

Yarm Primary School

PSHE

Curriculum



KS1	Cycle 1 Lessons	In this unit of work, children will be able to...
Autumn 1 Feelings and emotions	1. Thinking about feelings 2. Harold has a bad day 3. Feelings and bodies	<ul style="list-style-type: none"> To recognise how others might be feeling by reading body language/facial expression To understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) To recognise how a person's behaviour (including their own) can affect other people To recognise that people's bodies and feelings can be hurt To suggest ways of dealing with different kinds of hurt
Autumn 2 Healthy lifestyles	1. Catch it! Bin it! Kill it! 2. Super sleep 3. Eat well	<ul style="list-style-type: none"> To understand how diseases can spread To recognise and use simple strategies for preventing the spread of diseases To recognise the importance of sleep in maintaining a healthy, balanced lifestyle To identify simple bedtime routines that promote healthy sleep To recognise that they may have different tastes in food to others To select foods from the Eatwell Guide in order to make a healthy lunch To recognise which food we need to eat more of and which we need to eat less of to be healthy
Spring 1 Keeping safe	1. Harold loses Geoffrey 2. Harold's school rules 3. What could Harold do?	<ul style="list-style-type: none"> To recognise the range of feelings that are associated with loss To explain some of their school rules and how those rules help to keep everybody safe To understand that medicines can sometimes make people feel better when they're ill To explain simple issues of safety and responsibility about medicines and their use
Spring 2 Healthy relationships	1. Surprises and secrets 2. Good or bad touches 3. Who can help?	<ul style="list-style-type: none"> The difference between a secret and a nice surprise To identify situations as being secrets or surprises To identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep To understand and learn the PANTS rules To name and know which parts should be private To explain the difference between appropriate and inappropriate touch

		<ul style="list-style-type: none"> • To understand that they have the right to say “no” to unwanted touch • To start thinking about who they trust and who they can ask for help • To explain the difference between teasing and bullying • To give examples of what they can do if they experience or witness bullying • To say who they could get help from in a bullying situation
Summer 1 Rules, rights and responsibilities	<ol style="list-style-type: none"> 1. Why we have classroom rules 2. Basic first aid 3. Taking care of something 	<ul style="list-style-type: none"> • To understand that classroom rules help everyone to learn and be safe • To explain their classroom rules and be able to contribute to making these • Basic first aid • To demonstrate responsibility in looking after something (e.g a class pet or plant) • To explain the importance of looking after things that belong to themselves or others
Summer 2 Caring for the environment & money	<ol style="list-style-type: none"> 1. Around and about the school 2. Harold's money 3. How should we look after our money? 	<ul style="list-style-type: none"> • To identify what they like about the school environment • To recognise who cares for and looks after the school environment • To explain where people get money from • To list some of the things that money may be spent on in a family home • To recognise that different notes and coins have different monetary value • To explain the importance of keeping money safe • To identify safe places to keep money • To understand the concept of “saving money” (i.e. by keeping it in a safe place and adding to it)

KS2	Cycle 2 - Lessons	In this unit of work, children will be able to...
Autumn 1 Feelings and emotions	<ol style="list-style-type: none"> 1. How are you feeling today? 2. How do we make others feel? 3. Being a good friend 	<ul style="list-style-type: none"> • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise and explain how a person's behaviour can affect other people. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
Autumn 2 Healthy lifestyles	<ol style="list-style-type: none"> 1. My day 2. My body needs 3. What does my body do? 	<ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
Spring 1 Keeping safe	<ol style="list-style-type: none"> 1. How safe would you feel? 2. What should Harold say? 3. Respecting privacy 	<ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.

<p>Spring 2 Healthy relationships</p>	<ol style="list-style-type: none"> 1. Should I tell? 2. Types of bullying? 3. Some secrets should never be kept 	<ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
<p>Summer 1 Rules, rights and responsibilities</p>	<ol style="list-style-type: none"> 1. When I feel like erupting 2. When someone is feeling left out 3. Basic first aid 	<ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out.
<p>Summer 2 Caring for the environment and money</p>	<ol style="list-style-type: none"> 1. How can we look after the environment? 2. Harold saves for something special 3. Harold goes camping 	<ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential;

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| | | <ul style="list-style-type: none">• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. |
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YEAR 3	Lessons	In this unit of work, children will be able to...
Autumn 1 Feelings and emotions	<ol style="list-style-type: none"> 1. Secret or surprise 2. Dan's dare 	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Autumn 2 Healthy lifestyles	<ol style="list-style-type: none"> 1. Derek cooks dinner! 2. Poorly Harold 3. Body team work 	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
Spring 1 Keeping safe	<ol style="list-style-type: none"> 1. The Risk Robot 2. Alcohol and cigarettes: the facts 3. Help or harm? 	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

<p>Spring 2</p> <p>Healthy relationships</p>	<ol style="list-style-type: none"> 1. Danger or risk? 2. How can we solve this problem? 3. Relationship Tree 	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
<p>Summer 1</p> <p>Rules, rights and responsibilities</p>	<ol style="list-style-type: none"> 1. As a rule 2. Our friends and neighbours 3. Basic first aid 	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Will learn how to make a clear and efficient call to emergency services if necessary. • Will cover the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Summer 2</p> <p>Caring for the environment and money</p>	<ol style="list-style-type: none"> 1. Our helpful volunteers 2. Can Harold afford it? 3. Earning money 	<ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

YEAR 4	Lessons	In this unit of work, children will be able to...
Autumn 1 Feelings and emotions	<ol style="list-style-type: none"> 1. Different feelings 2. Secret or surprise? 3. How dare you! 	<ul style="list-style-type: none"> • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
Autumn 2 Healthy lifestyles	<ol style="list-style-type: none"> 1. Making choices (formerly Ed6 Learns to be human) 2. SCARF Hotel 	<ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Spring 1 Keeping safe	<ol style="list-style-type: none"> 1. Danger, risk or hazard? 2. Know the norms 3. Medicines: check the label 	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell;

		<ul style="list-style-type: none"> Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Spring 2 Healthy relationships	<ol style="list-style-type: none"> Ok or not ok? (part 1) Ok or not ok? (part 2) Can you sort it? 	<ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Summer 1 Rules, rights and responsibilities	<ol style="list-style-type: none"> In the news! Safety in numbers Basic first aid 	<ul style="list-style-type: none"> Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. Make a clear and efficient call to emergency services if necessary. Learn the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Summer 2 Caring for the environment and money	<ol style="list-style-type: none"> Volunteering is cool My school community (1) Why pay taxes? 	<ul style="list-style-type: none"> Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.

YEAR 5	Lessons	In this unit of work, children will be able to...
Autumn 1 Feelings and emotions	<ol style="list-style-type: none"> 1. How good a friend are you? 2. Dear Ash 3. Is it true? 	<ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
Autumn 2 Healthy lifestyles	<ol style="list-style-type: none"> 1. Smoking: what is normal? 2. Getting fit 3. It all adds up! 	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Spring 1 Keeping safe	<ol style="list-style-type: none"> 1. "Thunking" about habits 2. Independence and responsibility 3. Spot bullying 	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied;

		<ul style="list-style-type: none"> Recognise and describe the difference between online and face-to-face bullying.
Spring 2 Healthy relationships	<ol style="list-style-type: none"> It could happen to anyone Give and take Relationship cake recipe 	<ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.
Summer 1 Rules, rights and responsibilities	<ol style="list-style-type: none"> Local councils The land of the Red people Basic first aid 	<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Make a clear and efficient call to emergency services if necessary. Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Summer 2 Caring for the environment and money	<ol style="list-style-type: none"> Rights, responsibilities and duties Spending wisely Lend us a fiver! 	<ul style="list-style-type: none"> Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.

YEAR 6	Lessons	In this unit of work, pupils learn...
Autumn 1 Feelings and emotions	<ol style="list-style-type: none"> 1. Dear Ash 2. Dan's day 	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
Autumn 2 Healthy lifestyles	<ol style="list-style-type: none"> 1. Five Ways to Wellbeing project 2. I look great! 3. We have more in common than not 	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied .
Spring 1 Keeping safe	<ol style="list-style-type: none"> 1. Drugs: it's the law! 2. Alcohol: what is normal? 3. To share or not to share? 	<ul style="list-style-type: none"> • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
Spring 2 Healthy relationships	<ol style="list-style-type: none"> 1. Let's negotiate 2. Assertiveness skills (formerly Behave yourself – 2) 	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.

	<p>3. Acting appropriately</p>	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
<p>Summer 1 Rules, rights and responsibilities</p>	<p>1. Fakebook Friends 2. Democracy in Britain 1 – Elections 3. Basic first aid</p>	<ul style="list-style-type: none"> • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • Learn how to make a clear and efficient call to emergency services if necessary. • Learn the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Summer 2 Caring for the environment and money</p>	<p>1. Happy shoppers 2. What's it worth? 3. Jobs and taxes</p>	<ul style="list-style-type: none"> • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term <i>interest</i>. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value.

