



# Hillcross Primary PSHE Curriculum

## KS1

British Values and Equalities must be explicitly referred to when planning and delivering PSHE lessons.

*italics*- links to **online safety**    **Drugs and Alcohol** (purple)    **First Aid** (green)    **Consent** (red)    **CW**- Collective Worship    **Yellow** links to **CWP SRE Lessons**

| Year 1                   |   |  |   |  |   |   |
|--------------------------|---|--|---|--|---|---|
| Topic                    | Autumn 1:<br>Change Over Time   | Autumn 2:<br>Carnival of the Animals   | Spring 1:<br>A Step in Time   | Spring 2:<br>Very Victorian Values   | Summer 1:<br>Fee Fi Fo Fum  | Summer 2:<br>Whole School Topic   |
|                          | Families and Friendship<br>Safe Relationships<br>Respecting Ourselves and Others  |  | Belonging to a Community<br>Media Literacy and Digital Resilience<br>Money and Work   |  | Physical health and Mental Wellbeing<br>Growing and Changing<br>Keeping Safe  |   |
| Rights Respecting School | <p><b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><b>Article 3:</b> All adults should always do what is best for you.</p> <p><b>Article 5:</b> You have the right to be given guidance by your parents and family.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><b>Article 30:</b> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need</p> <p><b>Article 34:</b> You have the right to be free from sexual abuse.</p> <p><b>Article 35:</b> No one is allowed to kidnap or sell you.</p> <p><b>Article 36:</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> |  | <p><b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p><b>Article 13:</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p><b>Article 27:</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> <p><b>Article 29:</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> |  | <p><b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 24:</b> You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p><b>Article 31:</b> You have the right to play and relax by doing things like sports, music and drama.</p> <p><b>Article 34:</b> You have the right to be protected from sexual abuse.</p> <p><b>Article 36:</b> You have the right to protection from any other kind of exploitation.</p> |   |
| Enquiry                  | <p><u>Who is special to us?</u></p> <p>→ Who are the people that care for us and what roles do these different people play in our lives?</p> <p><b>Lesson 3, CW, SRE</b></p> <p>→ What does it mean to be a family? How are families different?</p> <p><a href="#">Click here</a> for CW lesson support</p> <p>→ What are worries? Why and how would you tell someone about these?</p> <p><u>How do we keep ourselves safe?</u></p> <p>→ What does it mean to keep something private/confidential? (Inc. body parts) Discuss surprises vs secrets.</p> <p>→ How do different touches make you feel? (e.g. hugs, tickling, kisses and punches)</p> <p>→ What can you do if a 'touch' makes you feel uncomfortable or unsafe? In <a href="#">consent</a>. {RE}</p>  | <p><u>How can we show respect for all?</u></p> <p>→ What are kind/unkind behaviours and how do they make us feel?</p> <p>→ What is respect and how do we show this to others? BV-respect Link to class and school charters and values helping to show respect to others.</p> <p>→ What is bullying? What different types of bullying are there? How may it feel to be bullied? (<i>Anti-Bullying Week</i>)</p> <p>→ How does road safety link to respect? -addressed in CW (Road Safety Awareness Week- end of November)</p> <p><i>Anti-Bullying week takes place in November each year and is a whole school focus.</i></p> | <p><u>How do rules keep us and the environment safe?</u></p> <p>→ Why do we have rules, and should they apply to everyone? (incl. different places we have rules)</p> <p>→ Why do some people find it challenging to follow the rules? E.g. babies, people with learning needs. Discuss consequences for not following rules. What will you do to show respect for all? E.g. make a pledge</p> <p>→ What does community mean? How do we care for people, animals and other living things in our environment? Link to RRS, recycling, charity, pledges etc.)</p> <p>→ What is a stranger? Why shouldn't I speak to strangers? <a href="https://clevernevergoes.org/">https://clevernevergoes.org/</a></p> <p>→ Why do we celebrate LGBT month? (February) CW</p>   | <p><u>Do our strengths determine the jobs we choose to do?</u></p> <p>→ What are my strengths and what are my strengths? (Apply to in/out of school, academically, personality, sports etc.)</p> <p>Animal school- <a href="https://www.youtube.com/watch?v=o8limRtHZPs">https://www.youtube.com/watch?v=o8limRtHZPs</a></p> <p>→ Which strengths are needed to do different jobs? Do different jobs need different strengths? Address stereotyping in jobs. E.g. nurses are female, and doctors are male</p> <p>→ Who helps us in our community? Link to the Green Cross Code</p> <p><b>FIRST AID:</b></p> <p>Who helps us when we are unwell or in danger? How do they help us? (Consider paramedics, nurses, midwives, firefighters etc.)</p> | <p><u>What does it mean to be healthy?</u></p> <p>→ What does it mean to be healthy and why is this important? (sleep, eat healthily, exercise, talk about worries and feelings- address physical and emotional health)</p> <p>→ What are healthy and unhealthy foods? Why should we monitor our sugar intake?</p> <p>→ Which people help us to keep healthy? e.g. parents, nurses, dentists, lunch supervisors</p> <p>→ How do we keep safe in the sun?</p> <p><b>Lesson 1, CW, SRE</b></p> <p>→ Which basic hygiene routines should we regularly do? e.g. hand washing, brushing teeth. (Flow map of their daily routines)(Invite the school nurse in) <a href="#">Click here</a> for CW lesson support</p> <p><b>Lesson 2, CW, SRE</b></p> <p>→ How are you the same and different from others? Know the differences between boy and girl babies (include</p>  | <p><u>What makes us special and unique?</u></p> <p>→ What makes us special and unique? What do we like/dislike and what are we good at? -link to being the same and different to others.</p> <p>→ How can we recognise the changes in ours and others' feelings? (Discuss strategies)</p> <p>→ How do we manage our feelings (emotional regulation) and who do we tell when we find things difficult?</p> <p>Link to emotional regulation and safe adults</p> <p><u>How do I keep myself safe online?</u></p> <p>→ Why do some things have age restrictions? e.g. TV and film, games, toys or play areas. What are some of these?</p> <p>→ How can you stay safe when online? (Rules)</p> <p>→ Who should you tell and what should you do if you see something online</p> |



|  |   |  |   |  |  |   |
|--|---|--|---|--|--|---|
|  | <p>→ When and why is it important to ask for permission to touch others? How do we ask for and give/not give permission to touch others?) CONSENT <a href="#">Click here</a> for lesson support: Asking for permission)</p> <p>→ Why do we celebrate and learn about Black History Month? (October) CW and share stories such as: Amazing Grace by Mary Hoffman, Grandad Mandela by Zazi Ziwelene &amp; Zindzi Mandela. Link to reading texts being delivered in whole class reading (read biographies about significant people such as Nelson Mandela, Maya Angelou, Rosa Parks, Muhammad Ali)</p> |  | <p><u>Why can't people live without the internet?</u></p> <p>→ How and why do people use the internet and digital devices? What does it mean to communicate online?</p> <p>→ What are the benefits and disadvantages of using the internet and digital devices?</p> <p>→ How do we find things out and communicate safely with others online?</p> | <p>P4C discussion Is one job more important than another? (P4C) Link</p> | <p>external genitalia. (<a href="#">Links to Science Spring 1</a>)<br/><a href="#">Click here</a> for lesson support</p> | <p>that makes you feel unhappy, worried, or scared?<br/><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a></p> |
|--|---|--|---|--|--|---|

|                              |  |   |  |
|------------------------------|--|---|--|
| <p><b>Key Vocabulary</b></p> | <p>different, similar, emotions, rules, right, government<br/><b>penis, vulva</b>, private, surprise, secrets, comfortable, bullying uncomfortable, protect permission discrimination<br/>respect, tolerance, mutual, values, pledge, commit, discrimination, disability</p> | <p>internet, communicate, online, digital, devices, protection<br/>community, belonging, environment, stranger<br/>strengths, potential, stereotypes/ stereotypical, Green Cross Code, stranger, religion, guidance</p> | <p>healthy, unhealthy, hygiene, routines, medical<br/>similar, different, special, unique, different, gender, <b>genitals</b> emotional, regulate / regulation, strategies, restrictions, protection, exploitation</p> |
|------------------------------|--|---|--|

**NPA language:**

|                |           |         |         |         |                     |            |           |           |            |       |           |         |         |            |         |              |             |           |             |            |
|----------------|-----------|---------|---------|---------|---------------------|------------|-----------|-----------|------------|-------|-----------|---------|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| <b>EYFS</b>    | happy(RE) | sad     | shy     | angry   | surprised           | scared     | excitable | tired     |            |       |           |         |         |            |         |              |             |           |             |            |
| <b>Phase 1</b> | joyful    | unhappy | timid   | irate   | shocked             | fearful    |           | empty*    | empathetic | bored | confused  | anxious |         |            |         |              |             |           |             |            |
| <b>Phase 2</b> | elated    | blue    | bashful | furious | appalled/<br>amazed | frightened | impulsive | exhausted |            | calm  |           |         | envious | admiration | triumph | disappointed |             |           |             |            |
| <b>Phase 3</b> |           |         |         |         |                     |            |           |           |            |       | perplexed |         |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* make the connection between physical and mental 'tiredness

|   |  |
|---|--|
| <p><b>Quality Assured resources to support planning</b></p> | <p><a href="#">NSPCC link</a><br/><a href="#">Changing and growing up</a><br/>Resources linked to Christopher Winterbourne Project- SRE: <a href="https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dv">https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dv</a></p> |
|---|--|



## Hillcross Primary PSHE Curriculum

### KS1

| Year 2                          |   |                                  |  |                               |   |                                 |
|---------------------------------|---|----------------------------------|--|-------------------------------|---|---------------------------------|
| Topic                           | Autumn 1:<br>London Landmarks   | Autumn 2:<br>Hearts and lanterns | Spring 1:<br>Under the Sea   | Spring 2:<br>Disaster Strikes | Summer 1:<br>A Journey to Discovery   | Summer 2:<br>Whole School Topic |
|                                 | <b>Families and Friendship</b><br><b>Safe Relationships</b><br><b>Respecting Ourselves and Others</b>   |                                  | <b>Belonging to a Community</b><br><b>Media Literacy and Digital Resilience</b><br><b>Money and Work</b>   |                               | <b>Physical health and Mental Wellbeing</b><br><b>Growing and Changing</b><br><b>Keeping Safe</b>   |                                 |
| <b>Rights Respecting School</b> | <p><b>Article 1:</b> Everyone under 18 has all these rights.</p> <p><b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><b>Article 3:</b> All adults should always do what is best for you.</p> <p><b>Article 4:</b> You have the right to have your rights made a reality by the government.</p> <p><b>Article 5:</b> You have the right to be given guidance by your parents and family.</p> <p><b>Article 16:</b> You have the right to privacy.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><b>Article 28:</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p><b>Article 29:</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30:</b> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p><b>Article 34:</b> You have the right to be free from sexual abuse.</p> <p><b>Article 35:</b> No one is allowed to kidnap or sell you.</p> <p><b>Article 36:</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p><b>Black History Month</b></p> |                                  | <p><b>Article 6:</b> You have the right to life</p> <p><b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). <b>Article 8:</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p><b>Article 13:</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p><b>Article 14:</b> You have the right to think what you like and be whatever religion you want to be, with your parents’ guidance.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 18:</b> You have the right to be brought up by your parents, if possible.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p><b>Article 27:</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> |                               | <p><b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 24:</b> You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p><b>Article 31:</b> You have the right to play and relax by doing things like sports, music and drama.</p> <p><b>Article 34:</b> You have the right to be protected from sexual abuse.</p> <p><b>Article 36:</b> You have the right to protection from any other kind of exploitation.</p> |                                 |



|                       |   |  |   |  |   |  |
|-----------------------|---|--|---|--|---|--|
| <p><b>Enquiry</b></p> | <p><u>What makes a good friend?</u></p> <p>→ How can you be a good friend (e.g. be kind, listen, honest and meet and make new friends?)</p> <p>→ What causes arguments between friends and how can we positively resolve arguments between friends? (Possibly link to story, Enemy Pie- <a href="https://www.youtube.com/watch?v=b_I9NgXKtC8&amp;vI=en">https://www.youtube.com/watch?v=b_I9NgXKtC8&amp;vI=en</a>)</p> <p>→ Can I recognise when I need help and know how to ask for it? (Know when we are feeling lonely or unhappy and how, and when, we can help someone else.)</p> <p><u>Can we be different and still get along?</u></p> <p>→ Can friends be similar and different and still get along? (Address finding things in common)</p> <p>→ How can we play and work with people who are different from us? (We can still work well with people who aren't our friends)</p> <p>→ How can I share my ideas and opinions respectfully and without upsetting or offending others?</p> <p>→ What is the link between respect and road safety? What rules should we adhere to when using the roads by foot, on a bicycle / scooter, car etc.? (CW)</p> <p>→ Why do we celebrate Black History Month? What would the consequences be, if we didn't celebrate this month?<br/><u>Read: Dream to Change the World: The Story of John La Rose and Little People, Big Dreams: Maya Angelou-10 minute reader/day.</u></p> | <p><u>Which behaviours cause harm and where can we get help?</u></p> <p>→ Which behaviours are hurtful, including online? What do I do and whom do I tell if I see or experience hurtful behaviours online and offline? (Think strategies)</p> <p>→ What is bullying? What are the different types of bullying? (Recap the Child Friendly Anti-Bullying Policy)</p> <p>→ How may it feel to be bullied? What impact does it have on the bully and victim (and others involved?)</p> <p>→ What is the difference between happy surprises and secrets? Which 'secrets' could make you feel uncomfortable or worried? Who and where can I get help? (Reiterate the use of word confidential as opposed to secret)</p> <p>→ How can I resist pressure to do something that feels uncomfortable or unsafe? What vocabulary should I use to make my worries clear? (CONSENT) <a href="#">Click here</a> for lesson support: Asking for Permission.</p> <p>→ How does road safety link to respect? -addressed in CW (Road Safety Awareness Week- end of November)</p> <p><i>Anti-Bullying week takes place in November each year and is a whole school focus.</i></p> | <p><u>How can a community include different people and get along?</u></p> <p>→ What different groups can I be part of and what role do I play in these groups? e.g. class, teams, faith groups</p> <p>→ What different rights and responsibilities do I have in school and the wider community? (Link to RRS and UNICEF)</p> <p>→ How can a community help people from different groups to feel included? (link to equalities and being inclusive) (Address how being different doesn't mean we aren't equal.)</p> <p><u>Is the internet our friend or foe? Why?</u></p> <p>→ What is the internet and how can we access it? e.g. phones, tablets, computers?</p> <p>→ What is the purpose of the internet? Consider the value it brings to our everyday life. (information, entertainment-games, videos etc., streaming vs defamation of character, spreading fake news)</p> <p>→ Is everything we find on the internet factual or is some information online untrue? Link to fake news. How can we check if something is fake news?</p> <p>→ How can we stay safe online?</p> <p>→ Why do we celebrate LGBT month? CW</p> | <p><u>How can we pay for things we want?</u></p> <p>→ What is money and what is the purpose of it? What different forms of 'money' are there? e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.</p> <p>→ How do people earn money? How do we save it? Where can we keep it? (e.g bank)</p> <p>→ Is there a difference between needs and wants? Should we prioritise what we spend money on? (Pyramid of items and prioritise what we should spend money on).</p> <p><b>Lesson 1,CW, SRE</b></p> <p>→ Are all boys born to like blue and football and are all girls born to like pink and ballet? (Compare similarities and differences at birth and that actually the only difference is external genitalia? Use terms vulva and penis to describe these differences.) (SRE) <a href="#">Click here</a> for CWP lesson support</p> | <p><u>What helps us stay healthy?</u> (See Science lessons Autumn 2- combine where appropriate)</p> <p>Which routines and habits help us maintain good physical and mental health? Why is sleep and rest so important in helping us grow and keep healthy? Who helps us keep healthy? (Invite doctor or nurse to speak to children about keeping healthy)</p> <p>How can we keep our teeth healthy? Think about routines for brushing teeth and visiting the dentist, about food and drink that affect dental health.( Invite a dentist / hygienist in to speak to the children) <a href="#">Click here</a> for a lesson plan.</p> <p>How do medicines (including vaccinations and immunisations) help us stay healthy? Talk about the purpose of painkillers, antibiotics and other drugs. <a href="#">Click here</a> for Drugs and Alcohol lesson support</p> <p>How can we keep our minds healthy? Discuss strategies to regulate emotions, and link physical and mental health. How do we manage 'big feelings' including those linked with change, loss and bereavement? When and how do we ask for help, and how can we help others with their feelings? (This could be linked to emotional intelligence daily exercises.)</p> <p>→ Which are safe/unsafe things which we can put into or on our bodies? (e.g. medicines and creams). How can these affect how we as people feel?</p> <p><b>FIRST AID:</b><br/><b>GETTING HELP IN AN EMERGENCY</b></p> <p>→ How should I respond if there is an accident, and someone is hurt?</p> <p>→ How do I get help in an emergency? Include how to dial 999 and what to say.</p> | <p><u>How do our bodies change and grow?</u> (See Science lessons Autumn 1-linked) Lesson 2, CW, SRE</p> <p>→ How do our bodies change and grow as we develop from babies to older people? (Human life cycle- e.g. feed us, walk, bodies get bigger...wrinkles and grey hair) (Science)</p> <p>→ The children need to know that new life needs a male and a female. (SRE) <a href="#">Click here</a> for CWP lesson support</p> <p><b>Lesson 3, CW, SRE</b></p> <p>→ How are girls' and boys' bodies different and what do we call these body parts? (Name main body parts, including external genitalia. E.g. vulva, penis, testicles) (SRE) <a href="#">Click here</a> to access CWP</p> <p>→ As we change and grow up, what new opportunities and responsibilities could we take on? (e.g. walking home from school, getting a mobile phone, going out with friends, getting a job etc.). Include preparing for changes like moving class, school etc.</p> <p><u>How can I keep myself safe in different situations and how should I respond in emergencies?</u></p> <p>→ What are possible risks and situations which I might need to deal with daily? (Black hat thinking) e.g. road, water and rail safety, home, medicines. Consider how to keep safe in familiar and unfamiliar environments, including online and 'out and about'.</p> <p>→ What are potential unsafe situations and who is responsible for keeping me safe in these? Consider ways to avoid or remove myself from danger? E.g. stay with an adult, not accessing the internet, not speaking to people you don't know, don't play with medicines etc.</p> <p>→ How can I make myself safe at home in relation to electrical appliances, fire safety and household products?</p> |
|-----------------------|---|--|---|--|---|--|

|                              |   |   |   |
|------------------------------|---|---|---|
| <p><b>Key Vocabulary</b></p> | <p>honesty, resolve, arguments, harmful, hurtful, bullying, surprises, secrets, uncomfortable, pressure, unsafe cooperatively, opinion, respect</p> | <p>rights, responsibilities community, similar, difference, gender, vulva, penis friend, foe, factual, fake news earn, wants, needs, prioritise</p> | <p>healthy, unhealthy, hygienic, unhygienic, vaccinations, immunisations external, genitalia, vulva, penis, testicles potential danger,</p> |
|------------------------------|---|---|---|

|                            |               |                |              |              |                  |                |                  |               |                   |              |                 |                |  |  |  |  |  |  |  |
|----------------------------|---------------|----------------|--------------|--------------|------------------|----------------|------------------|---------------|-------------------|--------------|-----------------|----------------|--|--|--|--|--|--|--|
| <p><b>NPA language</b></p> |               |                |              |              |                  |                |                  |               |                   |              |                 |                |  |  |  |  |  |  |  |
| <p>EYFS</p>                | <p>happy</p>  | <p>sad</p>     | <p>shy</p>   | <p>angry</p> | <p>surprised</p> | <p>scared</p>  | <p>excitable</p> | <p>tired</p>  |                   |              |                 |                |  |  |  |  |  |  |  |
| <p>Phase 1</p>             | <p>joyful</p> | <p>unhappy</p> | <p>timid</p> | <p>irate</p> | <p>shocked</p>   | <p>fearful</p> |                  | <p>empty*</p> | <p>empathetic</p> | <p>bored</p> | <p>confused</p> | <p>anxious</p> |  |  |  |  |  |  |  |



|         |        |      |         |         |                     |            |           |           |  |      |           |  |         |            |         |              |             |           |             |            |
|---------|--------|------|---------|---------|---------------------|------------|-----------|-----------|--|------|-----------|--|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| Phase 2 | elated | blue | bashful | furious | appalled/<br>amazed | frightened | impulsive | exhausted |  | calm |           |  | envious | admiration | triumph | disappointed |             |           |             |            |
| Phase 3 |        |      |         |         |                     |            |           |           |  |      | perplexed |  |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* Make the connection between physical and mental tiredness

**Quality Assured  
resources to  
support planning**

Link to resources to support planning: <https://drive.google.com/drive/u/0/folders/1h22yNWbl9QBJ2g9TDYR4wwt3LZnJWUAa>  
Resources linked to Christopher Winterbourne Project- SRE: <https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dv>



# Hillcross Primary PSHE Curriculum

## LKS2

### Year 3

| Topic                           | Autumn 1:<br>Supermarket Sweep   | Autumn 2:<br>Rotten Romans   | Spring 1:<br>Settle Down  | Spring 2:<br>Secret Garden  | Summer 1:<br>Dig Deep  | Summer 2:<br>Whole School Topic   |
|---------------------------------|--|--|---|---|--|---|
|                                 | <b>Families and friendship</b><br><b>Safe Relationships</b><br><b>Respecting Ourselves and Others</b>  |  | <b>Belonging to a community</b><br><b>Media literacy and digital resilience</b><br><b>Money and work</b>  |   | <b>Physical health and Mental wellbeing</b><br><b>Growing and changing</b><br><b>Keeping safe</b>  |   |
| <b>Rights Respecting School</b> | <p><b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><b>Article 3:</b> All adults should always do what is best for you.</p> <p><b>Article 5:</b> You have the right to be given guidance by your parents and family.</p> <p><b>Article 16:</b> You have the right to privacy.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><b>Article 28:</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p><b>Article 29:</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30:</b> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p><b>Article 34:</b> You have the right to be free from sexual abuse.</p> <p><b>Article 35:</b> No one is allowed to kidnap or sell you.</p> <p><b>Article 36:</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> |  | <p><b>Article 6:</b> You have the right to life</p> <p><b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p><b>Article 8:</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p><b>Article 13:</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p><b>Article 14:</b> You have the right to think what you like and be whatever religion you want to be, with your parents’ guidance.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 18:</b> You have the right to be brought up by your parents, if possible.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p><b>Article 27:</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> |   | <p><b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 24:</b> You have a right to the best health possible and to medical care and to information. that will help you to stay well.</p> <p><b>Article 31:</b> You have the right to play and relax by doing things like sports, music and drama.</p> <p><b>Article 34:</b> You have the right to be protected from sexual abuse.</p> <p><b>Article 36:</b> You have the right to protection from any other kind of exploitation.</p> |   |
| <b>Enquiry</b>                  | <p><b>How are families important</b></p> <p>→ Why is <b>being a member of a family important</b> (belonging, acceptance, self-worth) and how can we show <b>care for each other?</b> (giving encouragement or support in times of difficulty/ acceptance etc.)</p> <p>Lesson 3 CW, SRE</p> <p>→ How are <b>families different?</b> (both parents, single parents, same-sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>→ <b>Who would you tell if family relationships are making you feel unsafe?</b> Which actions would make you feel unsafe? <a href="#">Click here</a> for lesson support</p> <p><b>How do I show respect to others?</b></p> <p>→ How should I show respect in different situations? (at home, at school, online)</p>  | <p><b>What is the impact of hurtful behaviour?</b></p> <p>→ What is <b>appropriate to share</b> with others? (friends, classmates, family and wider social groups- (including online e.g. passwords, using trusted sites and adult supervision).</p> <p>→ What is the <b>impact of bullying</b> for all parties involved? (Victims, upstanders, bystanders and perpetrators)</p> <p>→ What are the <b>similarities and differences of online bullying to face-to-face bullying?</b></p> <p>→ How do I deal with <b>bullying or harmful behaviours</b> (strategies)?</p> <p>→ <b>How can we show respect to other road users?</b> addressed in CW (Road Safety Awareness Week- end of November)</p> | <p><b>What are our rights and responsibilities?</b></p> <p>→ <b>Why do we have rules and laws in wider society?</b> What is the importance of abiding by the law? What might happen if rules and laws are broken? (<b>Consequences</b>)</p> <p>→ What are <b>human rights and how do they protect people?</b> Identify basic examples of human rights including the rights of children- link to RRS). Discuss how we also have responsibilities as citizens.</p> <p><b>How can I access information online safely?</b></p> <p>→ <i>How can you use the internet safely and positively for leisure, school and work?</i></p> <p>→ <i>How can I tell if something I see online is true and accurate?</i></p> <p>→ <i>How can I make safe, reliable choices when searching online and</i></p>  | <p><b>What achievements, interests and skills do I need to do my job?</b></p> <p>→ Are you <b>only allowed to have one job in your lifetime?</b> (Jobs in different sectors e.g. teachers, businesspeople, charity work) and can we change?</p> <p>→ How can we <b>challenge common myths and gender stereotypes related to work?</b> (Examples of role models in different fields of work e.g. women in STEM, male midwives</p> <p>→ What <b>interests, skills and achievements</b> would you need for a job? (teamwork and decision-making, caring etc.)</p> <p>→ What <b>skills, interests, and achievements</b> have you got that could support a future career? What new skills could you learn that would help you in your future? - link to thinking skills and Habits of Mind, not just practical skills.</p> | <p><b>How can I make healthy choices?</b></p> <p>→ What <b>choices do you make every day that impact your health?</b> Make links to food, exercise, sleep, well-being etc. How do they <b>impact us?</b></p> <p>→ What <b>habits do you need to maintain or change to have a healthy lifestyle?</b> Why and how will this positively impact you?</p> <p>→ How does <b>regular exercise (physical activities)</b> have a positive benefit for your mental and physical health?</p> <p><b>What can I do to manage setbacks?</b></p> <p>→ What is your <b>identity?</b> (Strengths, interests, culture, religions etc.). Identify strengths and what you’re proud of (in school, out of school) and link to <b>self-worth</b>- we can’t be good at everything.</p> <p>→ What <b>strategies</b> could you use to <b>manage common challenges and setbacks in school?</b> (E.g. learning being challenging, friendship issues,</p>          | <p><b>How can we keep safe and manage in challenging situations</b></p> <p>→ What <b>risks and hazards</b> are there in our environment? (Identify typical hazards in and around the home and school. <b>How can we manage risks in everyday situations?</b> (crossing the road, running in the playground, using appliances in the kitchen).</p> <p>→ How do we manage <b>fire safety in our homes and at school?</b> (Need for smoke alarms, follow safety rules. <b>How would you evacuate at home?</b></p> <p>→ How can you <b>keep yourselves safe in the local environment or unfamiliar place?</b> (including road, rail, water and firework safety)</p> <p>Lesson 1 CW, SRE</p> <p>→ What are the <b>differences between males and females?</b> Know some <b>differences and similarities, name male and female body parts.</b> (SRE) <a href="#">Click here</a> to access CWP lesson support</p> |



|  |  |   |   |  |   |   |
|--|--|---|---|--|---|---|
|  | <p>→ What is <b>self-respect</b>? How can lack of self-respect be detrimental to us?</p> <p>→ How do people show respect and courtesy in different cultures and in wider society? -Link to <b>Black History Month and Equalities</b>.</p> <p>Black History Month-How does learning about this impact on us and the future? CW<br/> <a href="#">Read: Little Leaders: Bold Women in Black History</a> by Vashti Harrison.</p> | <p><i>Anti-Bullying week takes place in November each year and is a whole school focus.</i></p> | <p><i>choosing games to play? (link to PG and age appropriateness)</i></p> <p>→ <i>How can I report online content that concerns me? e.g. images, content, unkind or inappropriate communication</i></p> <p>→ <i>Why do we celebrate LGBT month? (CW)</i></p> |  | <p>feeling isolated, differences). <b>Strategies could include</b> asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</p> <p><b>FIRST AID:</b><br/> <b>BITES AND STINGS</b></p> <p>→ How can I identify when a casualty is having an <b>allergic reaction to a bite or sting</b>?</p> <p>→ How can I provide <b>first aid treatment</b> for a casualty who has been bitten or stung?</p> <p>→ How do I <b>comfort and reassure a casualty</b> who has been bitten or stung?</p> <p>→ <b>How and when do I seek medical help</b> if required?</p> <p><a href="#">Click here</a> to access support from St John Ambulance materials.</p> | <p><b>Lesson 2 CW, SRE</b></p> <p>→ Which <b>types of touch</b> do we like or dislike and <b>how to stop unwanted touch</b>? Identify <b>different types of touch</b> that people like and do not like, understand <b>personal space</b>, talk about ways of dealing with <b>unwanted touch</b>. <a href="#">Click here</a> to access CWP lesson support.</p> |
|--|--|---|---|--|---|---|

|                       |   |   |  |
|-----------------------|---|---|--|
| <b>Key Vocabulary</b> | family, encouragement, caring, foster, adoptive, stability consequences, appropriate, inappropriate, culture, wider societies | society, law reliable, leisure, inappropriate achievements, charity, myths, gender stereotypes, | penis, vulva, testicles Identity, womb hazards, unfamiliar |
|-----------------------|---|---|--|

**NPA language**

|         |        |         |         |         |                 |            |           |           |            |       |           |         |         |            |         |              |             |           |             |            |
|---------|--------|---------|---------|---------|-----------------|------------|-----------|-----------|------------|-------|-----------|---------|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| EYFS    | happy  | sad     | shy     | angry   | surprised       | scared     | excitable | tired     |            |       |           |         |         |            |         |              |             |           |             |            |
| Phase 1 | joyful | unhappy | timid   | irate   | shocked         | fearful    |           | empty*    | empathetic | bored | confused  | anxious |         |            |         |              |             |           |             |            |
| Phase 2 | elated | blue    | bashful | furious | appalled/amazed | frightened | impulsive | exhausted |            | calm  |           |         | envious | admiration | triumph | disappointed |             |           |             |            |
| Phase 3 |        |         |         |         |                 |            |           |           |            |       | perplexed |         |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* make the connection between physical and mental 'tiredness'

|  |   |
|--|---|
| <b>Quality Assured resources to support planning</b> | <p>Link to resources to support planning: <a href="https://drive.google.com/drive/u/0/folders/1HivWunn6fEZ5-wb9rvm3yxm6jm-AADTR">https://drive.google.com/drive/u/0/folders/1HivWunn6fEZ5-wb9rvm3yxm6jm-AADTR</a></p> <p>Resources linked to Christopher Winterbourne Project- SRE: <a href="https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dy">https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dy</a></p> |
|--|---|



# Hillcross Primary PSHE Curriculum

## LKS2

### Year 4

| Topic                           | Autumn 1:<br>Walk Like an Egyptian   | Autumn 2:<br>Journey Over Europe  | Spring 1:<br>Battle Stations   | Spring 2:<br>Natural Disasters  | Summer 1:<br>Playing Cat and Mouse   | Summer 2:<br>Whole School Topic   |
|---------------------------------|--|---|--|---|--|---|
|                                 | <b>Families and friendship</b><br><b>Safe Relationships</b><br><b>Respecting Ourselves and Others</b>  |   | <b>Belonging to a community</b><br><b>Media literacy and digital resilience</b><br><b>Money and work</b>   |   | <b>Physical health and Mental wellbeing</b><br><b>Growing and changing</b><br><b>Keeping safe</b>  |   |
| <b>Rights Respecting School</b> | <p><a href="#">Article 1:</a> Everyone under 18 has all these rights.</p> <p><a href="#">Article 2:</a> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><a href="#">Article 3:</a> All adults should always do what is best for you.</p> <p><a href="#">Article 4:</a> You have the right to have your rights made a reality by the government.</p> <p><a href="#">Article 5:</a> You have the right to be given guidance by your parents and family.</p> <p><a href="#">Article 16:</a> You have the right to privacy.</p> <p><a href="#">Article 19:</a> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><a href="#">Article 28:</a> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p><a href="#">Article 29:</a> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><a href="#">Article 30:</a> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p><a href="#">Article 34:</a> You have the right to be free from sexual abuse.</p> <p><a href="#">Article 35:</a> No one is allowed to kidnap or sell you.</p> <p><a href="#">Article 36:</a> You have the right to protection from any kind of exploitation (being taken advantage of).</p> |   | <p><a href="#">Article 6:</a> You have the right to life</p> <p><a href="#">Article 7:</a> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). <a href="#">Article 8:</a> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p><a href="#">Article 13:</a> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p><a href="#">Article 14:</a> You have the right to think what you like and be whatever religion you want to be, with your parents’ guidance.</p> <p><a href="#">Article 16:</a> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><a href="#">Article 17:</a> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><a href="#">Article 18:</a> You have the right to be brought up by your parents, if possible.</p> <p><a href="#">Article 19:</a> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p><a href="#">Article 27:</a> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> |   | <p><a href="#">Article 12:</a> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><a href="#">Article 16:</a> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><a href="#">Article 17:</a> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><a href="#">Article 24:</a> You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p><a href="#">Article 31:</a> You have the right to play and relax by doing things like sports, music and drama.</p> <p><a href="#">Article 34:</a> You have the right to be protected from sexual abuse.</p> <p><a href="#">Article 36:</a> You have the right to protection from any other kind of exploitation.</p> |   |
| <b>Enquiry</b>                  | <p><b><u>How can we build healthy relationships and keep safe?</u></b></p> <p>→ Which <b>features and strategies</b> are important when building positive healthy friendships? (e.g. mutual respect, trust, being kind and sharing interests)</p> <p>→ How and where can you get <b>support or help</b> if a relationship becomes unhealthy (treated unkindly, feel isolated/ excluded or feel uncomfortable)?</p> <p>→ <i>Is knowing someone online the same as knowing someone face to face? What risks are there when you communicate with someone you don't know?</i> (Address communicating respectfully with friends/others when using digital devices and what to do or whom to</p>   | <p><b><u>How to identify possible risks and know when to keep information confidential?</u></b></p> <p>→ <i>How can we differentiate between playful teasing, hurtful behaviour and bullying, including online? How should we respond if we witness or experience hurtful behaviour or bullying, including online?</i></p> <p>→ How do you recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable? How do I manage pressures associated with dares and people encouraging me to do things I am uncomfortable with?</p> <p>→ When is it right to keep or break confidence or share a ‘secret’? Recap confidential vs secret (and the reason why the term secret can</p> | <p><b><u>How can being part of a community be beneficial to us</u></b></p> <p>→ What does <b>community</b> mean? What are the <b>benefits</b>, and which different communities do you belong to? Are the benefits of each of the communities the same?</p> <p>→ Which <b>individuals and groups help the local community</b>, including through volunteering and work? What impact do they have on us?</p> <p>→ How can we show <b>compassion towards others in need</b>? What can we do as citizens to help others?</p> <p><b><u>Is the internet our friend or foe?</u></b></p> <p>→ What does a <b>digital footprint</b> mean? What <b>impact can digital footprints have on our lives short and long term</b>? <a href="#">Click here</a> for support from Childline.</p>   | <p><b><u>Why is budgeting and making sensible decisions about money important?</u></b></p> <p><a href="#">Click here</a> for support when planning these lessons</p> <p>→ What affects the <b>decisions we make when spending money</b>? E.g. budget, values and needs.</p> <p>→ How can we <b>keep track of money</b>? Why is it important to know how much money we are spending? (introduce concept of <b>budgeting</b>)</p> <p>→ Which <b>different methods</b> can we use to pay for things? E.g. cash, cards, cheques, e-payment. Why do there <b>need to be different methods of payment</b>?</p> <p>→ How can spending have both <b>positive and negative effects on others</b>? e.g. charities, single use plastics, gambling.</p> | <p><b><u>What contributes to a balanced lifestyle including oral hygiene?</u></b></p> <p>→ What does <b>good physical health mean</b>? What contributes to a healthy lifestyle? <b>What are the early signs of physical illness?</b></p> <p>→ Which <b>common illnesses can be quickly and easily treated</b> with the right care? What prevents us from getting ill/ certain diseases? <b>Do all illnesses require a doctor or A&amp;E?</b></p> <p>→ How can we <b>maintain good oral hygiene and dental health</b>? Include how to brush and floss correctly and visit the dentist regularly. (Previously taught in Y2)</p> <p>→ What are the <b>effects of different foods, drinks and substances on dental health</b>?</p> <p><b><u>What changes occur to me physically</u></b></p>  | <p><b><u>Are all drugs dangerous and what harm and good can they do?</u></b></p> <p>→ What is <b>meant by the word ‘drug’</b>? Is it a good or bad thing? Know that drugs are needed, but some are dangerous (even prescribed ones if not taken properly). Understand that medicines are drugs. (Drugs are a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.)</p> <p>→ Why is it <b>important to take medicines correctly</b> and use <b>household products safely</b>? What are the risks associated with drugs common to everyday life?</p> <p>→ Which <b>drugs can cause harm and become addictive</b>? e.g. cigarettes, e-cigarettes/vaping, alcohol and some prescribed medicines. Include how habits can be difficult to break.</p> |



|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
|  | <p><i>tell if they are worried about any contact online.)</i></p> <p><b>How can we discuss our differences and similarities without causing upset?</b></p> <ul style="list-style-type: none"> <li>→ How should our differences and similarities be discussed and celebrated? (Link to equality-gender, race, faith)</li> <li>→ What impact can our actions and responses have on others when discussing differences and similarities between people? What vocabulary can we use to sensitively discuss differences and make everyone feel included? Are there specific words which can cause offence to individuals or groups? Why?</li> <li>→ How can we action change and encourage everybody to see differences positively? (Link to being responsible, global citizens who can make positive changes.)</li> </ul> <p>Link to Black History Month-How can we use people's past experiences, and the lessons learnt from these to create a better future for everyone. How can we make sure history isn't repeated? CW and link to lesson in class.</p> <p>Read: Rosa Parks - Little People, Big Dreams by Lisbeth Kaiser</p> | <p>be unsafe). What should we say when someone says keep this a secret/ confidential?</p> <ul style="list-style-type: none"> <li>→ <b>How do I recognise risks online (such as harmful content or contact) and how people may behave differently online? (including pretending to be someone they are not).</b></li> <li>→ <b>How do I report concerns and seek help if worried or uncomfortable about someone's behaviour, (including online)? Ensure children know how and who they need to report to at home, school and other places, Link to Child Line and NSPCC. Click here for support and advice for planning.</b></li> </ul> <p>Anti-Bullying week takes place in November each year and is a whole school focus.</p> | <ul style="list-style-type: none"> <li>→ <b>How can organisations use personal information to encourage people to buy things? How do they get access to this?</b></li> <li>→ <b>How and why is content shared for factual purposes and for advertising? How do online adverts differ from others? What should we be guarded against?</b></li> <li>→ <b>Why do people buy products online? (persuasive advertising, for ease etc.) Include how search results are ordered i.e. popularity of the website and how this can affect what information people access.</b></li> </ul> <p>Why do we celebrate LGBT month? (CW)</p> | <ul style="list-style-type: none"> <li>→ Who can help us to spend more wisely and help us make better decisions? Link to getting into debt through overspending, gambling and other issues.</li> </ul> | <p><b>and mentally as I go through puberty?</b></p> <p><b>Lesson 1, CW, SRE</b></p> <ul style="list-style-type: none"> <li>→ What are the <b>main stages of the human lifecycle?</b> How does my body change as I grow up? Name the external genitalia and reproductive organs. <b>Click here</b> to access CWP lesson support</li> </ul> <p><b>Lesson 2, CW, SRE</b></p> <ul style="list-style-type: none"> <li>→ What is <b>puberty</b> and what changes does it bring about? Use agreed terms to discuss male and female body parts. Which changes happen to the body during puberty? How is puberty linked to reproduction? <b>Click here</b> to access CWP lesson support</li> </ul> <p><b>Lesson 3, CW, SRE (Y5)</b></p> <ul style="list-style-type: none"> <li>→ Why are <b>personal hygiene routines</b> during puberty so important? Include washing regularly and using deodorant. <b>Click here</b> to access CWP lesson support</li> <li>→ How, and with whom, should we discuss the <b>challenges of puberty?</b> Address appropriate forums (not the playground) and trusted adults. How and where can I get <b>information, help and advice about puberty?</b></li> </ul> | <ul style="list-style-type: none"> <li>→ How can drugs <b>affect our health and wellbeing?</b> What are some of the effects related to different drugs? Discuss how all drugs, including medicines, may have side effects.</li> <li>→ Where and how can I get <b>advice about drugs?</b></li> </ul> <p><b>FIRST AID ASTHMA</b></p> <ul style="list-style-type: none"> <li>→ How do I identify a casualty who is having an asthma attack?</li> <li>→ How do I <b>assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing</b> due to asthma? <ul style="list-style-type: none"> <li>→ How do I <b>seek medical help</b>, if required, for someone who is having an asthma attack?</li> </ul> </li> </ul> <p><a href="#">Click here</a> to access support from St John Ambulance materials.</p> |
|--|---|---|--|--|--|--|

|                       |  |                                      |   |
|-----------------------|--|--------------------------------------|---|
| <b>Key Vocabulary</b> | risks, digital devices, pressure, content, gender, race, faith, aspirations, offence | Community, digital footprint, budget | Hygiene, reproduction, external genitalia, vulva, testicles, penis, pubic hair, puberty, addictive, vaping, asthma, casualty, |
|-----------------------|--|--------------------------------------|---|

**NPA language**

|         |        |         |         |         |                 |            |           |           |            |       |           |         |         |            |         |              |             |           |             |            |
|---------|--------|---------|---------|---------|-----------------|------------|-----------|-----------|------------|-------|-----------|---------|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| EYFS    | happy  | sad     | shy     | angry   | surprised       | scared     | excitable | tired     |            |       |           |         |         |            |         |              |             |           |             |            |
| Phase 1 | joyful | unhappy | timid   | irate   | shocked         | fearful    |           | empty*    | empathetic | bored | confused  | anxious |         |            |         |              |             |           |             |            |
| Phase 2 | elated | blue    | bashful | furious | appalled/amazed | frightened | impulsive | exhausted |            | calm  |           |         | envious | admiration | triumph | disappointed |             |           |             |            |
| Phase 3 |        |         |         |         |                 |            |           |           |            |       | perplexed |         |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* make the connection between physical and mental 'tiredness'

|  |   |
|--|---|
| <b>Quality Assured resources to support planning</b> | <p>Link to resources to support planning: <a href="https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf">https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf</a></p> <p>Resources linked to Christopher Winterbourne Project- SRE: <a href="https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQugTXWi4Cr8Dv">https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQugTXWi4Cr8Dv</a></p> |
|--|---|



## Hillcross Primary PSHE Curriculum

### UKS2

#### Year 5

| Topic                           | Autumn 1:<br>We're the kids in America   | Autumn 2:<br>Third Rock from the sun | Spring 1:<br>It's all Greek to Me.   | Spring 2:<br>Oh I do like to be beside the<br>seaside. | Summer 1:<br>Marvelous Mayas  | Summer 2:<br>Whole School Topic |
|---------------------------------|--|--------------------------------------|--|--|---|---------------------------------|
|                                 | Families and friendship<br>Safe Relationships<br>Respecting Ourselves and Others   |                                      | Belonging to a community<br>Media literacy and digital resilience<br>Money and work  |  | Physical health and Mental wellbeing<br>Growing and changing<br>Keeping safe  |                                 |
| <b>Rights Respecting School</b> | <p><b>Article 1:</b> Everyone under 18 has all these rights. <b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><b>Article 3:</b> All adults should always do what is best for you.</p> <p><b>Article 4:</b> You have the right to have your rights made a reality by the government.</p> <p><b>Article 5:</b> You have the right to be given guidance by your parents and family.</p> <p><b>Article 28:</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p><b>Article 16:</b> You have the right to privacy.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><b>Article 34:</b> You have the right to be free from sexual abuse.</p> <p><b>Article 35:</b> No one is allowed to kidnap or sell you.</p> <p><b>Article 36:</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p><b>Black History Month</b></p> <p><b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p><b>Article 2:</b> All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p><b>Article 29:</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30:</b> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> |                                      | <p><b>Article 6:</b> You have the right to life</p> <p><b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). <b>Article 8:</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p><b>Article 18:</b> You have the right to be brought up by your parents, if possible.</p> <p><b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p><b>Article 27:</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 13:</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p><b>Article 14:</b> You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.</p> |  | <p><b>Article 24:</b> You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p><b>Article 31:</b> You have the right to play and relax by doing things like sports, music and drama.</p> <p><b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p><b>Article 34:</b> You have the right to be protected from sexual abuse.</p> <p><b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p><b>Article 36:</b> You have the right to protection from any other kind of exploitation.</p> |                                 |
| <b>Enquiry</b>                  | <p><b>How can I maintain positive friendships?</b></p> <p>→ What makes a healthy friendship? How can you make people feel included? How do your peers influence you? Positive &amp; negative influence. How can it make people feel or behave?</p> <p>→ What strategies could you use to manage peer approval? Include</p> <p style="color: #4a86e8; font-size: small;"><i>Anti-Bullying week takes place in November each year and is a whole school focus.</i></p>   |                                      | <p><b>How do I protect the environment and show compassion towards others? (RRS Why do we celebrate LGBT month?)</b></p> <p>→ How are resources allocated within the community? What effect does this have on the individual, the community and the environment? How is money spent to support environmental issues?</p> <p>→ Why is it important to protect the environment? How can our everyday actions either support or damage it? How can they show compassion for the environment, animals and other living things?</p> <p>→ What is your responsibility towards the environment?</p>   |  | <p><b>How can we maintain a healthy mind and body?</b></p> <p style="color: #4a86e8; font-size: small;"><u><a href="#">Lesson plans to support teaching these sessions (Drugs and Alcohol)</a></u></p> <p>→ Why is sleep important? Discuss how sleep contributes to a healthy lifestyle and healthy sleep</p>  |                                 |



online e.g. exit strategies, assertive communication

- How can you resolve disputes and reconcile differences in friendships? Understand that it's common for friendships to experience challenges. Discuss strategies to use.
- How can friendships change over time? What is the benefit of having new and different types of friends? How can I recognise if a friendship is making them feel unsafe, worried, or uncomfortable? How can I seek support in relation to friendships?

**Is physical contact always, sometimes or never acceptable?**

- What physical touch is acceptable, and unacceptable, wanted or unwanted in different situations? How does it feel in a person's mind and body when they are uncomfortable? (RE)
- How can you tell someone if physical contact is wanted or unwanted? How can you respond to unwanted or unacceptable physical contact? (Ensure children understand that it is never someone's fault if they experience unacceptable contact. (RE)
- Who could you tell if you are worried about unwanted physical contact? (Ensure children understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about) (RE)

**How can we challenge discrimination?**

- Why it is important to listen and respond respectfully to a wide range of people? (including those whose traditions, beliefs and lifestyle are different to their own)
- What is discrimination? What different types of discrimination are there? e.g. racism, sexism, homophobia

**BREE Project- Identity, belonging and protesting**

**How can I achieve the career I desire?**

- What role can ambition have in achieving your future career? Identify jobs that they might like to do in the future. How might they achieve it? Discuss the variety of routes into work e.g. college, apprenticeships, university, training
- How or why might someone choose a certain career? What influences people's decisions about a job or career? (including pay, working conditions, personal interests, strengths and qualities, family, values)
- How can you challenge stereotyping in the workplace? Discuss the importance of diversity and inclusion to promote people's career opportunities and the impact of stereotyping in the workplace.

**GAV workshop-So Social Media**

**Addressed during the workshop:**

**What is the purpose of the media?**

- What is the purpose of the different types of media e.g. to entertain, inform, persuade or advertise. How devices store and share information.
- What are the basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
  - Understand that some media and online content promotes stereotypes.
  - How can you assess which search results are more liable than others? How can you recognise unsafe or suspicious content online.

strategies to maintain healthy sleep.

- What are the disadvantages and advantages to being outdoors? Discuss positive: physical and mental health and negative: sun exposure inc. skin damage and heat stroke.
- How can balancing time online with other activities help maintain your health and wellbeing? What strategies could you use to manage time spent online and foster positive habits e.g. switching phone off at night.
- What should you do and whom to tell if you are frightened or worried about something you have seen online
- How can medicine contribute to our health? Discuss allergies, vaccination and immunisation
- How can you prevent the spread of bacteria and viruses with everyday hygiene routines? Recognise the shared responsibility of keeping a clean environment

**Lesson 1, CW, SRE**

- What are the main stages of the human life cycle and how do our bodies change as we grow up? (HE)

**Lesson 2, CW, SRE**

- What are some of the changes that happen to our bodies during puberty? What are the male and female body parts and how do they differ? (HE)

**Lesson 3, CW, SRE**

- How does puberty affect the reproductive organs? Which physical and emotional changes occur during puberty? Which changes happen to our bodies that allow us to reproduce? (HE)
- Include menstrual wellbeing, strategies to manage the changes during puberty including menstruation and hygiene. (HE)
- Key facts to include: the menstrual cycle, erections and wet dreams. (HE)
- What is your identity? About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. Do our biological genitalia determine which



|                              |  |                                   |  |                              |  |  |   |   |  |
|------------------------------|--|-----------------------------------|--|------------------------------|--|--|---|---|--|
|                              | <p>→ <i>What is online bullying and discrimination of groups or individuals e.g. trolling and harassment? What is the impact of discrimination on individuals, groups and the wider society?</i></p> <p>→ <i>How can we safely challenge discrimination? (Include how to report discrimination online)</i></p> <p><i>Link to Black History Month-How can we use people's past experiences, and the lessons learnt from these to create a better future for everyone. How can we make sure history isn't repeated? CW and link to lesson in class.</i></p> <p>→ Learn about the difference between racial prejudice and racism. Encourage children to understand that discussing issues related to prejudice and racism does not make you racist. The "colourblind approach" however does cause people to be prejudiced and perpetuates racist societal structures.</p> |                                   |  |                              |  |  | <p>gender we identify as? (E)</p> <p>→ How can we recognise, respect and express our individuality and personal qualities? Discuss ways to boost mood and improve emotional wellbeing. Discuss the link between participating in interests, hobbies and community groups and mental wellbeing. (E)</p> <p><b>How can I keep myself safe?</b></p> <p>→ What situations can become risky, unsafe or an emergency? Identify occasions where they can help take responsibility for their own safety.</p> <p>→ What is the difference between taking a positive risk and dangerous behaviour? E.g trying a new challenge to doing something dangerous.</p> <p>→ How can you deal with common injuries using basic first aid techniques? How to respond in an emergency. Who you should contact and how to contact different emergency services e.g coast guard.</p> <p><b>FIRST AID:</b><br/><b>BLEEDING</b><br/><a href="#">Click here to access St Johns Ambulance panning support materials</a></p> <p>→ Ensure the safety of themselves and others.</p> <p>→ Assess a casualty's condition calmly and give first aid to a casualty who is bleeding</p> <p>→ I can give first aid to a casualty who is in shock.</p> <p>→ I can seek medical help if required for a casualty who is bleeding</p> <p>→</p> <p>→ What is FGM? Understand that female genital mutilation (FGM) is against British law<sup>1</sup>. what should you do and whom to tell if they think they or someone they know might be at risk of FGM.</p> <p>→ <a href="#">Planning slides</a></p> |   |  |
| <p><b>Key Vocabulary</b></p> | <p>benefit, influence, assertive communication, reconcile, benefit</p>   | <p>acceptable, uncomfortable,</p> | <p>discrimination, racism, sexism, homophobia, trolling , harassment</p> | <p>community, compassion</p> | <p>suspicious, opinion, biased, stereotype</p> | <p>desire, ambition, apprenticeships</p> | <p>disadvantages, advantages, heat stroke, discrimination, immunisation, vaccination, allergies, bacteria, viruses</p>  | <p>Menstrual well-being, reproductive organs, menstrual cycle, erections, wet dreams, faith, culture, biological genitalia,</p> | <p>female genital mutilation (FGM)</p> |



**NPA language**

|                |        |         |         |         |                     |            |           |           |            |       |           |         |         |            |         |              |             |           |             |            |
|----------------|--------|---------|---------|---------|---------------------|------------|-----------|-----------|------------|-------|-----------|---------|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| <b>EYFS</b>    | happy  | sad     | shy     | angry   | surprised           | scared     | excitable | tired     |            |       |           |         |         |            |         |              |             |           |             |            |
| <b>Phase 1</b> | joyful | unhappy | timid   | irate   | shocked             | fearful    |           | empty*    | empathetic | bored | confused  | anxious |         |            |         |              |             |           |             |            |
| <b>Phase 2</b> | elated | blue    | bashful | furious | appalled/<br>amazed | frightened | impulsive | exhausted |            | calm  |           |         | envious | admiration | triumph | disappointed |             |           |             |            |
| <b>Phase 3</b> |        |         |         |         |                     |            |           |           |            |       | perplexed |         |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* make the connection between physical and mental 'tiredness

**Quality Assured resources to support planning**

Link to resources to support planning: [https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model\\_1.pdf](https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf)  
 Resources linked to Christopher Winterbourne Project- SRE: <https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dy>



## Hillcross Primary PSHE Curriculum

### UKS2

#### Year 6

| Topic  | Autumn 1:<br>Everybody wants to Rule the world  | Autumn 2:<br>A Class Act  | Spring 1:<br>War of the Worlds.   | Spring 2:<br>Peace at last   | Summer 1:<br>Game Set and Match   | Summer 2:<br>Whole School Topic   |  |   |  |
|--|---|---|---|--|---|---|--|---|--|
|  | <b>Families and friendship</b>  | <b>Safe Relationships</b>   | <b>Respecting Ourselves and Others</b>  | <b>Belonging to a community</b>  | <b>Media literacy and digital resilience</b>  | <b>Money and work</b>   | <b>Physical health and Mental wellbeing</b>  | <b>Growing and changing</b>   | <b>Keeping safe</b>  |
| <b>Relationships</b>   | Attraction to others; romantic relationships; civil partnership and marriage<br><b>PoS Refs: R1, R2, R3, R4, R5, R7</b> | Recognising and managing pressure; consent in different situations<br><b>PoS Refs: R26, R28, R29</b>  | Expressing opinions and respecting other points of view, including discussing topical issues <b>PoS Refs: R30, R34</b>  |  |   |   |  |   |  |
| <b>Living in the Wider World</b>   |   |   |   | Valuing diversity; challenging discrimination and stereotypes<br><b>PoS Refs: L8, L9, L10, R21</b>                 | Evaluating media sources; sharing things online<br><b>PoS Refs: H37, L11, L13, L15, L16</b>   | Influences and attitudes to money; money and financial risks<br><b>PoS Refs: L18, L22, L23, L24</b>   |  |   |  |
| <b>Health and Wellbeing</b>  |   |   |   |  |   |   | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online<br><b>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</b> | Human reproduction and birth; increasing independence; managing transitions<br><b>PoS Refs: H24, H33, H35, H36</b>  | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media<br><b>PoS Refs: H37, H42, H46, H47, H48, H49, H50</b> |
| <b>British Values</b><br>Democracy is exercised throughout the year for Head teacher Awards etc.                             | → Democracy<br>→ Rule of law  | → The Rule of Law<br>→ Individual Liberty   | → Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith<br>→ Individual liberty                                   | → Democracy<br>→ The Rule of Law<br>→ Individual liberty   | → The Rule of Law<br>→ Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith<br>→ Democracy | → Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith<br>→ Democracy - jobs panel<br>→ Individual liberty   | → Individual liberty<br>→ Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith  | → Individual liberty - being your true self<br>→ Rule of Law - to protect people  | → Rule of Law<br>→ Individual liberty  |
| <b>Equalities (Role Models)</b><br>Resources and lessons should reflect and represent all relevant protected characteristics | → Marriage & civil partnerships<br>→ Sexual orientation<br>→ Ethnicity and race   | → <i>Black history month</i><br>→ <i>Bullying links to all protected characteristics</i><br>→ Sexual orientation<br>→ Ethnicity and race<br>→ Age<br>→ Disability<br>→ Sex<br>→ Religion and belief<br>→ Marriage and civil partnership | → Respect for everyone:<br>→ Sexual orientation<br>→ Ethnicity and race<br>→ Age<br>→ Disability<br>→ Sex<br>→ Religion and belief<br>→ Pregnancy and maternity | → Religion and belief<br>→ Ethnicity and race<br>→ Age<br>→ Sexual orientation<br>→ Marriage and civil partnership | → Age - restrictions on age to keep safe not to discriminate.   | → Sex<br>→ Stereotyping- address male vs female roles, the importance of all jobs in the community and that a doctor is not more important than a cleaner.<br>→ Sexual orientation<br>→ Ethnicity and race<br>→ Age | → Age<br>→ Disability<br>→ Religion and belief (religions which don't allow medical intervention)  | → Sexual orientation<br>→ Ethnicity and race<br>→ Age<br>→ Disability<br>→ Sex<br>→ Religion and belief<br>→ Pregnancy and maternity<br>→ Gender reassignment | → Age  |



|                                 |   |   |   |   |   |   |  |   |  |
|---------------------------------|---|---|---|---|---|---|--|---|--|
|                                 |   | → Gender reassignment   |   |   |   | → Disability<br>→ Sex<br>→ Religion and belief<br>→ Marriage and civil partnership<br>→ Gender reassignment<br>→ Pregnancy and maternity  |  |   |  |
| <b>Rights Respecting School</b> | <p>→ <b>Article 1:</b> Everyone under 18 has all these rights. <b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> <p>→ <b>Article 3:</b> All adults should always do what is best for you.</p> <p>→ <b>Article 4:</b> You have the right to have your rights made a reality by the government.</p> <p>→ <b>Article 5:</b> You have the right to be given guidance by your parents and family.</p> <p>→ <b>Article 28:</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> | <p>→ <b>Article 16:</b> You have the right to privacy.</p> <p>→ <b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>→ <b>Article 34:</b> You have the right to be free from sexual abuse.</p> <p>→ <b>Article 35:</b> No one is allowed to kidnap or sell you.</p> <p>→ <b>Article 36:</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>→</p> <p>→</p> <p>→ <b>Black History Month</b></p> <p>→ <b>Article 2:</b> You have the right to protection against discrimination this means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p> | <p>→ <b>Article 2:</b> All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.</p> <p>→ <b>Article 29:</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>→ <b>Article 30:</b> You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> | <p>→ <b>Article 6:</b> You have the right to life</p> <p>→ <b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p><b>Article 8:</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>→ <b>Article 18:</b> You have the right to be brought up by your parents, if possible.</p> <p>→ <b>Article 19:</b> You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>→ <b>Article 27:</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p> <p>→</p> | <p>→ <b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p>→ <b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.</p> | <p>→ <b>Article 13:</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others</p> <p>→ <b>Article 14:</b> You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.</p> <p>→ <b>Article 29 (goals of education)</b><br/>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> | <p>→ <b>Article 24:</b> You have a right to the best health possible and to medical care and to information. that will help you to stay well.</p> <p>→ <b>Article 31:</b> You have the right to play and relax by doing things like sports, music and drama.</p> | <p>→ <b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>→ <b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p> <p>→ <b>Article 34:</b> You have the right to be protected from sexual abuse.</p> | <p>→ <b>Article 17:</b> You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.</p> <p>→ <b>Article 36:</b> You have the right to protection from any other kind of exploitation.</p> |
| <b>Enquiry</b>                  | <b>First 2 weeks:</b><br><b>NPA:</b>  | <b>How do I stay safe in different situations?</b><br>→ What are the similarities and   | <b>How can I express my opinion and respect others' views respectfully?</b>   | <b>How to deal with discrimination and stereotypes and</b>  | → Covered in Autumn 1- recap What are the benefits of safe internet use? e.g.   | <b>GAV workshop- Friend vs Friendly (Is someone being a friend to you or</b>  | <b>Where can you get support for mental illness?</b>   | <b>How can I make decisions to keep myself safe?</b>  | <b>What changes to occur to our bodies to prepare us for reproduction? How do I keep my identify safe on and off-line?</b>   |



|  |   |  |  |   |  |   |   |   |
|--|---|--|--|---|--|---|---|---|
| <p>→ What different feelings can you have?</p> <p>→ What happens to our bodies when we feel different emotions?</p> <p>→ How can feelings affect the way we behave?</p> <p>Things that affect feelings both positively and negatively. Strategies to identify and talk about their feelings. About some of the different ways people express feelings e.g. words, actions, body language. Recognise how feelings can change overtime and become powerful</p> <p><b>Class rules:</b></p> <p>→ Why are rules important? Which rules will help us to learn best?</p> <p>→ <b>How should I protect my personal information online? Identify potential risks of personal information being misused.</b></p> <p>→ <b>What strategies could you use to protect personal information</b></p> <p>→ <b>How can you protect yourself from images being sent online? Identify types of images that are appropriate to share with others and those which might not be appropriate. Understand that images or texts can be quickly shared with others, even when only sent to one person. What impact might this have?</b></p> <p>→ <b>What should you do if you take, share or come across an image which may</b></p> | <p>differences between a healthy and unhealthy friendship? What would you do if you or someone else is put under pressure to do something dangerous and/or something goes wrong? Whose responsibility is it to share this with someone?</p> <p>→ What could you do if you're feeling pressured to do something which makes you feel uncomfortable or unsafe? <b>What if this is happening online?</b> (Discuss strategies and people/agencies available)</p> <p>→ <b>How can I assess the risk of different online 'challenges' and 'dares'?</b> How do I recognise and respond to pressure from others when I feel worried or uncomfortable?</p> <p>→ What does consent mean and how do I seek and give/not give permission in different situations? How and where do I get advice and report concerns about personal safety? <b>What about online issues?</b></p> | <p>→ How do values and behaviour link? How can I be a positive role model for others?</p> <p>→ How do you listen to and respectfully challenge people's points of view? Can you disagree with other's point of view and still be respectful and considerate?</p> <p>→ How can I participate effectively in discussions online? How can I and manage conflict or disagreements</p> <p><b>Ootiboo Money Matters workshop??</b></p> | <p><b>challenge others respectfully?</b></p> <p><b>Why do we celebrate LGBT month?</b></p> <p>→ What does prejudice mean? What is the difference between prejudice and discrimination?</p> <p>→ Can I identify acts of discrimination and talk about strategies to safely respond to and challenge discrimination?</p> <p>→ How can I recognise stereotypes in different contexts and how do they influence our attitudes and understanding of different groups</p> <p>→ How are stereotypes perpetuated and how can we challenge these?</p> <p><b>BREE Project-Terrorism and diversity of terrorism and then contrasting the belief of ISIS and Islam</b></p> | <p><b>learning, connecting and communicating</b></p> <p>→ <b>How and why might images online be manipulated, altered, or faked?</b></p> <p>→ <b>How can we recognise when images might have been altered?</b></p> <p>→ <b>Why do people choose to communicate through social media and some of the risks and challenges of doing so</b></p> <p>• <b>that social media sites have age restrictions and regulations for use</b></p> <p>• <b>the reasons why some media and online content is not appropriate for children</b></p> <p>• <b>how online content can be designed to manipulate people's emotions and encourage them to read or share things</b></p> <p>• <b>about sharing things online, including rules and laws relating to this</b></p> <p>• <b>how to recognise what is appropriate to share online</b></p> <p>• <b>how to report inappropriate online content or contact</b></p> | <p><b>being friendly to get you to do what they want you to? Gang related workshop)</b></p> <p><b>How can I make sensible choices about money?</b></p> <p>→ What influences decisions about the role that money plays in people's lives? How can I judge if something is value for money?</p> <p>→ How do companies encourage customers to buy things? Why is it important to be a critical consumer?</p> <p>→ How can having or not having money impact on a person's emotions, health and wellbeing?</p> <p>→ How can money be gained or lost, e.g. stolen, through scams or gambling and how these put people at financial risk. How to get help if they are concerned about gambling or other financial risks</p> <p>To explore the process of conception and pregnancy</p> <p>Resources</p> <p>How does a baby start? cards (one set per group)</p> <p>How does a baby start? whiteboard summary</p> <p>Anonymous Questions from previous lesson - typed</p> <p>Learning Outcomes</p> <p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about conception and pregnancy</p> | <p>→ Who and why can people be affected by mental health? Understanding mental health is just as important as physical health and that anyone can be affected by mental ill-health. That negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>→ Where can you and others ask for help and support with mental wellbeing in and outside school?</p> <p>→ How can you get support for grief? Discuss grief and when you might be grieving? (Death and changes in life) Discuss the changes in behaviour and feelings. What strategies do you think might help?</p> | <p><b>Lesson plans to support teaching these sessions</b></p> <p><b>FIRST AID: CHOKING</b></p> <p><a href="#">Click here</a> to access St Johns Ambulance panning support materials</p> <p>→ <b>Identify a casualty who is choking</b></p> <p>→ <b>Assess and give first aid to a casualty who is choking</b></p> <p>→ <b>Seek medical help if required</b></p> <p>→ What is the difference between legal and illegal drugs? Discuss the effect of different drugs, the laws relating to them (including common everyday drugs - legal and illegal drugs)</p> <p>→ Vaping</p> <p>→ Why would someone choose to use or not use drugs? Discuss use of alcohol, nicotine, and medicines as well as illegal drugs.</p> <p>→ What organisations can people go to get help and support concerning drug use?</p> <p>→ What mixed messages are there in the media relating to drug use and how they might influence opinions and decisions?</p> <p>→ What does it mean to be more independent? How does it feel? What might it be like? How do you feel about moving to high school? Discuss feelings and how relationships might change.</p> <p>→ How will you manage the practical aspects of moving to</p> | <p><b>Lesson 1 CW, SRE</b></p> <p><b>How and why do our bodies change during puberty and prepare for reproduction?</b></p> <p><b>What changes to occur to our bodies to prepare us for reproduction? How do I keep my identify safe on and off-line?</b></p> <p><b>Lesson 1 CW, SRE</b></p> <p><b>How and why do our bodies change during puberty and prepare for reproduction? (HE)</b></p> <p><b>Lesson 2, CW, SRE</b></p> <p><b>What emotional and physical behaviours occur to our relationships? (RE)</b></p> <p>→ Discuss different types of adult relationships and what forms of touching is appropriate in relationships?(RE)</p> <p>→ What does it mean to be attracted to someone? Understand that people who love each other can be of any gender, ethnicity or faith. (RE)</p> <p>→ What are the qualities of a healthy relationship? Discuss everyone's right to be loved, the difference between gender identity and sexual orientation. (RE)</p> <p>→ How do couples show their love and commitment to one another? Address marriages are a formal and legal commitment of 2 people, forced marriages and how to get help. (RE)</p> <p><b>Lesson 3, CW,SRE</b></p> <p><b>What does it mean to have an intimate relationship between consenting adults? How does pregnancy occur? (SRE)</b></p> <p>→ How can we prevent pregnancy? (SRE)</p> |
|--|---|--|--|---|--|---|---|---|



|                       |   |          |          |                                      |  |                     |  |  |   |  |               |
|-----------------------|---|----------|----------|--------------------------------------|--|---------------------|--|--|---|--|---------------|
|                       | <p>upset, hurt or embarrass them or others? How do you report the misuse of personal information or sharing of upsetting content/ images online?</p> <p>→ Why are there age restrictions for social media, T.V, films, games and online gaming important? Discuss the different age restrictions and how they can make safe decisions about what to watch, use or play.</p> |          |          |                                      |  |                     |  |  | high school? Discuss strategies that can help to manage times of change and transition e.g. practicing the bus route to secondary school. | <p><b>Lesson 4. CW, SRE</b></p> <p>What are positive and negative ways of communicating in a relationship? (RE)</p> <p>When should we share personal or private information in a relationship? (HE)</p> <p>How and where we will go to get help if an online relationship goes wrong? (HE)</p> |               |
| <b>Key Vocabulary</b> | appropriate, inappropriate,   | pressure | conflict | prejudice, discrimination perpetuate | restrictions, regulations, manipulated, altered, faked, manipulate | gambling, financial |  |  | legal, illegal,   | attracted, identity, orientation, commitment, declaration, contraception   | gender sexual |

**NPA language**

|                |        |         |         |         |                 |            |           |           |            |       |           |         |         |            |         |              |             |           |             |            |
|----------------|--------|---------|---------|---------|-----------------|------------|-----------|-----------|------------|-------|-----------|---------|---------|------------|---------|--------------|-------------|-----------|-------------|------------|
| <b>EYFS</b>    | happy  | sad     | shy     | angry   | surprised       | scared     | excitable | tired     |            |       |           |         |         |            |         |              |             |           |             |            |
| <b>Phase 1</b> | joyful | unhappy | timid   | irate   | shocked         | fearful    |           | empty*    | empathetic | bored | confused  | anxious |         |            |         |              |             |           |             |            |
| <b>Phase 2</b> | elated | blue    | bashful | furious | appalled/amazed | frightened | impulsive | exhausted |            | calm  |           |         | envious | admiration | triumph | disappointed |             |           |             |            |
| <b>Phase 3</b> |        |         |         |         |                 |            |           |           |            |       | perplexed |         |         |            |         |              | embarrassed | nostalgic | sympathetic | interested |

\* make the connection between physical and mental 'tiredness'

|  |   |
|--|---|
| <b>Quality Assured resources to support planning</b> | <p>Link to resources to support planning: <a href="https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf">https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf</a></p> <p>Resources linked to Christopher Winterbourne Project- SRE: <a href="https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dv">https://drive.google.com/drive/u/0/folders/1Lh1VrqFtvOMVNoHo-xOQuqTXWi4Cr8Dv</a></p> |
|--|---|



**PSHE Calendar of Events**

|  |   |   |   |
|--|---|---|---|
| <b>September</b>   | <b>October</b>  | <b>November</b>   | <b>December</b>   |
| <ol style="list-style-type: none"> <li>1. National Inclusion Week</li> <li>2. Childhood Cancer Awareness Month</li> </ol>  | <ol style="list-style-type: none"> <li>1. World Mental Health Awareness Day</li> <li>2. Black History Month- 1st- 31st October</li> <li>3. International Day of Elder Persons</li> <li>4. Down Syndrome Awareness Month</li> </ol>  | <ol style="list-style-type: none"> <li>1. Anti-Bullying Week</li> <li>2. National Stress Awareness Day</li> <li>3. Alcohol Awareness Week</li> <li>4. National Road Safety Week</li> <li>5. World Armistice Day</li> <li>6. Alcohol Awareness Week</li> <li>7. International Men's Day</li> <li>8. Elimination of Violence Against Women's Day</li> <li>9. UK Disability History Month</li> <li>10. Islamophobia Awareness Month</li> </ol> | <ol style="list-style-type: none"> <li>1. World Aids Day</li> <li>2. UK Disability History Month</li> <li>3. International Day for the Abolition of Slavery</li> <li>4. International Day of People's with Disabilities</li> <li>5. Human Rights Day</li> </ol> |
| <b>January</b>   | <b>February</b>   | <b>March</b>  | <b>April</b>  |
| <ol style="list-style-type: none"> <li>1. World Braille Day</li> <li>2. Holocaust Memorial Day</li> <li>3. Martin Luther King Day</li> </ol>   | <ol style="list-style-type: none"> <li>1. LGBT history month</li> </ol>   | <ol style="list-style-type: none"> <li>1. International Day of Happiness</li> <li>2. International Women's Day</li> <li>3. Young Carers Action Day</li> <li>4. Disabled Access Day</li> <li>5. International Transgender Day of Visibility</li> </ol>   | <ol style="list-style-type: none"> <li>1. World Autism Week</li> <li>2. Stress Awareness Month</li> </ol>   |
| <b>May</b>   | <b>June</b>   | <b>July</b>   | <b>August</b>   |
| <ol style="list-style-type: none"> <li>1. Mental Health Awareness Week</li> <li>2. International day of Families</li> <li>3. Deaf Awareness Week</li> <li>4. International Day of Against Homophobia, Biphobia and Transphobia</li> <li>5. The Foster Care Fortnight Campaign</li> </ol> | <ol style="list-style-type: none"> <li>1. Refugee Week</li> <li>2. Windrush Day (22 June 1948)</li> <li>3. World Drug Day</li> <li>4. Learning Disabilities Week</li> <li>5. Carers Week</li> <li>6. Gypsy, Roma &amp; Traveller History Month</li> <li>7. Men's Health Week</li> </ol> | <ol style="list-style-type: none"> <li>1. World Hepatitis Week</li> <li>2. The Big Listen- Samaritans Awareness Day</li> <li>3. South Asian Heritage Month (-through to August)</li> <li>4. Sparkle (link to transgender)</li> </ol>  | <ol style="list-style-type: none"> <li>1. International Youth Day</li> <li>2. Manchester Pride</li> </ol>   |

**British Values**

|   |   |  |  |
|---|---|--|--|
| <b>The Rule of Law</b>  | <b>Mutual Respect and Tolerance For All</b>   | <b>Democracy</b>   | <b>Individual Liberty</b>  |
| The need for rules to make a happy, safe and secure environment to live and work. | Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. | A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. | Protection of your rights and the right of others you work with. |



## Relationships Education (RE), and Health Education (HE)

**By the end of the KS2, children at Hillcross will have been taught the following in Relationships Education (RE):**

|   |  |
|---|--|
| <p><b>Families and people who care for me</b></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>             |
| <p><b>Caring friendships</b></p>                  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>   |
| <p><b>Respectful relationships</b></p>            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| <p><b>Online relationships</b></p>                | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online</li> </ul>  |
| <p><b>Being safe</b></p>                          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>   |



**By the end of the KS2, children at Hillcross will have been taught the following in Physical Health and Mental Wellbeing Education (HE):**

|   |  |
|---|--|
| <p><b>Mental wellbeing</b></p>            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| <p><b>Internet safety and harms</b></p>   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>  |
| <p><b>Physical health and fitness</b></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>  |
| <p><b>Healthy eating</b></p>              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>   |
| <p><b>Drugs, alcohol and tobacco</b></p>  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>  |
| <p><b>Health and prevention</b></p>       | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to allergies, immunisation and vaccination.</li> </ul>  |
| <p><b>Basic first aid</b></p>             | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>   |
| <p><b>Changing adolescent body</b></p>    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>  |

Taken from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers By the end of primary school' document.

[Common themes taught in each year group](#) (See column with quality Assured resources to support planning)



[Click here to access resources on the PSHE Association](#)

[Thematic Model to plan from](#)

[tanja.doig@hillcross.merton.sch.uk](mailto:tanja.doig@hillcross.merton.sch.uk)

Abbydabby1++