

Holme Community School – Long Term Curriculum Planning

Subject	PSHE	Cycle	B
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What themes/ golden threads weave through the curriculum?	Relationships , Health and Wellbeing , Living in the wider world .
Why were these themes chosen?	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.
What are the overall aims of this curriculum?	To provide pupils with accurate and relevant knowledge that they can turn into personal understanding. To provide pupils with opportunities to explore, clarify and challenge their own and others values, attitudes, beliefs, rights and responsibilities. To provide pupils with the skills and language they need to live healthy, safe, fulfilling, responsible and balanced lives.

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?	<u>Making Relationships</u> Play cooperatively, taking turns, show sensitivity to other child’s needs and feelings, form positive relationships with adults and peers.	<u>Health and Self Care</u> Children manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.	<u>The World</u> They make observations about animals and plants and explain why some things occur, and talk about changes.	<u>Health and self care</u> Children manage their own basic hygiene needs and know the importance of good health.	<u>People and communities</u> They know that some children don’t always enjoy the same things, they know there are similarities/differences in communities.	<u>Self confidence/self awareness</u> Confident to try new activities, confident to express themselves things they want etc.
Year 1/2	Topic Heading	Families and friendships	Safe relationships	Growing and changing	Physical health and mental wellbeing	Belonging to a community	Money and work
	Link to themes/key concepts	Relationships	Relationships/sex education	Health and wellbeing	Health and Wellbeing	Living in the Wider world	Living in the Wider world
	National Curriculum Objectives to be covered	To recognise the importance of friendships, what it is like to feel lonely (loss and change) and how to get help. How to be a good friend The different ways people meet and make friends.	To be able to recognise privacy Including parts of the body); staying safe and seeking permission To be able to name parts of the body The human life cycle – young to old	To be able to recognise what makes them unique and special. To understand the changes when growing older in terms of transitions. What are your likes/dislikes, what are you good at	To understand ways in which we can ensure we have a healthy mind Managing our emotions To be able to name and understand different emotions	To be able to recognise different jobs in their community and being the same and different in the community. Their place in their community Being a part of a group and the role they play in the group eg class, teams, faith	To understand what money is and how to keep it safe. To recognise the difference between a need and a want Strengths and interests Where should we keep our money to make sure it is safe.

		<p>What is positive play with friends</p> <p>How to resolve arguments between friends.</p> <p>What is the difference between loss and change.</p> <p>How we feel when things change or we lose something.</p>	<p>How our bodies and needs change as we get older</p> <p>To identify and name the main parts of the body including external genitalia</p> <p>Privacy in terms of our own bodies.</p> <p>Change as we grow in terms of opportunities, challenges</p> <p>When it is important to ask permission to touch others.</p>	<p>What makes you special and unique</p> <p>How to manage when you are struggling and who to tell</p> <p>Setting new goals</p> <p>How to deal with transitions eg moving into KS2, growing older</p>	<p>How to recognise when others might not be feeling ok</p> <p>What is a growth mindset</p> <p>How to manage my own feelings</p> <p>What makes me feel good/angry/upset/sad Worried.</p> <p>Bereavement</p>	<p>Different groups in our community,</p> <p>Different jobs in the community</p> <p>To recognise that they are all equal and ways in which they are the same and different to others in their community.</p> <p>Recognising their own responsibility to support their community</p>	<p>What is the difference between a need and a want</p> <p>Making choices about spending money.</p> <p>How we pay for things eg cash, debit card.</p> <p>What I would like to be when I grow older</p> <p>Everyone has a strength, what is mine</p> <p>What will I be doing next year? (Class transition)</p> <p>How different strengths help people to do different jobs.</p>
	Key Subject Specific Vocabulary to be taught	Friendships, lonely, loss, sharing, worried, arguments, resolve	Privacy, permission, hurtful, uncomfortable, unsafe, ,vagina, penis, breasts.	Unique, special, goal setting, mature, resilient, managing. struggling	Emotions, bereavement, excited, upset, positive, negative, worried, stress	Occupation, community, faith groups, included, voluntary, responsibility	Need, want, bank, purse/wallet, electronic payment, debit card, employment, strength, weakness
	Core Activities	Transition activities (teaching ideas) Always and Forever – Debit Glori (Book)	Links to science curriculum	What makes me a me – Ben Faulks (book)	The Huge Bag of Worries (book ages 6-9)	To join a voluntary group meeting in the village.	Visit from a bank Invite parents to talk about their jobs
Year 3/4	Topic Heading	Families/friendships	Safe relationships and changing bodies	Growing and changing	Physical health and mental wellbeing	Citizenship	Money and work
	Link to themes/ key concepts	Relationships	Relationships/sex education	Health and wellbeing	Health and wellbeing	Living in the wider world	Living in the wider world
	National Curriculum Objectives to be covered	<p>To understand what constitutes a healthy relationship, including online relationships. Making decisions</p> <p>Features of a positive healthy friendship, mutual respect, trust</p> <p>Strategies to build positive friendships.</p>	<p>To be able to understand The changing adolescent body (puberty) Hygiene routines FGM</p> <p>Physical and emotional changes during puberty</p> <p>Key facts about the menstrual cycle and menstrual wellbeing</p>	<p>To recognise my own personal strengths and achievements. To be able to manage and re-frame setbacks.</p> <p>That everyone is an individual and has unique and valuable contributions to make</p> <p>How strengths and interests form part of a person's identity.</p>	<p>To understand how to maintain a balanced lifestyle, oral hygiene and dental care.</p> <p>What good physical health means and how to recognise early signs of illness</p> <p>Common illnesses can be quickly and easily treated with the right care.</p>	<p>To be able to discuss what citizenship means What is a democracy</p> <p>Showing compassion for those in need and shared responsibility in caring for people in your community. Linking up with food bank or other local charity organisation</p> <p>Volunteering to help someone, what can I do?</p>	<p>To be able to make decisions about money and keeping it safe To be able to set personal goals and reflect on job stereotypes.</p> <p>How people make different spending decisions based on their budget, values and needs</p>

		<p>How to seek help if they feel lonely or excluded</p> <p>How to communicate respectfully with friends online</p> <p>How knowing someone online is a different friendship to face to face and the risks involved.</p> <p>How to get help with online friendships</p> <p>Who or what may influence our opinions or decisions</p> <p>How can I manage negative influences.</p>	<p>Changes during puberty and menstruation</p> <p>Importance of personal hygiene</p> <p>How to discuss challenges of puberty with a trusted adult</p> <p>How to get information, help, advice about puberty</p> <p>When is it right to break a confidence or share a secret</p> <p>FGM</p>	<p>Their own personal strengths and what they are proud of</p> <p>Challenges to self-worth and how to manage them</p> <p>Strategies to manage and reframe setbacks.</p>	<p>How to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>Importance of regular visits to the dentist and the effects of different foods and drinks on oral health.</p>	<p>What is a democracy? How the system of voting and elections work</p> <p>What is citizenship and what are your responsibilities within your own community</p>	<p>How people spending money can have a positive or negative affect on others. Eg charities, single use plastic.</p> <p>People can have more than one job over a lifetime</p> <p>Common myths and stereotypes related to work</p> <p>Skills needed to do a job eg teamwork, decision making.</p> <p>What are your interests and how this might reflect into your job</p> <p>Setting goals.</p> <p>What will I be doing next year? (Class transition)</p>
	Key Subject Specific Vocabulary to be taught	Relationships, resolution, virtual, social media, instant messaging, snapchat, Instagram, facebook, complexity	Personal, boundaries, puberty, reproduction, hormones, gender, voice breaks, period, discharge, scrotum, erection, Female Genital Mutilation	personal strengths and achievements, emotional, wellbeing, setbacks, self-worth	Oral hygiene, incisor, premolar, molar, canine, enamel, cementum, balanced lifestyle, maintain	Responsibility, inhabitants, residents, organisations. Voluntary, citizenship, democracy, poverty,	Budget, economy, stereotypes, influential, career, diversity, apprenticeships, university, college
	Core Activities	TEK The Modern Cave Boy - Patrick McDonnel (book)	Visit from Donna – Nurse NSPCC/Banardo links to teach FGM	Young Heroes – Lula Bridgeport (book) Local success story - visit	Visit from dentist/hygienist	Litter pick around the village. Links with food bank Visit from a politician / or UK parliament rep.	Visit from a bank Team building and decision making activities.
Year 5/6	Topic Heading	Families/friendships	Safe relationships and changing bodies	Growing and changing	Physical health and mental wellbeing	Citizenship	Money and Work
	Link to themes/ key concepts	Relationships	Relationships/sex education	Health and wellbeing	Health and wellbeing	Living in the Wider world	Living in the wider world
	National Curriculum	To be able to manage friendships and peer influences. To be able to recognise respectful relationships.	The changing adolescent body (puberty, menstruation, conception, birth) Personal Identity	To understand personal identity and recognise individuality and different qualities, mental wellbeing.	To be able to manage change, in terms of loss and bereavement and transitions	To be able to understand ways in which we can challenge discrimination and stereotypes. Bullying	To understand what might influence career choices.

	<p>Objectives to be covered</p>	<p>What are peer influences, how can they make you feel</p> <p>Why is there a need for peer approval (inc online)</p> <p>It is common for friendships to experience challenges.</p> <p>Friendships change over time and benefits of having new, different types of friends.</p>	<p>To recognise some of the changes as they grow up eg. Independence</p> <p>Links between love, committed relationship and conception</p> <p>What is sexual intercourse</p> <p>How does pregnancy occur</p> <p>Contraception</p> <p>Responsibility of being a parent/career and how having a baby changes someone's life.</p> <p>Unwanted physical contact</p> <p>How it feels for both mind and body when they are uncomfortable</p>	<p>Increasing independence</p> <p>Personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>That for some their gender identity does not correspond to their biological sex</p> <p>How to recognise, respect and express their individuality and personal qualities</p> <p>How to boost their mood and improve emotional wellbeing</p> <p>Community groups, interests, etc and links to mental wellbeing.</p>	<p>Having a mature concept of death</p> <p>To recognise that anyone can be affected by mental health difficulties</p> <p>Positive strategies for managing feelings.</p> <p>How negative experiences eg bullying can affect mental health</p> <p>How to ask for help if dealing with grief/loss etc</p> <p>Transition to secondary school.</p>	<p>To differentiate between prejudice and discrimination.</p> <p>To reflect on acts of discrimination and prejudice in history. How could they have been avoided. Discuss slave trade/ holocaust</p> <p>How to recognise acts of discrimination in todays world. (Black lives matter)</p> <p>Strategies to safely respond to and challenge discrimination</p> <p>How to recognise stereotypes in different context and the influences they have on attitudes and understanding of different groups</p> <p>How to challenge stereotypes</p>	<p>To understand money and financial risks and attitudes to money</p> <p>What job would you like to have in the future</p> <p>The role ambition plays in achieving future goals</p> <p>What might influence people's decisions about a job or career, eg pay, conditions, interests, values</p> <p>Variety of routes into work eg. College, apprenticeships, university, training,</p> <p>What will I be doing next year? (class transition)</p> <p>Common risks associated with money, debt, fraud, gambling,</p> <p>How money can be gained or lost eg scams, gambling</p> <p>Financial risks</p>
	<p>Key Subject Specific Vocabulary to be taught</p>	<p>Influence, respectful, illegal, peer pressure, assertive, pervade,</p>	<p>Pressure, coerce, menstruation, sanitary wear, sperm, urethra, egg, ovum, ovary, fallopian tube, fertilisation, pregnancy, contraception, embryo,</p>	<p>Mental wellbeing, cognitive behaviour, independence, biological,</p>	<p>bereavement, pastoral, mortality, universality, causality, non-functionality, irreversibility transition</p>	<p>Differentiation, apartheid, ableism, classification, bias, assumption, segregation, prejudice, discrimination, transatlantic slave trade, holocaust</p>	<p>debt, fraud, gambling, financial risks, aspirational, global, employability, networking, inflation, economic wellbeing</p>
	<p>Core Activities</p>	<p>www.childnetinternational.com Excellent activities to explore peer pressure.</p>	<p>Visit from Donna - Nurse</p>	<p>Local success story - visit</p>	<p>The invisible string by Patrice Karst (book on loss)</p>	<p>BBC Video clip Jake's story (some upsetting scenes but suitable for KS2) Holocaust/apartheid www.blackhistorymonth.org.uk</p>	<p>Visit from a bank. EconoME Bank of England website.</p>