

## Holme Community School – Long Term Curriculum Planning

<b>Subject</b>	PSHE	<b>Cycle</b>	A
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<b>What themes/ golden threads weave through the curriculum?</b>	<b>Relationships</b> , <b>Health and Wellbeing</b> , <b>Living in the Wider World</b>
<b>Why were these themes chosen?</b>	These themes provide a framework for creating a programme which matches our pupils needs. Supporting their safety, health and helping them to develop skills and attributes they will need to succeed in the wider world.
<b>What are the overall aims of this curriculum?</b>	<p>To provide pupils with accurate and relevant knowledge that they can turn into personal understanding.</p> <p>To provide pupils with opportunities to explore, clarify and challenge their own and others values, attitudes, beliefs, rights and responsibilities.</p> <p>To provide pupils with the skills and language they need to live healthy, safe, fulfilling, responsible and balanced lives.</p>

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What are the building blocks for this subject to ensure children are KS1 ready?	<b>Health and self care</b> Children know the importance of good health, physical exercise and healthy diet	<b>Self-confidence and self-awareness</b> Children are confident to speak in a familiar group, talk about their ideas and say when they do/do not need help.	<b>People and communities</b> Talking about events in own lives and family. Understand similarities/differences between own family and other families.	<b>Making relationships</b> Play cooperatively, taking turns, show sensitivity to other child's needs and feelings, form positive relationships with adults and peers	<b>Understanding the world</b> They talk about features of their own environment and how environments differ, they talk about changes	<b>Understanding the world</b> Children recognise that a range of technology is used in places such as homes and schools.
Year ½	<b>Topic Heading</b>	Physical health and mental wellbeing	Keeping Safe	Families/friendships	Respecting ourselves and others.	Belonging to a community/citizenship	Media literacy and digital resilience
	Link to themes/key concepts	Health and wellbeing	Health and wellbeing	Relationships	Relationships	Living in the Wider World	Living in the Wider World
	National Curriculum Objectives to be covered	<p><b>To understand how to keep healthy in terms of, food, exercise, hygiene, sun safety</b></p> <p>What does it mean to be healthy</p> <p>The importance of washing our hands.</p>	<p><b>To recognise how we can keep safe in our home/school environment</b></p> <p><b>Why we have class rules</b></p> <p><b>How to deal with emergencies.</b></p> <p>How to keep safe in school and familiar environments, school, online, out and about</p>	<p><b>To understand what a family is</b></p> <p><b>Roles of different people</b></p> <p><b>Feeling cared for</b></p> <p><b>Making decisions</b></p> <p>Who cares for you? (parents, siblings, grandparents etc)</p> <p>The role they play and how they care</p>	<p><b>To understand how our behaviour affects others, being polite and respectful.</b></p> <p><b>Sharing (including opinions)</b></p> <p><b>Secrets and surprises</b></p> <p>What kind and unkind behaviour mean in and out of school</p>	<p><b>To understand why we all have responsibility to look after our environment</b></p> <p><b>Recycling</b></p> <p><b>Plastic pollution</b></p> <p>Rules in different situations eg school, home, outside</p> <p>Why do we need rules?</p>	<p><b>To understand how to communicate safely online and how to obtain information content online.</b></p> <p><b>Resilience</b></p> <p>The benefits of using the internet and digital services.</p>

		<p>Healthy and unhealthy foods (including too much sugar)</p> <p>Balancing different types of play, indoor, outdoor, and screen-based.</p> <p>Who helps us to stay healthy, parent, doctor, nurses, dentists, dinner supervisors.</p> <p>How to stay safe in the sun</p>	<p>Why do we have rules in our classroom?</p> <p>Who is responsible for keeping you safe?</p> <p>How to keep safe in your home (electrical appliances etc)</p> <p>Being safe with medicines</p> <p>How to respond if there is an accident</p> <p>How to dial 999, what to say</p>	<p>How it feels to be cared for, how would you feel if you didn't have a family.</p> <p>What it means to be a family, same sex-parents</p> <p>The importance of telling someone – and how to tell – if they are worried about something in their family</p> <p>Recognise situations that involve a decision</p> <p>Identify some decisions a person could make and who could help them.</p>	<p>How kind and unkind behaviour can make people feel</p> <p>What respect means</p> <p>Class rules, being polite, sharing and taking turns</p> <p>How opinions can change and differ</p> <p>What is the difference by a secret and a surprise.</p>	<p>The importance of looking after our environment – the future</p> <p>Looking after the environment in terms of recycling</p> <p>Thinking about the amount of single use plastic and its effects on the environment</p> <p>How can I be part of the solution?</p>	<p>How people find things out and communicate safely with others online.</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To understand that some content on the internet is factual and some entertainment</p> <p>Not all online information is true.</p> <p>How we are all part of a digital community</p> <p>How do you keep online friendships safe?</p>
	Key Subject Specific Vocabulary to be taught	Hygiene, routine, healthy, unhealthy, exercise, disease, feelings, sun protection factor (SPF), ultra violet (UV), germs	Rules, responsibilities, identify, electrical, emergency, paramedic, medicines. Prescriptions.	parents, siblings, same-sex parents, relatives, secure, dynamic	Polite, respectful, self-respect, behaviour, opinion	Environment, recycling, global, pollution, decompose, single use plastic, carbon footprint,	Online, internet, safety, factual, fake, website.
	Core Activities	Germs experiment ks1 How to wash our hands correctly	Visit from emergency services. Seeing where we store medicines in school	And Tango makes 3 – Peter Parnell (book) Visit from same-sex parents	Introduction to debating Number game (where only one child has certain number so feels left out) My Princess Boy – Cheryl Kilodavis (book)	Litter pick around the school	The internet is like a puddle – Shona Innes – (book) Internet safety online site www.thinkuknow.
Year 3/4	<b>Topic Heading</b>	<b>Physical health and mental wellbeing</b>	<b>Keeping Safe</b>	<b>Families/friendships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community/citizenship</b>	<b>Media literacy and digital resilience</b>
	Link to themes/ key concepts	Health and wellbeing	Health and wellbeing	Relationships	Relationships	Living in the Wider world	Living in the Wider world
	National Curriculum Objectives to be covered	<p>To understand healthy choices and the importance of sleep/rest and exercise.</p> <p>Choices that we make in daily life that affect our health</p> <p>Healthy and unhealthy choices (food/exercise/sleep)</p>	<p>To recognise risks and hazards in the local environment and unfamiliar places Drugs common to everyday life To learn basic first aid.</p> <p>How to identify hazards at home and school</p> <p>How to predict, assess, manage risk in everyday situations.</p>	<p>To understand what makes a family, features of a family. Learning who to trust.</p> <p>Recognise and respect different families, including step-parents, blended families, foster and adoptive parents.</p> <p>Being part of a family provides support, stability and love</p>	<p>To be able to recognise differences and be able to discuss them sensitively Bullying</p> <p>Recognising differences in people such as gender, race and faith.</p> <p>What you have in common with others, eg shared values, goals</p>	<p>To understand the value of rules and laws Rights, freedoms and responsibilities</p> <p>What human rights are and how they protect people</p> <p>Identify basic examples of human rights eg rights of the child</p>	<p>To understand how the internet is used and how data is shared. To be able to assess information online Resilience</p> <p>How the internet can be used positively</p> <p>To recognise that images and information online can be altered or adapted and the reasons why</p>

		<p>How a healthy mind can improve our general health</p> <p>What negatively influences our choices to stay healthy</p> <p>The importance of exercise in relation to health.</p> <p>Habits and how these can be stopped /changed</p>	<p>Fire safety/smoke alarms</p> <p>Following rules</p> <p>To keep safe in our local environment, in terms of water, rail, road and fireworks.</p> <p>To learn basic First Aid</p> <p>That drugs common to everyday life (eg cigarettes, vaping, alcohol and medicines) can affect health and wellbeing</p> <p>That for some people drugs common to everyday life can become a habit.</p>	<p>Different ways people care for one another eg encouragement, support</p> <p>What to do if family relationships are making them unhappy, who can I trust?</p> <p>Families around the world</p>	<p>Respecting differences and similarities between people</p> <p>How can we be inclusive?</p> <p>What is bullying</p> <p>Different types of bullying</p> <p>Why do children bully others?</p>	<p>The correlation between rights and responsibility eg the right to an education, the responsibility to learn.</p> <p>The importance of abiding by the law and what might happen if you don't (consequences)</p>	<p>Strategies to recognise whether something they see online is true or accurate</p> <p>What to/not to share, what constitutes cyber bullying</p> <p>Suitability in relation to age.</p> <p>Safe choices when searching</p> <p>How to report when you have a concern online.</p> <p>How do I build up my resilience both on and off line.</p>
	Key Subject Specific Vocabulary to be taught	Failure, resilience, determination, negative influences, positive influences, habitual	Hazards, predict, medications, risk, positive, negative, electrocuted, collision, tobacco, nicotine, addiction, passive smoking	Blended families, step-parents, foster, adoption, stability, mutual, communication, respect	Courtesy, self-respect, cultures, belief, gay, lesbian, transgender, transsexual, bisexual, sensitivity	Responsibility, community, protection, human rights, equality, compassion, contribution, voluntary, consequences	Data, assess, digital footprint, advertising, persuasive, popularity, security, privacy, fake news
	Core Activities	Yoga session Heart rate monitoring	First aid training Risk assessment around the school	A family is a family is a family – Sara O'leary (book)	Stand up for yourself & your friends – Patti Kelley Criswell (book)	Amnesty international activities.	Internet safety BBC Bitesize and on line safety sites. Think u Know site
Year 5/6	Topic Heading	Physical health and mental wellbeing	Keeping Safe	Families/friendships	Respecting ourselves and others	Belonging to a community/citizenship	Media, literacy and digital resilience
	Link to themes/ key concepts	Health and wellbeing	Health and wellbeing	Relationships	Relationships	Living in the wider world	Living in the wider world
	National Curriculum Objectives to be covered	<p>To understand what can affect our mental health and ways to take care of it; mindfulness; yoga; relaxation. To recognise the importance of vaccinations and immunisations/medicine</p> <p>Some diseases can be prevented by vaccinations and immunisations</p> <p>Bacteria and viruses can affect health</p>	<p>To understand how to keep safe in different situations including, emergencies, first aid</p> <p>To recognise regulations and choices; drug use and the law</p> <p>Taking risks</p> <p>Difference between positive risk taking and dangerous behaviour</p>	<p>That marriage represents a formal and legal commitment of two people.</p> <p>Forced marriages</p> <p>Feeling safe</p> <p>Bullying</p> <p>What is means to be attracted to someone and different kinds of loving relationships</p>	<p>To be able to express opinions and respect others points of view: including discussing topical issues.</p> <p>What is the link between values and behaviour and how to be a positive role model</p> <p>How to listen to and respect others peoples points of view, even if</p>	<p>To understand how conservation is a way of protecting the environment</p> <p>Eco tourism</p> <p>The importance of conservation and how we can do our part.</p> <p>The decline in primate numbers ,and how conservation in</p>	<p>To understand how information online is targeted and to be able to evaluate media sources, media types and their role and impact.</p> <p>Being a critical digital consumer</p> <p>That some media and online content promote stereotypes</p> <p>How devices store and share our information</p>

	<p>How hygiene can prevent the spread of bacteria and viruses</p> <p>Shared responsibility of keeping the environment clean.</p> <p>The importance of making time for me, how to relax.</p> <p>How to cope when we feel anxious or stressed</p> <p>How to take care of my mental health</p>	<p>Creating a risk assessment How to deal with common injuries using basic first aid</p> <p>The laws relating to drugs in the UK</p> <p>Risks and effects of different drugs</p> <p>Mixed messages in the media about drug use and how this might influence opinions</p> <p>First Aid training</p>	<p>Can love each other regardless of gender, ethnicity or faith</p> <p>Difference between gender identify and sexual orientation</p> <p>What marriage and civil partnership mean</p> <p>Rights to choose who you marry – forced marriages are illegal</p> <p>What consent means</p> <p>What to do if I feel unsafe</p> <p>What is meant by disablist language</p>	<p>they are different from our own.</p> <p>How to constructively challenge points of view they disagree with</p> <p>How to participate effectively in discussions on and off line and manage conflict or disagreements.</p> <p>Discuss a topic making the headlines and discuss opinions, viewpoints etc</p>	<p>Zimbabwe is changing this</p> <p>What is eco-tourism? How can it help with the conversation of primates.</p> <p>Expressing their own thoughts and opinions towards their responsibility towards the environment.</p> <p>Taking responsibility for your own actions.</p>	<p>How online content can be designed to manipulate people's emotions and encourage them to share/read things</p> <p>The benefits of safe internet use</p> <p>Basic strategies to assess whether content online is based on fact, opinion or biased.</p> <p>How do I opt out</p>
<b>Key Subject Specific Vocabulary to be taught</b>	<p>mindfulness, depression, anxiety, positivity, metacognition, vaccination, immunisation, bacteria, virus</p>	<p>Female genital mutilation, legislation, potential, misuse, illegal, cocaine, heroin, ecstasy, LSD, hallucinogen, influential, perpetuate.</p>	<p>Approval, influence, reconcile, strategies, assertive, civil partnership, attraction, sexual orientation, flourish, commitment, oppressed gender identity, stereotypes, disablist language.</p>	<p>viewpoint, equality, sexism, racism, homophobia, trolling, harassment, genocide. Civil rights, segregation</p>	<p>challenge, compassion, impact, climate change, primate, eco tourism, conservation, diversity, extinction, displacement, urbanisation, deforestation.</p>	<p>Impact, evaluate, persuasion, social media, inappropriate, online content, cyber bullying</p>
<b>Core Activities</b>	<p>Yoga session Germs experiment KS2 CBT activities</p>	<p>First aid training Visit from police officer Create your own risk assessment.</p>	<p>Talking Turkeys – Ben Zephaniah (poetry book)</p>	<p>Voice of Freedom – Fannie Lou Hamer -Civil Rights Movement (book) Look for something that is making headlines – discuss viewpoints. (debate)</p>	<p>Adopt a primate scheme Literacy shed clip – megacity Find out about work done in Zimbabwe conservation park.</p>	<p>Childline – internet safety BBC Bitesize safety clips</p>