

Year 1/ 2 – Autumn Term ‘A’ Year

1. developing confidence and responsibility and making the most of their abilities, 4. developing good relationships and respecting the differences between people

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Dimensions PSHE
<i>1d. to think about themselves, learn from their experiences and recognise what they are good at</i>	<ul style="list-style-type: none"> Developing Skills – Look What I can do 	<ul style="list-style-type: none"> I understand that as I grow I can do more and more things for myself I can think of something that I am good at 	
<i>4a. to recognise how their behaviour affects other people</i>	<ul style="list-style-type: none"> Friendship 	<ul style="list-style-type: none"> I can think about the skills involved in making friendships and maintaining them I know that my behaviour can make other people feel happy or sad 	<p>Unit 3 lesson 6 Unit 4 lesson 1,2,3 and 4</p>
<i>1c. to recognise, name and deal with their feelings in a positive way</i>	<ul style="list-style-type: none"> Feelings 	<ul style="list-style-type: none"> I am aware of my feelings I am trying to respond positively to my feelings 	<p>Unit 1 lessons 1, 2</p>
<i>4c. to identify and respect the differences and similarities between people</i>	<ul style="list-style-type: none"> Differences – appearance, abilities, personalities 	<ul style="list-style-type: none"> To enable children to identify and respect differences and similarities between people I can think about differences and similarities between people at my school 	<p>Unit 3 lesson 1 Unit 3 lesson 2</p>
<p><i>1a. to recognise what they like and dislike, what is fair and unfair, and is right and wrong</i></p> <p><i>4e. to know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</i></p>	<ul style="list-style-type: none"> Right and Wrong 	<ul style="list-style-type: none"> I can talk about things that I think are right and wrong I can share my opinions with others 	<p>Unit 3 lesson 5 Unit 3 lesson 1 (fair/unfair)</p>

Year 1/2 – Spring Term ‘A’ Year

2. preparing to play an active role as citizens. NB 2a – to take part in discussions with one other person and the whole class – throughout the unit

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<i>2b. to take part in a simple debate about topical issues 2d. to agree and follow rules for their group and classroom, understand how rules help them</i>	<ul style="list-style-type: none"> Debates – Playing Safe 	<ul style="list-style-type: none"> I know what a debate is I can participate in simple debates about personal/topical issues To work with others to agree rules for staying safe 	Unit 1 lesson 3, 4, 5 and 6 Fact / opinion
<i>2f. to understand that they belong to various groups and communities, such as family and school</i>	<ul style="list-style-type: none"> Family Membership – I know who I am 	<ul style="list-style-type: none"> I know what a family is To understand that families are important in shaping us 	Unit 2 lesson 2 and 3
<i>2c. to recognise the choices they can make, and recognise the difference between right and wrong</i>	<ul style="list-style-type: none"> Honesty 	<ul style="list-style-type: none"> I know that honesty is important in friendships and relationships I am aware that there are consequences of telling the truth or choosing to lie 	
<i>2e. to recognise that people and other living things have needs and that they have responsibilities to meet them</i>	<ul style="list-style-type: none"> Disability in our Community 	<ul style="list-style-type: none"> To develop an awareness of and respect for other people’s needs To begin to understand that engaging with and supporting others is good for us 	
<i>2g. to know what improves and harms their local, natural and built environments and about some of the ways people look after them</i>	<ul style="list-style-type: none"> Understanding the local environment 	<ul style="list-style-type: none"> I understand that my local environment has interesting places to visit I can think about what harms my local environment I can think about what improves my local environment 	
<i>2i. to realise that money comes from different sources and can be used for different purposes</i>	<ul style="list-style-type: none"> Money 	<ul style="list-style-type: none"> I know that money comes from different sources I can talk about what I spend money on 	Unit 3 lesson 1, 2, 3, 4, 5 and 6

Year 1/2 – Summer Term 'A' Year 3. *developing a healthy, safer lifestyle*

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Dimensions PSHE
<p>3a. <i>to make simple choices that improve their health and well-being</i> 3f. <i>that all household products, including medicines, can be harmful if not used properly</i></p>	<ul style="list-style-type: none"> Responsible choices Safety of medicines and household products 	<ul style="list-style-type: none"> To make informed choices concerning their own safety and well-being 	<p>Unit 5 lesson 3</p>
<p>3g. <i>to know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</i></p>	<ul style="list-style-type: none"> Personal safety 	<ul style="list-style-type: none"> I know I should always say no to strangers I can use my judgement to decide who is trustworthy I can use my judgement to decide what places/activities are safe 	<p>Unit 5 lesson 2 road safety Unit 5 lessons 4,5 and 6</p>
<p>3g. (as above)</p>	<ul style="list-style-type: none"> Fire hazards – Fire safety 	<ul style="list-style-type: none"> I can recognise potential fire hazards I know how to respond to a fire safely and responsibly 	
<p>3g. (as above)</p>	<ul style="list-style-type: none"> Sun Safety 	<ul style="list-style-type: none"> I know that the sun can burn my skin I know that the sun can lead to skin cancer I can think of ways to reduce the likelihood of getting burned 	
<p>3b. <i>to maintain personal hygiene</i> 3c. <i>to learn how some diseases spread and can be controlled</i></p>	<ul style="list-style-type: none"> Personal Hygiene 	<ul style="list-style-type: none"> I know that some diseases spread I Know how to maintain personal hygiene 	<p>Unit 2 lessons 4,5 and 6</p>
<p>3b. <i>to maintain personal hygiene</i></p>	<ul style="list-style-type: none"> Looking after my teeth 	<ul style="list-style-type: none"> I know some causes of tooth decay I can think of some preventative ways to reduce tooth decay 	<p>Unit 2 lessons 1, 2 and 3</p>
<p>3a. <i>to make simple choices that improve their health and well-being</i> 3d. <i>about the process of growing young to old and how people's needs change</i></p>	<ul style="list-style-type: none"> Healthy Lifestyles 	<ul style="list-style-type: none"> I know that exercise, rest and diet are important factors in a healthy lifestyle, and are for life long I can evaluate my lifestyle 	<p>Unit 2 lessons 4, 5 and 6</p>

Year 3/ 4 – Autumn Term ‘A’ Year 1. developing confidence and responsibility and making the most of their abilities, 4. developing good relationships and respecting the differences between people

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<p>4a. to know that their actions affect themselves and others, to care about other people’s feelings and try to see things from their points of view</p> <p>1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p>	<ul style="list-style-type: none"> Feelings and emotions 	<ul style="list-style-type: none"> I can recognise and identify different feelings I know what it feels like to be angry To explore positive ways of coping with anger 	
<p>4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop skills to be effective in relationships</p>	<ul style="list-style-type: none"> Family Relationships 	<ul style="list-style-type: none"> To explore relationships between brothers and sisters and look at some of the causes of conflict between them 	
<p>1c. to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p>	<ul style="list-style-type: none"> Challenges and personal organisation 	<ul style="list-style-type: none"> To explore the types of challenges that occur as children grow up To examine ways of dealing with a challenge To draw up and implement a personal action plan 	
<p>1e. to know about the range of jobs carried out by people they know, and to understand how they can develop the skills to make their own contribution in the future</p> <p>1f. to look after their money and realise that future wants and needs may be met through saving</p>	<ul style="list-style-type: none"> Jobs 	<ul style="list-style-type: none"> To explore the variety of jobs familiar to the children To examine ways of earning money To explore the decisions required in spending, saving and budgeting 	
<p>4e. to recognise and challenge stereotypes</p>	<ul style="list-style-type: none"> Stereotypes 	<ul style="list-style-type: none"> I know what a stereotype is I am starting to challenge stereotypes 	
<p>1d. to recognise, as they approach puberty, how people’s emotions change at the time and how to deal with their feelings towards themselves, their family and others in a positive way</p>	<ul style="list-style-type: none"> Physical & emotional development 	<ul style="list-style-type: none"> To explore change as a natural process I know the correct vocabulary for the parts of my body To examine ways of dealing with different emotions 	

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<i>2b. to understand why and how rules... are made and enforced... why different rules are needed in different situations and how to take part in making and changing rules</i>	<ul style="list-style-type: none"> • Rules 	<ul style="list-style-type: none"> • I know why it is important to have different rules in different situations • I can draw up a code of behaviour for the classroom 	
<p><i>2b. to understand why and how rules and laws are made and enforced...</i></p> <p><i>2c. to realise the consequences of anti-social behaviour</i></p>	<ul style="list-style-type: none"> • Rules and Laws 	<ul style="list-style-type: none"> • I know what a law is • I know why and how laws are enforced • I can consider why society needs a police force • To explore vandalism and its consequences 	
<p><i>2i. to appreciate the range of national, regional, religious and ethnic identities in the UK</i></p> <p><i>2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism on individual and communities</i></p>	<ul style="list-style-type: none"> • Prejudice and discrimination 	<ul style="list-style-type: none"> • I know what prejudice is • I know it is misleading to judge by appearances • To explore the impact of racism on individuals and communities 	
<i>2j. to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</i>	<ul style="list-style-type: none"> • Environmental change 	<ul style="list-style-type: none"> • To help children explore how the countryside has changed over the last half century • I know that changes in the countryside affect wildlife habitats 	

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<i>3a. to know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</i>	<ul style="list-style-type: none"> • Exercise & Health 	<ul style="list-style-type: none"> • I can evaluate how much physical exercise I do • To encourage children to take responsibility for their own fitness 	
<i>3a. to know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</i>	<ul style="list-style-type: none"> • Healthy Eating 	<ul style="list-style-type: none"> • I know why it is important to eat and drink • I understand that different foods contain different nutrients and a healthy diet is balanced 	
<i>3d. to know which commonly available substances and drugs are legal and illegal, their affects and risks</i>	<ul style="list-style-type: none"> • Drugs and drug taking <p>Double Unit</p>	<ul style="list-style-type: none"> • I know that some drugs cure diseases and alleviate pain and suffering • To explore drug abuse and the reasons why some people take drugs which have not been prescribed to them • I know some commonly available substances (legal and illegal) 	
<i>3d. to know which commonly available substances and drugs are legal and illegal, their affects and risks</i>	<ul style="list-style-type: none"> • Alcohol and alcoholism 	<ul style="list-style-type: none"> • I know what alcohol is • To understand what effect alcohol has on the body 	
<i>3f. to know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</i>	<ul style="list-style-type: none"> • Peer pressure 	<ul style="list-style-type: none"> • To explore and practise ways of resisting unwanted pressure • To determine when an influence becomes unwanted pressure 	

Year 5 – Autumn Term ‘A’ Year 1. developing confidence and responsibility and making the most of their abilities, 4. developing good relationships and respecting the differences between people

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<i>4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop skills to be effective in relationships</i>	<ul style="list-style-type: none"> Family Relationships 	<ul style="list-style-type: none"> To explore roles, relationships and responsibilities within the family To examine how household tasks are shared in different families 	
<i>4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</i>	<ul style="list-style-type: none"> Peer relationships – groups & gangs 	<ul style="list-style-type: none"> To learn ways that conflicts can be resolved and people can live together in harmony To understand how it feels to be victimised 	
<i>1d. to recognise, as they approach puberty, how people’s emotions change at the time and how to deal with their feelings towards themselves, their family and others in a positive way Links to 3c – about how the body changes as they approach puberty</i>	<ul style="list-style-type: none"> Puberty (Double Unit) 	<ul style="list-style-type: none"> I know what puberty is and when it happens I understand some of the physical changes which take place during puberty I know that emotions change when puberty starts 	
<i>1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</i>	<ul style="list-style-type: none"> Self - evaluation 	<ul style="list-style-type: none"> I can think about my strengths and recognise the positive things about myself I can think about who I admire and why 	
<i>1c. to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</i>	<ul style="list-style-type: none"> Feelings & emotions - coping with change 	<ul style="list-style-type: none"> To help children understand the feelings they may experience when changes occur in their lives To explore how children may feel when people move house and look at reasons why people move 	

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<i>2b. to know why and how rules... are made and enforced... why different rules are needed in different situations and how to take part in making and changing rules</i>	<ul style="list-style-type: none"> Rules and rule breakers 	<ul style="list-style-type: none"> To gain an insight into making rules and laws To develop awareness of the purpose and importance of rules/laws. Eg. stealing 	
<i>2g. to know what democracy is and about the basic institutions that support it locally and nationally</i>	<ul style="list-style-type: none"> Democracy 	<ul style="list-style-type: none"> I know what democracy is I know some local and national institutions that support democracy 	
<p><i>2i. to appreciate the range of national, regional, religious and ethnic identities in the UK</i></p> <p><i>2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism on individual and communities</i></p> <p><i>2e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences</i></p> <p><i>4f. to know that differences and similarities between people arise from a number of factors, including cultural, racial and religious diversity, gender and disability</i></p>	<ul style="list-style-type: none"> Prejudice and discrimination 	<ul style="list-style-type: none"> To encourage children to consider how we can judge what a person is like I know that there are different forms of prejudice To gain an insight into the wider community and global issues 	
<i>2j. to know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</i>	<ul style="list-style-type: none"> Air pollution 	<ul style="list-style-type: none"> I know what air pollution is and what causes it I know how acid rain is formed and what its effects are 	
<i>2h. to recognise the role of voluntary, community and pressure groups</i>	<ul style="list-style-type: none"> Animal rights 	<ul style="list-style-type: none"> To explore the nature of groups To examine the different types of groups To research the variety of groups in the community 	

Year 5 – Summer Term 'A' Year 3. developing a healthy, safer lifestyle

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<i>3b. to know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</i>	<ul style="list-style-type: none"> • The good, the bad and the ugly – bacteria & viruses <p>Double Unit</p>	<ul style="list-style-type: none"> • I know that there are healthy and unhealthy bacteria • I know the effects of some bacteria and viruses on the body • I know some simple routines to reduce the spread of viruses and bacteria 	
<i>3g. to understand school rules about health and safety, basic emergency aid procedures and where to get help</i>	<ul style="list-style-type: none"> • Health & Safety, First Aid <p>Double Unit</p>	<ul style="list-style-type: none"> • I know the basic rules for first aid • I understand how to keep myself safe • I recognise potential hazards and dangers 	

Year 6 – Autumn Term ‘A’ Year 1. developing confidence and responsibility and making the most of their abilities, 3. developing a healthy, safer lifestyle

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<p>3f. to know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p>	<ul style="list-style-type: none"> • Pressure 	<ul style="list-style-type: none"> • I know that pressure to behave in an unacceptable/risky way can come from a variety of sources. • To explore basic techniques for resisting pressure 	
<p>3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p>	<ul style="list-style-type: none"> • Risks 	<ul style="list-style-type: none"> • To explore the concepts of safety and risks • To explore personal safety, discuss physical contact and whether it is acceptable/unacceptable 	
<p>3c. to learn about how the body changes during puberty 1d. to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way 4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships 2e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences</p>	<ul style="list-style-type: none"> • Sex Education – adolescence (Double Unit) 	<ul style="list-style-type: none"> • To explore the process of change in adolescence • To understand the differences between boys and girls • To appreciate the wide variations between individuals 	

Year 6 – Spring Term ‘A’ Year 3. developing a healthy, safer lifestyle, 4. developing good relationships and respecting the differences between people, and links to 2. preparing to play an active role as citizens

PSHCE Strand	Unit of Study	Teaching / Learning Objective	Note resources used / comments
<p><i>3d. to know which commonly available substances and drugs are legal and illegal, their effects and risks</i> <i>2h. to recognise the role of voluntary, community and pressure groups</i> <i>2c. to realise the consequences of anti-social and aggressive behaviours on individual and communities</i> <i>2e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences</i> <i>2k. to explore how the media present information</i></p>	<ul style="list-style-type: none"> • Drugs (Double Unit) 	<ul style="list-style-type: none"> • To explore issues about drugs • To extend understanding of the range of drugs and risks associated with their use • To identify some safety rules 	
<p><i>4g. to know where individuals, families and groups can get help and support</i> <i>Links to 2h. To recognise the role of voluntary, community and pressure groups</i></p>	<ul style="list-style-type: none"> • Seeking help <p>Double Unit</p>	<ul style="list-style-type: none"> • To explore where individuals, families and groups can get help and support • I know that there are a number of places to seek help, including: help lines, councils, doctors and emergency services 	

Year 6 – Summer Term 'A' Year 1. developing confidence and responsibility and making the most out of their abilities, 4. developing good relationships and respecting the differences between people

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<p><i>1c. to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</i></p> <p><i>1a. to talk and write about their opinions and explain their views, on issues that affect themselves and society</i></p> <p><i>Links to 2a. To research, discuss and debate topical issues, problems and events</i></p>	<ul style="list-style-type: none"> • Transition to Secondary School <p>Double Unit</p>	<ul style="list-style-type: none"> • To explore the changes that are likely to take place and offer advice on how to cope with them • To explore children's concerns and worries 	
<p><i>1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</i></p> <p><i>Links to 2f. to resolve differences by looking at alternatives, making decisions and explaining choices</i></p> <p><i>To respect differences between people: challenging homophobia, biphobia and transphobia</i></p>	<ul style="list-style-type: none"> • Self- worth <p>Double</p> <p>Unihttp://www.stonewall.org.uk/get-involved/education/primary-schools/free-2014-film-dvd-and-lesson-plans (also have children's workbooks)</p>	<ul style="list-style-type: none"> • I can recognise and discuss some positive things about myself and my achievements • I can recognise mistakes I may have made • I can set personal goals 	