

# Hadley Wood Primary School

## PSHE Curriculum Overview



### Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

## Curriculum Intent:

At Hadley Wood, our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be confident, capable and caring learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

At Hadley Wood we see Personal, Social, Health and Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

The aims within the PSHE and RSE curriculum meet the needs of every individual child and through the teaching of the subject and the overarching vision of the school; learning is tailored to meet the needs of children.

Our PSHE education programme promotes the core school values and has been designed around these three main strands:

- Confident
- Capable
- Caring

## How we plan for and teach PSHE, RSE and P4C:

In order to reflect the needs of our pupils, we have designed our curriculum to be based under the themes of "confident, capable and caring" in line with our school values.

The children engage with a weekly PSHE lesson which has been carefully adapted from the You, Me and PSHE scheme of work from Islington. Over the half term the children will develop their understanding of a theme, this theme is then revisited over a number of years. PSHE is taught mainly with various hands-on activities, discussions, debates and circle time, with opportunities to consider the impact of the topics discussed on the pupils' individual lives.

Our school considers Relationships and Sex Education (RSE) to be an integral part of the PSHE Education, with elements also contained in the science curriculum. We aim to offer pupils a carefully planned curriculum covering: human development, relationships, sexuality and family life all within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published by the DfE in June 2019 but updated in September 2021. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We ensure RSE is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our RSE programme is taught through a range of teaching methods and interactive activities.

The new RSE curriculum is delivered within PSHE lessons, information about the units being taught is shared with our parents prior to the lessons being delivered to further promote the home school partnership.

Each week the pupils partake in a P4C session. The Philosophy for Children (P4C) approach is used to stimulate further discussions where the aim is 'not to win an argument' but to gain a deeper understanding of different approaches and viewpoints held by those around us in order that we may develop our own understanding and empathy. You can read more about the P4C approach by clicking (<https://p4c.com/about-p4c/>). We are exceptionally proud of the inspirational people that our pupils have chosen to represent their class names and have written in a unit for each group about their inspirational person as part of our P4C approach.

### What you will see in our PSHE lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children's **enquiry and curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**building blocks**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high **aspirations** of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

### PSHE Long Term Overview EYFS – Year 6

| Development matters |  |                      | Curriculum provision  | Contribution on wider PSHE knowledge and what later content this prepares for   |
|---------------------|--|----------------------|---|---|
| 30-50 Months        | Personal, Social and Emotional Development | Making Relationships | <p><b>Making Relationships</b></p> <p>Opportunities to join in with circle activities and parachute games.</p> <p>Participate in turn taking games with adult support.</p> <p>During circle time activities children will discuss how to be a good friend and begin to understand what is right and wrong and being responsible for your actions.</p> | <p>All elements of the PHSE curriculum in EYFS lay the foundations for learning within the spiral curriculum approach within the school.</p> <p>Pupils will cover a range of topics including:</p> <ul style="list-style-type: none"> <li>- Physical Health and Wellbeing</li> <li>- Keeping Safe and Managing Risk</li> <li>-Identity, Society and Equality</li> <li>-Drug, Alcohol and Tobacco Education</li> <li>-Mental Health and Emotional Health</li> <li>-Careers, Financial Capability and Economic Wellbeing</li> </ul> <p>Relationships and Health Education</p> |
|                     |  | Self-confidence      |   |   |

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|              |  | and self-awareness                 | <ul style="list-style-type: none"> <li>• Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help</li> </ul>   | <p>Support children with making friends and sharing resources.</p> <p>Develop confidence to speak in a familiar group.</p> <p>Play cooperatively on the bikes and scooters, taking turns with others and solving disagreements more independently.</p> <p><b>Self-confidence and Self-awareness</b></p>  | <p>All of these units have been planned to support the schools values of confident, capable and caring.</p> <p>Further to this pupils are confident to talk to other children when playing, and will communicate freely about own home and community. This is build upon during our PHSE session, circle times and P4C sessions.</p> |
|              |  | Managing feelings and behaviour    | <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine</li> </ul> | <p>Try new activities and select resources independently.</p> <p>Children will be encouraged to express their own feelings.</p> <p>Share 'All About Me' books created during the summer, using photographs to initiate discussions about a past family holiday or day out.</p> <p>Look at photographs to prompt discussion on how we have changed. What could we do as a baby? What can we do now?</p> |  |
| 40-60 Months | Personal, Social and Emotional Development | Making relationships               | <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>   | <p>When sharing stories and engaging in mark making activities children will create self portraits and draw their families, discussing the similarities and differences between themselves and others.</p>   |  |
|              |  | Self-confidence and self-awareness | <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities</li> </ul>   | <p>Through stories and circle time activities children will discuss the</p>  |  |

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|     |  | Managing feelings and behaviour | <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul>       | <p>importance of managing their own personal hygiene and keeping their hands to themselves.</p> <p>Develop confidence to speak in a familiar group through play and small group activities.</p> <p>Develop listening skills – Listening on the carpet and during assembly.</p> |  |
| ELG | Personal, Social and Emotional Development | Building Relationships          | <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>  | <p>Get changed for PE with minimal adult support.</p> <p>To be able to eat healthy and know the importance of a healthy lifestyle such as keeping active, drinking water and sleeping well.</p>  |  |
|     |  | Managing Self                   | <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> | <p><b>Managing Feelings and Behavior</b></p> <p>Introduce the visual timetable to support children in learning the routines of the school day.</p> <p>Learning the 'Good to be Green' behaviors and system through a simplified version.</p>                                   |  |
|     |  | Self-Regulation                 | <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged</li> </ul>          | <p>Make class rules together and take photographs of great role models.</p> <p>Understand what is right and wrong and being responsible for your actions.</p>  |  |

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|  |  |  | <p>in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Play games to support children to follow instructions involving several ideas or actions.</p> <p>During circle time discussions introduce our school values and celebrate when children are demonstrating these values.</p> <p>Develop the confidence to work independently.</p> |  |
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| Year 1          | Substantive Knowledge Content based around a Big Question | Recurring themes, ideas and language  | Contribution on wider PSHE knowledge and what later content this prepares for  |
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| <b>Autumn 1</b> | <b>Physical health and wellbeing:</b> Fun times           | <p>Pupils learn about food that is associated with special times, in different <b>cultures</b>. They learn about some of the food and drinks associated with different <b>celebrations</b> and <b>customs</b>. Pupils learn about active <b>playground games</b> from around the world and describe how to play different active playground games. They can recognise how active playground games make them feel and make choices about which game to play, based on their feelings, likes and dislikes and what they are good at. Pupils learn about sun-safety and know about some of the effects of too much sun on the body. They can describe what people can do to protect their bodies from being damaged by the sun and know what they will need and who to ask for help if they going out in strong sun.</p> | <p>The learning in this unit prepares pupils to consider physical health and well-being throughout the <b>PE and Science curriculum</b>, ensuring that children make healthy and safe choices. Pupils learning about physical health prepares pupils to consider the <b>importance of a balanced diet and hygiene in Year 2 and Year 3</b> and the <b>impact that the media has on food messages in Year 5</b>.</p>  |
|                 | Food associated with special times                        |   |  |
|                 | Global playground games                                   |   |  |
|                 | Sun safety  |   |  |
| <b>Autumn 2</b> | <b>Keeping safe and managing risk:</b> Feeling safe       | <p>Pupils learn about safety in familiar situations and recognise the difference between <b>'real' and 'imaginary' dangers</b>. They understand that there are situations when secrets should not be kept and know to tell a trusted adult if they feel unsafe. Pupils learn about personal safety. They are taught to recognise the difference between <b>good and bad touches</b> and understand there are <b>parts of the body which are private</b>. They know who they can go to, what to say or do if they feel <b>unsafe</b> or worried. Pupils learn about people who help keep them safe outside the home and identify situations where they might need help. Pupils</p>   | <p>This unit forms the foundations for pupils to consider risk and their personal safety throughout the PHSE curriculum. <b>In Year 2 pupils consider safety at home, in fires outside and on the road as well as keeping safe online (further developed in Year 4)</b>. Personal safety is echoed throughout the curriculum where children consider the topic of <b>bullying in Year 3</b>. <b>Online safety is revisited in Year 4,5 and 6</b>, as well as staying safe in relationships and relationships with others e.g. anti social behaviour.</p> |
|                 | Staying safe in familiar situations                       |   |  |
|                 | Personal safety   |   |  |

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|                 | People who help us  | learn to identify people in the community who can help to keep them safe and know how to ask for help if they need it.   |   |
| <b>Spring 1</b> | <b>Identity, society and equality:</b> Me and others                              | Pupils learn about people who help <b>keep them safe outside the home and identify situations where they might need help.</b> They are taught to identify people in the <b>community</b> who can help to keep them safe and know how to ask for help if they need it. Pupils learn about <b>roles and responsibilities at home and school.</b> They can explain why it is important to take responsibility at school and at home (including looking after the local environment). Pupils learn about being <b>co-operative</b> with others and recognise different types of <b>helpful and unhelpful behaviour</b> in the playground and in the classroom. Pupils learn to challenge unhelpful behaviour in a positive way and understand how their behaviour can affect others. | The themes from this topic are further developed in <b>Year 3 where pupils celebrate difference and the community. In Year 4 pupils study democracy and law making and in Year 5 this is further developed through the consideration of stereotyping and gender equality. In Year 6 roles and responsibility is studied through human rights and the UN convention on the Rights of the Child.</b>                                |
|                 | Identify people who can help keep us safe   |  |   |
|                 | Roles and responsibility at home and school                                       |  |   |
|                 | Behaviour and how to affect change in a positive way                              |  |   |
| <b>Spring 2</b> | <b>Drug, alcohol and tobacco education:</b> What do we put into and on to bodies? | Pupils learn about what can go into bodies and how it can make people feel. They are able recognise that different things that go into bodies can make people feel good or not so good. Pupils can identify whether a <b>substance</b> might be harmful to take in and know how to ask for help if they are unsure whether something should go into the body. Pupils learn about what can go on to bodies and how it can make people feel. They learn that substances can be absorbed through the skin and are able to recognise that different things that people <b>put on to bodies can make them feel good or not so good.</b> Pupils can state some <b>basic safety rules</b> for things that go on to the body.  | This unit forms the foundations for the pupils to study the importance of <b>medicines and their safety in Year 2, Tabacco as a drug in Year 3, the risks of alcohol in Year 4 and strategies for resisting peer pressure in Year 5 and 6.</b>  |
|                 | What we put into our bodies and how it makes people feel                          |  |   |
|                 | What goes onto our bodies and how it makes people feel                            |  |   |
|                 | Safety rules  |  |   |
| <b>Summer 1</b> | <b>Mental health and emotional wellbeing:</b> Feelings                            | Pupils learn about different <b>types of feelings</b> and can name different feelings (including <b>emotions</b> that make us feel good and not-so-good). They recognise that people may feel differently about the same situation and can identify how different emotions look and feel in the body. Pupils learn about <b>managing different feelings</b> and recognise that some feelings can be stronger than others. They can describe some ways of managing different feelings and know when to ask for help. Pupils learn about <b>change or loss</b> and how this can feel and describe how  | The Hadley Wood curriculum prioritises mental health and emotional wellbeing throughout pupils understanding of emotions and strategies for dealing with them. <b>In Year 2 pupils study friendship, in Year 3 personal achievements and dealing with setbacks.</b> Each year the building blocks are paved for pupils to develop confidence and self awareness of their personal mental health and supporting those around them. |
|                 | Emotions  |  |   |
|                 | Know when to ask for help   |  |   |

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|                 | Change and loss   | people might feel when there is a change or loss. They recognise what they can do to help themselves or someone else who may be feeling unhappy   |   |
|                 | How to help themselves and others                                     |   |   |
| <b>Summer 2</b> | <b>Careers, financial capability and economic wellbeing:</b> My money | Pupils learn about where money comes from and making <b>choices</b> when <b>spending money</b> . They understand that people get money in different ways ( <b>earn, win, find, presents, pocket money, borrow, benefits</b> ). Pupils recognise that people make choices about what to buy and understand that they may not always be able to have all the things they want. Pupils learn about <b>saving money</b> and how to keep it safe. They understand why people might want to save their money and can say how it feels to save for something you really want. They recognise where money is stored to keep it safe and some places are safer than others. Pupils learn about the different jobs people do and know that there are a range of jobs that people can do. They recognise that both men and women are able to do a range of <b>jobs</b> and understand that having a job means people can earn money. | The learning in this unit supports pupils to understand the value of money and making financial choices which forms the basis for understanding the <b>risks associated with borrowing and earning money in Year 2, saving, spending and budgeting in Year 3 and in Year 5 where pupils learn about enterprise and what influences people's career decisions.</b>   |
|                 | Where money comes from  |   |   |
|                 | Make financial choices  |   |   |
|                 | Saving money  |   |   |
|                 | Jobs  |   |   |
| <b>Year 2</b>   | <b>Substantive Knowledge Content based around a Big Question</b>      | <b>Recurring themes, ideas and language</b>   | <b>Contribution on wider PSHE knowledge and what later content this prepares for</b>  |
| Autumn 1        | <b>Physical health and wellbeing:</b> What keeps me healthy?          | Pupils learn about <b>eating well</b> and know what a <b>healthy diet</b> looks like. They can identify who helps them make choices about the food they eat and know the benefits of a healthy diet (including <b>oral health</b> ). Pupils learn about the importance of <b>physical activity, sleep and rest</b> and explain why it is important to rest and get enough sleep, as well as be active. They understand that an hour a day of physical activity is important for good <b>mental and physical health</b> . Pupils learn about how <b>germs</b> are spread, how we can prevent them spreading and people who help us to stay healthy and well. They can describe everyday routines to help take care of their bodies, including oral health. Pupils understand how basic <b>hygiene</b> routines can stop the spread of <b>disease</b> .   | Our whole school focus on physical health and wellbeing is echoed throughout Science, PE and Forest School and Assemblies as part of our commitment to ensure that ever pupil leaves the school being "confident, capable and caring". <b>This learning lays the foundations for further focus on making health choices about food and the impact of advertising in Year 3, religious, moral, cultural and health reasons for food choices in Year 4 and the impact of advertising and the media in Year 5.</b> |
|                 | Healthy diets   |   |   |
|                 | Exercise  |   |   |
|                 | Physical and mental well being  |   |   |
|                 | Hygiene   |   |   |

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| Autumn 2       | <p><b>Mental health and emotional wellbeing:</b></p> <p>Friendship</p> <p>Special people</p> <p>Making friends</p> <p>Resolving conflicts within friendships</p> <p>Online safety</p>                 | <p>Pupils learn about the importance of <b>special people</b> in their lives and identify people who are special to them. They understand what makes a <b>good friend</b> and can demonstrate how they show someone they care. Pupils learn about making friends and who can help with friendships (<b>on and offline</b>) and understand how people might feel if they are <b>left out or excluded from friendships</b>. They recognise when someone needs a friend and know some ways to approach making friends and know who they can talk to if they are worried about friendships. Pupils consider strategies for solving problems that might arise with friendships (on and offline) and identify some ways that friendships can go wrong. They describe some ways to sort out <b>friendship problems</b> and recognise that <b>difficulties</b> within friendships can usually be <b>resolved</b>.</p>  | <p>This unit continues to support the development of pupils understanding of mental health and well being. <b>In Year 3 pupils consider setting personal goals and dealing with set backs in positive ways. Online safety is focused on during our computing curriculum and also in Year 5 and 6 when considering the importance of keeping safe online.</b> Being a good friend is also weaved into our school values through the topics of community, kindness, respect and tolerance (values 2021-22).</p> |
| Spring 1 and 2 | <p><b>Relationships and health education:</b> Boys and girls, families</p> <p>Human life cycle</p> <p>Biological differences between male and female</p> <p>Reproduction</p> <p>Caring for others</p> | <p>Pupils understand and respect the <b>differences and similarities between people</b>. They are able to define difference and similarity and understand that <b>boys and girls</b> can do the same tasks and enjoy the same things. Pupils learn about the biological differences between <b>male and female animals</b> and their role in the <b>life cycle</b> and know that female <b>mammals</b> give <b>birth and nurse their young</b>. They learn the <b>biological differences</b> between male and female children and identify and name biological terms for male and female sex parts. They understand that the <b>male and female sex parts</b> are related to <b>reproduction</b>. Pupils learn about growing from young to old and that they are <b>growing and changing</b> and can identify key stages in the <b>human life cycle</b>. They understand some ways they have changed since they were babies and know that all living things including humans start life as <b>babies</b>. Pupils learn that everybody needs to be cared for and ways in which they care for others understand that we all have different needs and require different types of care. Pupils learn about different types of family and how their <b>home-life is special</b> and understand families care for each other in a variety of ways.</p> | <p><b>Pupils continue to learn about the human lifecycle in Year 4 including the physical changes associated with puberty and hygiene. This is further studied in Year 6, where the foundations from Year 2 support pupils to study the physical process of human reproduction, the roles and responsibilities of parents and carers and gender stereotyping and sexuality.</b></p>   |

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| <p>Summer 1</p>      | <p><b>Keeping safe and managing risk:</b><br/>Indoors and outdoors</p> <p>Keeping safe at home</p> <p>Fire safety</p> <p>Staying safe online</p> <p>Staying safe outside</p>  | <p>Pupils look at <b>different safety risks</b> within the home and how to <b>manage these risks safely</b>. They consider the steps they need to take should there be an <b>emergency</b> and understand that they can begin to take <b>responsibility</b> for their <b>own safety</b>. Pupils explore the <b>importance of fire safety and the measures around the home</b> that can keep them safe e.g. a fire alarm and to ring 999 in an emergency. They look at what to do in a fire and the <b>safest course of action</b>. Pupils consider the importance of <b>online safety</b> and the rules they need to follow for being safe online. Pupils consider the benefits and risks of going online and how they are responsible for their own online safety. They consider rules for keeping safe outside near water and how to <b>assess whether a situation is safe or unsafe</b>. Understand the importance of always telling someone where they are going or playing.</p> | <p>Pupils learn about keeping safe in a variety of situations in Year 2, this knowledge of how to keep themselves safe supports their understanding of how to <b>recognise different types of bullying and how to respond to incidents, including as a witness in Year 3</b>. Pupils in year 4 continue to learn about staying safe online with a focus on computer gaming habits, they also revisit staying safe outside including near roads, rail, water building sites and around fireworks. Pupils learn what to do in an emergency and basic first aid. Online safety is further explored in year 5 and 6 where pupils consider how to stay safe out and about in the local area in preparation for secondary school.</p> |
| <p>Summer 2</p>      | <p><b>Drug, alcohol and tobacco education:</b><br/>Medicines and me</p> <p>Reasons for using medicines</p> <p>Different types of medicines</p> <p>Safety around medicines</p> | <p>Pupils explore the different reasons for using <b>medicines</b> and how they help us. They consider whether medicine is always needed when someone feels <b>ill</b> or whether resting, a hot drink or other alternatives could also be beneficial. Pupils consider how to be safe around medicines and why they must only take a medicine given to them by a <b>trusted adult</b>. They consider different scenarios about being safe around medicines and discuss their own <b>personal safety</b> tips.</p>  | <p>Having learnt about staying safe with medicines in Year 2, <b>pupils in Year 3 look at the definition of a drug and learn that drugs (including medicine) can be harmful to people. They develop their understanding of different types of medicines, when learning about Asthma and treatments for it. In Year 4 pupils learn that there are drugs (other than medicines) which are common in daily life and why people might choose to use them. This paves the way for learning about risks and managing situations in Year 5 and 6.</b></p>  |
| <p><b>Year 3</b></p> | <p><b>Substantive Knowledge Content based around a Big Question</b></p>   | <p><b>Recurring themes, ideas and language</b></p>   | <p><b>Contribution on wider PSHE knowledge and what later content this prepares for</b></p>   |
| <p>Autumn 1</p>      | <p><b>Drug, alcohol and tobacco education:</b> Tobacco is a drug</p> <p>Drugs including medicines</p> <p>Laws surrounding tobacco</p> <p>Effects on the body</p>              | <p>Pupils learn the <b>definition of a drug</b> and that drugs (including medicines) can be <b>harmful</b> to people and recognise that <b>tobacco</b> is a drug. Pupils learn about the effect and risks of <b>smoking tobacco</b> and <b>second-hand smoke</b> on the body and can express what they think are the most important benefits of remaining smoke free. Pupils recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young</p>   | <p><b>In Year 4 pupils use their knowledge from this unit to look at the laws and risks associated with alcohol, in Year 5 pupils look at a range of smoking drugs including e cigarettes, cigarettes, shisha and cannabis and strategies to resist pressure from other in relation to drugs and alcohol. This is further explored in year 6 when looking at a range of drugs both legal and</b></p>  |

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|          | <p>Benefits of stopping smoking and the help available</p> <p>Asthma- symptoms of an asthma attack</p> <p>Treatment for an asthma attack</p>   | <p>people and second-hand smoke. Pupils learn about the help available for people to remain smoke free or stop smoking. Pupils know what asthma is and how it can affect people and recognise the symptoms of an asthma attack. They understand how people with <b>asthma</b> can look after themselves - <b>treating asthma</b> as a condition and treating an <b>asthma attack</b>.</p>   | <p><b>illegal and how to manage risk in situations involving drug use.</b></p>   |
| Autumn 2 | <p><b>Keeping safe and managing risk:</b><br/>Bullying – see it, say it, stop it</p> <p>Types of bullying, including cyber bullying and racism</p> <p>Bystander behaviour</p> <p>How to get help</p>                         | <p>Pupils learn to recognise <b>bullying (including online)</b> and how it can make people feel and can identify the difference between <b>falling out</b> with someone and bullying. They understand how bullying can make people feel and why this is unacceptable.</p> <p>Pupils learn about different types of bullying and how to respond to incidents of bullying and can name different types of bullying (including <b>cyberbullying, racism</b>). They are taught to identify the different ways bullying can happen (including online) and can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help. Pupils learn about what to do if they witness bullying and understand the role of bystanders and the important part they play in reducing bullying. They know how and to whom to <b>report incidents of bullying</b>, where to get help and support.</p> | <p>Bullying is a topic continually visited in our school assemblies when considering how to be kind and respectful to others. <b>In Year 5 pupils explore the concept of bullying through learning about violence within relationships being unacceptable. In Year 6 this is further looked at when looking at anti- social behavior including gangs and game related behaviour.</b></p>   |
| Spring 1 | <p><b>Mental health and emotional wellbeing:</b><br/>Strengths and challenges</p> <p>Growth Mindset</p> <p>Goals and challenges</p> <p>Strategies for dealing with put downs</p> <p>Positive ways to deal with set backs</p> | <p>Pupils learn about <b>celebrating achievements</b> and setting <b>personal goals</b> and explain how it feels to be challenged, try something new or difficult, including a focus on <b>growth mindset</b>. They can plan the steps required to help achieve a <b>goal or challenge</b> and are able to celebrate their own and others’ skills, strengths and attributes. Pupils learn about dealing with putdowns and can demonstrate a range of <b>strategies for dealing with put-downs</b> and recognise what is special about themselves. Pupils learn about positive ways to deal with set-backs They can describe how it feels when there are set-backs and know some positive ways to <b>manage set-backs</b>. They know how to ask for help or support and recognise that everyone has set-backs at times, and that these cannot always be controlled.</p>  | <p>Growth Mindset is focused on throughout the school and is woven into our teaching and phrasing to pupils. <b>In Year 5 pupils consider how they deal with feelings including the physical impact of this on the body and how to deal with grief and bereavement and in Year 6 [pupils consider what is mental health and how this is affected as well as the stigma and discrimination that can surround mental health.</b></p> |

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| Spring 2 | <p><b>Identity, society and equality:</b> Celebrating difference</p> <p>Similarities and differences between people</p> <p>Community</p> <p>Being part of a group</p> <p>Standing up for themselves</p>               | <p>Pupils learn about valuing the similarities and differences between themselves and others Pupils know that differences and similarities between people arise from a number of factors including <b>family, culture, age, gender, personal interests, belief</b>. They understand that peers might be similar or different to each other but can play or work together. Pupils learn about what is meant by <b>community</b> and can explain what being part of a community means. They recognise some of the different groups or communities they belong to and their role within them. Pupils value and appreciate the <b>diverse communities</b> that exist and how they connect. Pupils learn about belonging to groups. They can identify <b>positive and negative aspects of being a member of a group</b> and acknowledge that there may be times when they don't agree with others in the group. Pupils understand that they can stand up for their own point of view against opposition.</p> | <p><b>This unit forms the building blocks for pupils to learn about democracy in Year 4, prejudice and discrimination in Year 5 and human rights and refugees in Year 6.</b> While all of these topics are taught as PHSE units, they are also part of our P4C and British Values teaching and part of our curriculum, as they are threaded through a range of subject in school including English and Humanities.</p> |
| Summer 1 | <p><b>Careers, financial capability and economic wellbeing:</b> Saving, spending and budgeting</p> <p>Influences</p> <p>Value for money</p> <p>Keeping records of expenditure</p> <p>Saving</p> <p>Career choices</p> | <p>Pupils learn about what influences people's choices about <b>spending and saving money</b>. They are able to recognise when people are trying to pressure them to spend their money and how this feels and can make decisions about whether something is <b>'value for money'</b>. Pupils learn how people can keep track of their money and keep simple records to keep track of their money. They can ask simple questions about needs and wants and decide how to spend and save their money. They learn about the best places people can go for help about money. Pupils learn about the world of work and know there are a <b>range of jobs, paid and unpaid, including shift work, full-time, part-time work</b>. They know about a number of different jobs people do and identify the <b>skills and attributes</b> needed for different jobs. They develop <b>high aspirations</b> about their <b>career choices</b>.</p>  | <p>Pupils used the knowledge acquired to prepare them for learning about <b>enterprise, borrowing money and the risks associated and further explore career choices in Year 5.</b></p>   |
| Summer 2 | <p><b>Physical health and wellbeing:</b> What helps me choose?</p> <p>Eatwell plate</p> <p>Balanced diet</p> <p>Physical health</p> <p>Mental health</p>  | <p>Pupils learn about making <b>healthy choices about food and drinks</b>. They use the <b>Eatwell guide</b> to help make <b>informed choices</b> about what they eat and drink. They understand who and what, including the <b>role of the internet, influences their choices about food and drinks</b>. Pupils learn about how <b>branding</b> can affect what foods people choose to buy. They are able to compare similar products according to <b>packaging, taste, cost</b> and explain which they think is the best <b>'value for money'</b>.</p>  | <p><b>This unit prepares pupils to further consider the reasons behind food choices in year 4 and the impact of media advertising in Year 5.</b></p>   |

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|               | Pastimes   | They explore how this can affect what food people buy. Pupils learn about <b>keeping active</b> and some of the challenges of this. They are able to identify a range of physical activities that help <b>mental and physical health</b> and evaluate the levels of physical activity in different pastimes. They identify some choices they have about how to spend their <b>free time</b> and reflect on how to best use this time.  |   |
| <b>Year 4</b> | <b>Substantive Knowledge Content based around a Big Question</b>   | <b>Recurring themes, ideas and language</b>  | <b>Contribution on wider PSHE knowledge and what later content this prepares for</b>  |
| Autumn 1      | <p><b>Identity, society and equality:</b> Democracy</p> <p>Living in a democratic society</p> <p>Political parties</p> <p>Elections</p> <p>Laws</p> <p>Local council</p>   | <p>Pupils learn about Britain as a <b>democratic society</b> and what this means. They know that there are different <b>political parties</b> who differ in their views and understand that people have opportunities to influence decisions by <b>voting in elections</b>. Pupils learn about how laws are made and the importance of following them. They understand the contribution and influence that individuals and organisations can have on social and environmental change and recognise that <b>laws</b> help to keep people safe. Pupils learn about the <b>local council</b> and understand that the local council organises services under the guidance of the central government. They recognise there are limited resources for the needs of the <b>community</b> and know that people may have different views about how council money should be spent.</p> | <p>This unit forms the basis for pupils to have a mature response to considering how to best support others in the local and wider community, in <b>Year 6 pupils use this learning to reflect on how local council can support the communities including refugees and those people who are homeless.</b></p> |
| Autumn 2      | <p><b>Drug, alcohol and tobacco education:</b> Making choices</p> <p>Drugs in everyday life: caffeine, alcohol, tobacco and nicotine products.</p> <p>Effects and risks of drinking alcohol</p> <p>Laws and guidelines</p> | <p>Pupils learn that there are <b>drugs</b> (other than medicines) that are common in everyday life such as <b>caffeine, alcohol, tobacco or nicotine products</b>, and when they might be used. They can identify why a person may choose to use or not use a drug and are able to state some <b>alternatives</b> to using drugs. Pupils learn about the <b>effects</b> and risks of drinking alcohol and consider the <b>impact on the body</b>. They explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed and know that there are laws and <b>guidelines</b> related to the consumption of alcohol.</p>   | <p><b>The learning from this unit prepares pupils in Year 5 to learn about a wider range of drugs and the impact and risk associated and in Year 6 how to manage risk in a range of situations.</b></p>   |

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| Spring 1       | <p><b>Physical health and wellbeing:</b><br/>What is important to me?</p> <p>Food choices linked to religious, moral, cultural or health reasons</p> <p>Ethical farming, fair trade and seasonality</p> <p>Consumer choice</p> <p>Importance of sleep on physical and mental health</p> | <p>Pupils learn why people may eat or avoid certain foods (<b>religious, moral, cultural or health reasons</b>) and are able to communicate their own <b>personal food needs</b>. Pupils learn about other factors that contribute to people's food choices (such as <b>ethical farming, fair trade and seasonality</b>). They are able to talk about their views and express their opinions on factors that affect food choice and understand that <b>consumers</b> may have different views on the food they eat and how it is produced and farmed. Pupils learn about the importance of getting enough <b>sleep</b> on health and wellbeing. They know what can help people <b>relax</b> and sleep well and recognise the impact that too much <b>screen time</b> can have on a person's <b>health and wellbeing</b>.</p> | <p>Pupils continue to develop their understanding on the importance of physical health and well being from previous year groups as well as PE and Science.</p>  |
| Spring 2       | <p><b>Keeping safe and managing risk:</b> Playing safe</p> <p>Classification of computer games</p> <p>Safety near road, rails, building sites</p> <p>First aid and emergency care</p>   | <p>Pupils learn how to be safe in their <b>computer gaming habits</b>. They learn about the age rating / <b>classification system</b> and understand why some games are not appropriate for children to play.</p> <p>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks.</p> <p>Pupils identify and assess the level of risk of different activities in the local environment and recognise that in some situations there may pressure to behave in a way that doesn't feel safe. Pupils learn about what to do in an emergency and basic <b>emergency first aid procedures</b> and can demonstrate how to ask for help from a range of <b>emergency services using resources from the St Johns Ambulance Services</b></p>   | <p>When combined with previous units this learning supports pupils to stay safe in a range of situations, using resources to teach pupils basic first aid. <b>In Year 5 pupils further develop their understanding of making safe choices, revisiting online safety, as well as looking at violence within relationships and running away from home. In Year 6 pupils develop their understanding of increasing independence and anti social behaviour.</b></p> |
| Summer 1 and 2 | <p><b>Relationships and health education:</b><br/>Growing up and changing</p> <p>Human lifecycles</p> <p>Change during puberty</p> <p>Hygiene</p> <p>Emotions</p>   | <p>Pupils learn about the way we <b>grow and change</b> throughout the <b>human lifecycle</b> and understand that change is on-going. They learn about the <b>physical changes associated with puberty in males and females</b> and understand that everyone's experience of puberty is different and that it begins and ends at different times. Pupils understand that puberty effects emotions and everyone responds differently both physically and mentally during this time. Pupils learn about the impact of puberty on <b>physical hygiene</b> and strategies for managing this. They recognise the similarities between the needs and wants of boys and girls and challenge <b>gender stereotypes</b> around hygiene and grooming.</p>  | <p>Pupils begin to develop their understanding of puberty and human life cycles in preparation for learning about <b>conception and reproduction in more detail in Year 6, as well as friendships and intimate relationships.</b></p>   |

| Year 5                  | Substantive Knowledge<br>Content based around a Big Question                     | Recurring themes, ideas and language  | Contribution on wider PSHE knowledge and what later content this prepares for  |
|-------------------------|--|---|--|
| Autumn 1                | <b>Physical health and wellbeing:</b> In the media                               | Pupils learn that messages given on food adverts can be misleading and use <b>marketing messages</b> in order to make a product seem more healthy for <b>consumers</b> . They compare the health benefits of a food or drink product in comparison with an advertising campaign and identify advertising as one <b>influence</b> on people's choices about food and drink. Pupils learn about <b>role models</b> and are able to analyse how the media portray celebrities. They recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people and can explain why we need to be cautious about things we see, hear or read about in the media. Pupils learn about how the <b>media can manipulate images</b> and that these images may not reflect reality. They can describe how the media portrayal might affect people's feelings about themselves and <b>accept and respect that people have bodies that are different</b> . | Media awareness is an important topic for pupils to be aware of to ensure that pupils do not become victims of media manipulation. <b>This learning prepares pupils to consider the effects of the media on well being and mental health, studied within the Year 6 units on Healthy Minds.</b>  |
|                         | Food advertising   |   |  |
|                         | Role models and media influencers  |   |  |
|                         | Image manipulation   |   |  |
| Autumn 2                | <b>Identity, society and equality:</b> Stereotypes, discrimination and prejudice | Pupils learn about <b>stereotyping</b> , including <b>gender stereotyping</b> and can identify stereotypes as presented in the <b>media and wider world</b> . Pupils are supported to enable them to feel able to challenge gender stereotype. They learn about <b>diverse role models</b> and take part in a workshop to further improve <b>aspirations</b> . Pupils learn about prejudice and discrimination and how this can make people feel. Pupils identify some <b>discriminatory language (homophobic, sexist, disablist, racist and transphobic)</b> and know what to do if they experience discriminatory language at school. They understand how discriminatory language can make people feel and that this is unacceptable  | Pupils continue to consolidate their understanding of stereotypes and how to challenge them. <b>This prepares year 6 pupils to study identity, society and equality within Human Rights and consider the plight refugees as well as the UNCRC (children's rights) and homelessness.</b> These societal issues considered aim to ensure pupils are aware of the wider world and how they can help others, as they have moral responsibility to do this. |
|                         | Stereotyping including by gender   |   |  |
|                         | The role of the media in stereotyping  |   |  |
|                         | Diverse role models  |   |  |
|                         | Prejudice and discrimination   |   |  |
| Discriminatory language |  |   |  |
| Spring 1                | <b>Keeping safe and managing risk:</b> Making safer choices                      | Pupils learn about <b>keeping safe online</b> and understand that people can be influenced by things online. They can explain why what they see online might not be trustworthy and know when and how to <b>report</b> something that makes them feel <b>unsafe or uncomfortable</b> . Pupils learn how to stay safe when <b>communicating</b> with other people online and compare different kinds of online communication including friendships. They describe the <b>benefits and risks</b> of online-only friendships and can describe how to   | When added to the cumulative knowledge from the previous keeping safe and managing risks taughts throughout the curriculum, there is a secure foundation ready for the pupils to <b>learn about independence when being out and about, peer pressure and anti social behaviour studied within Year 6</b> . All of this work lays the foundations for pupils to transfer to secondary school.   |
|                         | Online Safety and friendships  |   |  |

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|          | Domestic Violence and Abuse  | respond to an online-only friend if the friend asks something that makes them uncomfortable. Pupils learn that <b>violence</b> within relationships is not acceptable. Pupils know what is meant by <b>domestic violence</b> and <b>abuse</b> and understand that nobody should experience violence within a relationship. They know what to do if they experience violence/ where to go for help, <b>advice and support</b> . Pupils learn about problems that can occur when someone goes missing from home and understand some of the reasons that might cause a young person to <b>run away or be absent from home</b> . They can identify the potential risks and dangers of <b>running away</b> or going missing and know who to talk to if they feel like running away.  |   |
|          | Running away from home and going missing                               |   |   |
| Spring 2 | <b>Mental health and emotional wellbeing:</b><br>Dealing with feelings | Pupils learn about a wide range of <b>emotions and feelings</b> and how these are experienced in the body and understand how the same feeling can be expressed differently. They recognise how emotions can be expressed appropriately in different situations. Pupils learn about times of change and how this can make people feel. They identify situations when someone may feel <b>conflicting emotions</b> due to <b>change</b> and can identify ways of <b>positively coping</b> with this.<br><br>Pupils learn about the feelings associated with <b>loss, grief and bereavement</b> and recognise that at times of loss, there is a period of grief that people go through. They understand there are a range of feelings that accompany bereavement and know that these are necessary and important. They know some ways of expressing feelings related to grief. | Pupils further address the <b>physical and mental effects of different emotions when studying puberty in Year 6. They also continue to build on their knowledge of mental health and the stigma surrounding this within the Year 6 curriculum</b> . Our school values look to address mental health and well being through the school values of 'confident, capable and caring,' as well as our monthly values. |
|          | The physical and mental effects of different emotions                  |   |   |
|          | Times of change  |   |   |
|          | Loss and bereavement   |   |   |
| Summer 1 | <b>Drug, alcohol and tobacco education :</b> Different influences      | Pupils learn about the risks associated with <b>smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</b> . They are taught to understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to <b>health, money, social effects and the law</b> . Pupils learn about different influences on drug use – alcohol, tobacco and <b>nicotine</b> products and can identify conflicting messages presented in the <b>media</b> in relation to alcohol, tobacco and nicotine products. Pupils can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol and recognise that there are many influences on us at any time. Pupils learn  | The knowledge acquired from this unit and previous units prepared the pupils to develop their <b>knowledge of the associated risks with using legal and illegal drugs in year 6</b> , as well as assessing the risk in these situations and managing that risk. This is a crucial part of the curriculum in preparing the pupils for secondary readiness.   |
|          | Risks associated with smoking drugs and alcohol                        |   |   |
|          | Laws   |   |   |
|          | Media messages   |   |   |

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|               | Strategies to use when being pressured by peers  | strategies to <b>resist pressure</b> from others about whether to use drugs –smoking drugs and alcohol and can describe some strategies that people can use if they feel under pressure in relation to drug use. They recognise that, even if people feel pressure from others about drug use, they can make an <b>informed choice</b> and act on it  |   |
| Summer 2      | <p><b>Careers, financial capability and economic wellbeing:</b> Borrowing and earning money</p> <p>Risk associated with borrowing money</p> <p>Debt</p> <p>Enterprise</p> <p>Careers</p> | Pupils learn that <b>money can be borrowed</b> but there are risks associated with this. Pupils understand there are different ways that people can pay for something (including <b>online, loans, credit cards and hire-purchase schemes</b> ). They can explain the difference between manageable and unmanageable <b>debt</b> and how this can make people feel. They can identify where people can access reliable information and support. Pupils learn about <b>enterprise</b> and can identify skills that make someone enterprising. They know what is needed to plan and set up an enterprise and can weigh up the risks and benefits of running an enterprise. Pupils learn what influences people’s decisions about <b>careers</b> and understand that money is one factor in choosing a job. They debate the extent to which a person’s <b>salary</b> is more or less important to <b>job satisfaction</b> and understand how people choose what job to do. | This unit of study is further developed through <b>STEM week at school and an enterprise project in Year 6</b> , as well as being woven through our <b>maths curriculum</b> . We have links with the <b>Money Sense team from Natwest</b> to further consolidate pupils understanding.  |
| <b>Year 6</b> | <b>Substantive Knowledge Content based around a Big Question</b>   | <b>Recurring themes, ideas and language</b>   | <b>Contribution on wider PSHE knowledge and what later content this prepares for</b>  |
| Autumn 1/2    | <p><b>Relationships and health education</b></p> <p>Healthy relationships</p> <p>Physical, emotional and behavioral changes during puberty.</p> <p>Stereotyping</p> <p>Relationships</p> | Pupils learn about the <b>physical, emotional and behavioural</b> changes that occur during <b>puberty</b> for both males and females and understand that puberty is individual and can happen at any time between 8 and 17. They understand that body changes at puberty are a preparation for <b>sexual maturity</b> . Pupils consider different attitudes and values around gender stereotyping and understand how our attitudes and values about <b>gender and sexuality</b> may be affected by factors such as religion and culture. They learn to recognise and challenge gender stereotypes and understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour. They consider which values are important to them in relationships and appreciate the importance of   | The knowledge and skills acquired through our PHSE curriculum prepare the pupils for their transition to secondary school and enables our pupils to embody the school values of “confident, capable and caring,” as they take an increasing role in society. <b>In Year 7 and onwards pupils revisit all of the topics covered within the primary PHSE curriculum in greater depth and at an age appropriate level.</b> Our role is to provide strong foundations on which to build this knowledge on. In secondary school the topics covered within our PHSE curriculum are woven through discrete PHSE lessons, science, computing and other aspects of learning. |

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|          |  | <p><b>friendship in intimate relationships.</b> Pupils explain the similarities and differences between friendships and intimate relationships and describe that there are different types of intimate relationships, including marriage. Understand that closeness in a relationship can be expressed in a variety of ways between <b>consenting adults.</b> They describe how babies are made and explain how <b>sexual intercourse</b> is related to conception and name the <b>male and female sex cells</b> and <b>reproductive organs.</b></p> <p>Pupils understand how to <b>stay safe online</b> and understand that they should only use appropriate pictures of themselves on <b>social media.</b> They are taught to remember that what the post on the internet stays around forever. Pupils understand how content shared as a joke online can hurt or upset other people, including that which includes <b>nudity, body shaming or gender stereotypes.</b> They know how to seek help about <b>online content</b> that they are confused or curious about.</p> |  |
|          | Human reproduction (conception and pregnancy)  |  |  |
|          | Online safety and appropriate online content   |  |  |
| Spring 1 | <p><b>Drug, alcohol and tobacco education:</b><br/>Weighing up risk</p> <p>Risk associated using different types of drugs</p> <p>Legality</p> <p>Risk management</p> | <p>Pupils learn about the <b>risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.</b> They explore some of the possible effects and risks of different drugs and know that some drugs are <b>restricted</b> or that it is <b>illegal</b> to own, use and supply them to others. They understand why and when people might use drugs. Pupils learn about assessing the level of risk in different situations involving drug use and can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with. Pupils learn about ways to <b>manage risk</b> in situations involving drug use and can identify situations where drug use may occur. They know some ways of reducing risk in situations involving drug use and know where to get help, <b>advice and support</b> regarding drug use.</p>   |  |
| Spring 2 | <p><b>Identity, society and equality:</b> Human rights</p> <p>Migration</p>  | <p>Pupils learn about people who have moved to Enfield from other places (including the experience of <b>refugees</b>). Pupils understand what <b>migration</b> means and identify the reasons why people move from one place to another. They</p>   |  |

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|          |  | are able to <b>empathise</b> with the experiences and challenges moving and settling in new place might bring. Pupils learn about <b>human rights</b> and the <b>UN Convention on the Rights of the Child</b> . They are aware how the rights are relevant to their lives and that <b>rights</b> come with <b>responsibilities</b> . Pupil can understand that individual human rights can sometimes <b>conflict</b> with the circumstances in a country and identify some of the <b>organisations</b> that represent and support the <b>rights of the child</b> and the difference they make. Pupils learn about homelessness. They can explain what make a place where someone lives a ' <b>home</b> '. They are able to appreciate the difficulties of being <b>homeless</b> or living in <b>temporary accommodation</b> and know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation. |  |
|          | Refugees   |   |  |
|          | UN Convention on the Rights of the Child                       |   |  |
|          | Homelessness   |   |  |
| Summer 1 | <b>Mental health and emotional wellbeing:</b><br>Healthy minds | Pupils learn that <b>mental health is about emotions, moods and feelings</b> - how we think, feel and behave and recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent. They know about mental health help, advice and <b>support</b> available. Pupils learn about what can <b>affect</b> mental health and some ways of dealing with this and understand that anyone can be affected by <b>mental ill health</b> . Pupils learn about some everyday ways to look after mental health and can explain why looking after mental health is as important as looking after physical health. Pupils learn about the <b>stigma and discrimination</b> that can surround mental health and know what can help to have a more positive effect (and therefore reduce stigma and discrimination).  |  |
|          | Mental Health – emotions, moods and feelings                   |   |  |
|          | Help and advice  |   |  |
|          | Link between mental and physical health                        |   |  |
|          | Stigma and discrimination                                      |   |  |
|          | Self help  |   |  |
| Summer 2 | <b>Keeping safe and managing risk</b>                          | Pupils learn about feelings of being out and about in the local area with increasing <b>independence</b> . Pupils are aware of <b>potential risks</b> when out and about in the local area and describe a range of feelings associated with being out and about. They understand that people can make assumptions about others that might not reflect reality. Pupils learn about recognising and responding to <b>peer pressure</b> and who to ask for help. Pupils learn about the <b>consequences of anti-social behaviour</b> (including  |  |
|          | Keeping safe - out and about                                   |   |  |
|          | Potential risks in the local area                              |   |  |
|          | Peer pressure  |   |  |

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|  | Consequences of anti social behaviour | gangs and gang related behaviour), including the law. They describe ways to resist peer pressure and recognise they have <b>responsibility</b> for their behaviour and actions |  |
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## P4C Overview

To further develop pupils to develop resilience, enquiry and curiosity, ambition and aspiration and independence pupils take part in P4C sessions. The Philosophy for Children (P4C) approach is used to stimulate further discussions where the aim is 'not to win an argument' but to gain a deeper understanding of different approaches and viewpoints held by those around us in order that we may develop our own understanding and empathy. We are exceptionally proud of the inspirational people that our pupils have chosen to represent their class names and have written in a unit for each group about their inspirational person as part of our P4C approach.

| P4C Theme        | Autumn 1                  | Autumn 2   | Spring 1                       | Spring 2                                     | Summer 1  | Summer 2  |
|------------------|---------------------------|--|--------------------------------|--|---|---|
| <b>Reception</b> | New Beginnings            | Getting on and Falling out                                   | Going for Goals                | Good to be me                                | Relationships – Why is Captain Tom Moore a good role model for the relationships we have with other people? | Changes   |
| <b>Year 1</b>    | Fair and Unfair           | Say No to Bullying   | Growing Up – from Young to Old | Staying Safe Online                          | Winning and Losing  | How does David Attenborough inspire us to help protect the environment? |
| <b>Year 2</b>    | New Beginnings            | Say No to Bullying. How did Rosa Parks stand up to bullying? | Staying Safe Online            | Taking Responsibility as we Grow Up          | Protecting the Environment  | Winning and Losing  |
| <b>Year 3</b>    | Taking and Managing Risks | Say No to Bullying   | Staying Safe Online            | Human Rights- Why did Martin Luther King not | Similarities and Differences  | Community   |

|               |                               |   |                                  |   |  |  |
|---------------|-------------------------------|---|----------------------------------|---|--|--|
|               |                               |   |                                  | have his human rights protected?  |  |  |
| <b>Year 4</b> | Marriage                      | Say No to Bullying  | Staying Safe Online              | Loss and Bereavement  | What does Greta Thunberg teach us about the importance of sharing your voice within a community? | Human Rights   |
| <b>Year 5</b> | Is it ok to lie?              | Why should I be God?  | Am I responsible for my actions? | Is there life in other parts of the universe & what might life be like? | Third World Debt   | Identity - How can we be inspired by Mandela and his strong sense of identity? |
| <b>Year 6</b> | Emotions and Mental Wellbeing | How would our country be different if Turing had not cracked the enigma code? | Staying Safe Online              | Taking and Managing Risks   | Human rights   | Identity   |