health and Wellbeing</p> <p><i>Keeping safe; out and about; recognising and managing risk</i></p> <p>PoS refs: <u>H12 - About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</u></p>	<ul style="list-style-type: none"> • How to recognise, predict, assess and manage risk in different situations. • How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). 	<ul style="list-style-type: none"> • Google and Parent Zone KS2 internet safety resource www.pshe-association.org.uk (pshe-association.org.uk) • NSPCC – to lead • KS2-2 Drug & alcohol education – lesson plans, resources & knowledge



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



H37 - Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

H38 - How to predict, assess and manage risk in different situations.

H41 - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.

H42 - About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

H47 - To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

R12 - To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

R15 - Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

R23 - About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks; harmful content and contact; how to report concerns

R24 - How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

R28 - How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

R29 - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

L1 - to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

L15 - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.
- How people's online actions can impact on other people.
- How to keep safe online' including managing requests for personal information and recognising what is appropriate to share or not share online.
- How to report concerns, including about inappropriate online content and contact.
- That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.

[organisers.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/organisers.pdf)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 5 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
Autumn Term 1 What makes up our identity?	Health and Wellbeing <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.</i> PoS refs: H25 – About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H27 – To recognise their individuality and personal qualities. R32 – <u>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</u> L9 – About stereotypes; <u>how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</u>	<ul style="list-style-type: none"> How to recognise and respect similarities and differences between people and what they have in common with others. That there a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others (Stereotypes) How to challenge stereotypes and assumptions about others (Stereotypes and Extremism). 	<ul style="list-style-type: none"> Teacher guidance, lessons & resources.pdf (pshe-association.org.uk) – Lesson 3 Stereotypes Premier League Primary Stars Values (plprimarystars.com)
Autumn Term 2 What decisions can people make with money?	Living in the Wider World <i>Money; making decisions; spending and saving.</i> PoS refs: R32 – <u>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</u> L17 – About the different ways to pay for things and the choices people have about this. L18 – To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’. L20 – To recognise that people make spending decisions based on priorities, needs and wants. L21 – Different ways to keep track of money.	<ul style="list-style-type: none"> How people make decisions about spending and saving money and what influences them. How to keep track of money so people know how much they have to spend or save. How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) How to recognise what makes something ‘value for money’ and what this means to them. That there are risks associated with money (it can be stolen) and how money can affect people’s feelings and emotions. 	<ul style="list-style-type: none"> Teachers Values, Money & Me (valuesmoneyandme.co.uk)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>L22 – About risks associated with money (e.g. money can be stolen) and ways of keeping money safe.</p> <p>L24 – To identify the ways that money can impact on people’s feelings and emotions.</p>		
<p>Spring Term 1</p> <p>How will we grow and change?</p>	<p>Health and Wellbeing</p> <p><i>Growing and changing; puberty.</i></p> <p>PoS refs: <u>H31 – About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing.</u> <u>H32 – About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</u> H34 – About where to get more information, help and advice about growing and changing, especially about puberty.</p>	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing. • How puberty can affect emotions and feelings. • How personal hygiene routines change during puberty. • How to ask for advice and support about growing and changing and puberty. 	<ul style="list-style-type: none"> • Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk) - Lesson 4 – Puberty – Emotions and Feelings
<p>Spring Term 1</p> <p>How can friends communicate safely?</p>	<p>Relationships</p> <p><i>Friendships; relationships; becoming independent; online safety.</i></p> <p>PoS refs: R1 – To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). <u>R18 – To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</u> <u>R24 – To respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</u> <u>R26 – About seeking and giving permission (consent) in different situations. Delivered by the NSPCC</u> <u>R29 – Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).</u> <u>L11 – Recognise the ways in which the internet and social media can be used both positively and negatively.</u></p>	<ul style="list-style-type: none"> • About the different types of relationships people have in their lives. • How friends and family communicate together; how the internet and social media can be used positively. • How knowing someone online is differs from knowing someone face-to-face. • How to recognise risk in relation to friendships and keeping safe. • How to respond if a friendship is making them feel worried, unsafe or uncomfortable. • How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety. 	<ul style="list-style-type: none"> • Be Internet Legends Pack – ordered by SP



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>L15 – Recognise things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images.</p>		
<p>Summer Term 1</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and Wellbeing</p> <p><i>Drugs, alcohol and tobacco; healthy habits.</i></p> <p>PoS refs: H1 – How to make informed decisions about health. H3 – About choices that support a healthy lifestyle, and recognise what might influence these. H4 – How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H46 – About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47 – To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>	<ul style="list-style-type: none"> • How drugs common to everyday life (including smoking/vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. • That some drugs and legal (but may have laws or restrictions related to them) and other drugs are illegal. • How laws surrounding the use of drugs exist to protect them from others. • How people can prevent or reduce the risks associated with them. • That for some people, drug use can become a habit which is difficult to break. 	<ul style="list-style-type: none"> • 1decision – Keeping/staying healthy KS1-2 Drug & alcohol education — lesson plans, resources & knowledge organisers.pdf (pshe-association.org.uk) – Lesson 1 – (medicines) and 2 (drugs and alcohol)
<p>Summer Term 2</p> <p>What jobs would we like?</p>	<p>Living in the Wider World</p> <p><i>Careers; aspirations; role models; the future.</i></p> <p>PoS refs: L26 – That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L27 – About stereotypes in the workplace and that a person’s career aspirations should not be limited by them. L28 – About what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trade or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29 – That some jobs are paid more than others and money is one factor that may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<ul style="list-style-type: none"> • That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. • That some jobs are paid more than others and some may be voluntary (unpaid). • About the skills, attributes, qualifications and training needed for different jobs. • That there are different ways into jobs and careers, including college, apprenticeships and university. • How people choose a career/job and what influences their decision, including skills, interests and pay. • How to question and challenge stereotypes about the types of jobs people can do. • How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions. 	<ul style="list-style-type: none"> • Linking career-related learning to PSHE Primary Schools Toolkit (careersandenterprise.co.uk) – web link to lessons below • Lesson 1 – Influences and Goals (Boxer) https://youtu.be/aCafufogaac Plans and resources in year group file • Lesson 2 – Job skills (Head chef) https://youtu.be/rvOa4PUiJug Plans and resources in year group file



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>L30 – About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>L31 – To identify the type of job that they might like to do when they are older.</p> <p>L32 – To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>		
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Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



Year 6 – Medium Term Overview

Half Term / Key Question:	Topic	In this unit of work pupils will learn...	Resources
<p>Autumn Term 1 and 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and Wellbeing</p> <p><i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p> <p>PoS refs: <u>H1 - How to make informed decisions about health.</u> <u>H2 - About the elements of a balanced, healthy lifestyle.</u> <u>H3 - About choices that support a healthy lifestyle, and recognise what might influence these.</u> <u>H4 - How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</u> <u>H5 - About what good physical health means; how to recognise early signs of physical illness.</u> <u>H6 - About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</u> <u>H7 - How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</u> <u>H8 - About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</u> <u>H11 - How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</u> <u>H12 - About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</u> <u>H13 - About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</u></p>	<ul style="list-style-type: none"> • How mental and physical health are linked. • How positive friendships and being involved in activities such as clubs and community groups support wellbeing. • How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. • How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. • That anyone can experience mental ill-health and to discuss concerns with a trusted adult. 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing lesson plans www.pshe-association.org.uk (pshe-association.org.uk) – Lesson 1, 2 and 3 • The Sleep Factor lesson plans & PowerPoints www.pshe-association.org.uk (pshe-association.org.uk) – Lesson 1 • Physical and mental wellbeing Year 6 lesson plan PHE School Zone • Every Mind Matters Guidance on learning in a safe environment.pdf (pshe-association.org.uk)



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>H14 - How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>H15 - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16 - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H21 - To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>H22 – To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>H40 – About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully).</p> <p>H46 – About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>R10 - About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<ul style="list-style-type: none"> • That mental health difficulties can usually be resolved or managed with the right strategies and support 	
<p>Spring Term 1 and 2</p> <p>How can the media influence people?</p>	<p>Living in the Wider World</p> <p><i>Media literacy and digital resilience; influences and decision-making; online safety</i></p> <p>PoS refs:</p> <p>R34 - How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</p> <p>L11 - Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12 - How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>L13 - About some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>L14 - About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<ul style="list-style-type: none"> • How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions. (Extremism) • That not everything should be shared online or social media and that there are rules about this, including the distribution of images. • How text and images can be manipulated or invented; strategies to recognise this. • To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts. • To recognise unsafe or suspicious content online and what to do about it. • How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. 	<ul style="list-style-type: none"> • Teacher guidance, lessons & resources.pdf (pshe-association.org.uk) – Lesson 4 Extremism • Lesson 3: Managing feelings about the news (PSHE education) NewsWise The Guardian – Lesson 3 Managing feelings about the news • Lesson 5: Spotting fake news (PSHE education) NewsWise The Guardian – Lesson 5 Spotting fake news • Lesson 6: Understanding that news is targeted (PSHE education) NewsWise The



Deepdale Community Primary School

PSHE (including HRE) Curriculum Overview 2023-2024



	<p>L15 - Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16 - About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<ul style="list-style-type: none"> • How to make decisions about the content they view online or in the media and know if it is appropriate for their age range. • How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. • To discuss and debate what influences people's decisions, taking into consideration different viewpoints. 	<p>Guardian – Lesson 6 Understanding news is targeted</p> <ul style="list-style-type: none"> • Free PSHE primary school lesson plans CBBFC – Resources downloaded and in the Year 6 file • Trust Me - Childnet – Resources downloaded and in the Year 6 file Lesson 1 and 2 • Social media – Year 6 lesson plan pack PHE School Zone – Resources downloaded and in the Year 6 file
<p>Summer Term 1 and 2</p> <p>What will change as we become more independent?</p>	<p>Relationships</p> <p><i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p>PoS refs:</p> <p>H24 - <u>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</u></p> <p>H34 - <u>About where to get more information, help and advice about growing and changing, especially about puberty.</u></p> <p>H35 - About the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36 - Strategies to manage transitions between classes and key stages.</p> <p>R3 - <u>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</u></p> <p>R6 - <u>That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</u></p> <p>R16 - How friendships can change over time, about making new friends and the benefits of having different types of friends.</p>	<ul style="list-style-type: none"> • That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. • How puberty relates to growing from childhood to adulthood. • How growing up and becoming more independent comes with increased opportunities and responsibilities. • How friendships may change as they grow and how to manage this. • How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing. 	<ul style="list-style-type: none"> • Making sense of relationships teaching resources NSPCC Learning - Resources downloaded and in the Year 6 file Lesson 1 (Making sense of Relationships – Secondary School) / Lesson 2 (Making sense of Relationships – Changing Friendships) / Lesson 3 (Making sense of Relationships – Healthy Online Friendships) • Medway Year 6.pdf Resources downloaded and in the Year 6 file - Lesson 2 (Puberty: Change Becoming Independent) – • Mental wellbeing Overview PHE School Zone – Transition to Secondary School