



Riverside Primary Academy



PSHE & SMSC Curriculum Overview - EYFS

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<p>EYFS 1 <u>PSED -personal, Social, Emotional Development</u> Prime Area</p>	<p>EYFS 1 - Separating from an adult Rules and routines - tidy up routines Hygienic routines Fruit time routine/ healthy eating Sharing with others/ taking turns. Listening Speaking</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>British Values Links Rules Making empowered choices Mutual Respect</p> </div>	<p>EYFS 1 - Leaving carer, taking turns, Sharing, Friendships, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eating, Clothing for winter weather Age Appropriate E Safety.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Safeguarding</p> </div>	<p>EYFS 1 - Leaving carer, Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eating</p> <p>Who is in your family?</p> <p><u>Families and people who care for me.</u> Families are important for children growing up because they can give love, security and stability</p>	<p>EYFS 1 - Leaving carer, Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eating. Sustain concentration during Zoo Academy visit - listening and attention - confidence in new social situation with unfamiliar adults. Different animals have different qualities, abilities and skills.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Safeguarding</p> </div>	<p>EYFS 1 - Leaving carer, Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eating, Visiting reception class & other parts of the school - getting ready for transition to new year group.</p>	<p>EYFS 1 - Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, Manners Fruit/ healthy eating, Visiting reception class & other parts of the school. Having time in reception class with new teacher.</p> <p><u>Respectful Relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive. (age appropriate language) Address gender stereotypes through superheroes.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Safeguarding</p> </div>



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<p>EYFS 2 <u>PSED -personal, Social, Emotional Development</u> <u>Prime Area</u></p>	<p>EYFS 2 - New Friends / new teachers Our new school / routines Keeping healthy - balancing eating treats with a good diet. (It's allowed on special occasions but not all of the time). Sharing and taking turns</p> <p><u>Being Safe</u> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>British Values Links Rules Making empowered choices Mutual Respect</p> </div>	<p>EYFS 2 -Keeping healthy - balancing eating treats with a good diet. (It's allowed on special occasions but not all of the time). What does it feel like to receive a present? What does it feel like to give presents? What is kindness? E Safety and safety on bonfire night and Halloween / dark nights.</p> <p><u>Families and people who care for me</u> Celebrating Weddings (a formal and legal commitment) and celebrating the arrive of new babies in to a family (adoption, fostering,)</p> <p><u>EYFS 2 - Whole School E-Safety Week</u></p> <p><u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">Safeguarding</div>	<p>EYFS 2 -Taking turns Sharing Making friends/ showing concern for others Rules in the classroom Rules in society</p> <p><u>Families and people who care for me.</u> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p style="text-align: center;"><u>Safer Internet Day</u></p> <p><u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">Safeguarding</div>	<p>EYFS 2 -Care for the school pets (rabbits, fish) Care for tadpoles in the pond. Care for your friends. Look after children who do not feel well or feel sad.</p> <p>Names of baby animals and animal roles and behaviours (e.g elephants stay within a family group / penguins look after their eggs and their young). Different animals have different qualities, abilities and skills.</p>	<p>EYFS 2 -Keeping safe - road & water safety - RNLI Sharing & turn taking - kindness Tidying up skills, Hygiene, Making friends Visiting Y1 for story time getting ready for transition to KS1. Following more complex instructions Manners</p> <p><u>Respectful Relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive. (age appropriate language)</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">Safeguarding</div>	<p>EYFS 2 - Keeping safe in the sun & water. Know that you belong to your family and your family live in England. Some other people live in other countries. Continue getting ready for transition to KS1 - transition day with new teacher</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">Safeguarding</div>
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PSHE & SMSC Curriculum Overview - EYFS and Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Physical Health and Well- Being - Mental Wellbeing					
	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).					
Year 1	<u>Healthy Choices</u>	<u>Feelings And Relationships</u>	<u>Community / Local Environment</u>	<u>What are Rules? Who makes rules?</u>	<u>Keeping Safe</u>	<u>Right And Wrong</u>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> British Values Links Mutual Respect Rules Individual Liberty - Making Empowered Choices </div>	<p>Healthy eating and staying healthy. What makes me healthy? What is healthy food?</p> <p><u>Families and people who care for me</u> Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and</p>	<p>Circle time to establish routinely discussing emotions, reading facial expressions and becoming empathetic. My unique family</p> <p><u>Families and people who care for me</u> That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><u>Gender stereotypes linked to topic</u> Toys for girls? Toys for boy?</p>	<p>Some buildings/ places are used by the whole community (activity centre). Walk to see the school's community garden. We have elderly residents' homes in our community. What can we do to improve environments? Community Event</p> <p><u>Respectful Relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive. Gender stereo types on the building site (builders, architect, truck drivers, building inspectors, engineers etc.)</p>	<p>Where can you find rules? Who makes rules? Watch a short clip of parliament to see where our rules are made & show children a picture of the Queen who has to pass them. School Council - what is it? School rules & class rules. How to be a good citizen & socially acceptable behaviour. Real rules & superhero rules. Which rules make us safe?</p> <p>Review Superhero stereotypes</p> <p><u>Respectful Relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Road safety (organise speaker) What to do if you get lost. Being safe in the woods Sun safety Keeping warm outside Being safe near outdoor fires & barbecues</p> <p><u>Being Safe</u> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>About the concept of privacy and the</p>	<p>How do you know if you are behaving well - in school/ community? What do you feel like when you have done something wrong? (Feeling guilt/ worry/ concern/ fear) How do you want to feel? So, how should you try to behave?</p> <p><u>Being Safe</u> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><u>Respectful Relationships</u> The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
				Safeguarding		



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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>Colours for boys and girls? What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u></p> <p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><u>Online Relationships</u> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><u>Mental Wellbeing</u> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p><u>Safer Internet Day</u></p> <p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Safeguarding</p>	<p>Safeguarding</p>	<p>implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.</p> <p><u>Health and Prevention</u> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Science Link</p>	<p><u>Health and Prevention</u> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Science Link</p>
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Safeguarding



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PSHE & SMSC Curriculum Overview - EYFS and Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	<p><u>Physical Health and Well- Being - Mental Wellbeing</u></p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>					
<p>Year 2</p> <p>British Values Links Mutual Respect Individual Liberty - making choices Rule of Law Tolerance</p>	<p><u>Truth And Exaggeration</u> 'Honesty is a virtue' - a well-known saying. Do you know what it means? What is the truth and lies? Are 'little white lies' ok? What is exaggeration? What is fantasy? When is fantasy a lie? Being a good person who can be trusted?</p>	<p><u>Giving And Receiving</u> When & why do we give and receive presents. Accepting gratefully. Doing things for others. Shoe box appeal</p> <p>Celebrating differences in culture, race and family dynamics and routines.</p> <p><u>Respectful Relationships</u> The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying.</p>	<p><u>Fire Safety</u> Safety with matches. Smoke detectors - check your own house. Visit from Fire Brigade. Smoke is dangerous. Sources of fire at home. How could you get out of your house - plan how.</p> <p><u>Safer Internet Day</u> <u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p style="text-align: center;">Safeguarding</p>	<p><u>Looking After Animals</u> Spend the term hatching chicks (shared project with Nursery pupils). What do the chicks need to thrive? What do our school pets need to thrive? What do human babies need to thrive? (include adoption, fostering, family dynamics) What do children of your age need to thrive?</p> <p><u>Health and Prevention</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p style="text-align: center;">Science Link</p>	<p><u>Respect</u> What is respect & how can we show it? Why are children respectful to adults & elderly? How can you respect yourself? What kinds of disrespect have you heard about? How do we respect nature and pets? How do we respect the property of others?</p> <p><u>Respectful Relationships</u> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have</p>	<p><u>Compassion And Empathy</u> Putting others first. What is compassion? Where have you seen it before? What is empathy? Have you had empathy for others? What would Grace's story be like if she put herself first? What qualities do you have? Are you able to put others first & what do people think of you?</p> <p>Modern day famous people who break gender stereo types. (e.g. Tom Daily)</p> <p><u>Respectful Relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>



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		<p>responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><u>Online Relationships</u> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><u>Mental Wellbeing</u> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Safeguarding</p>	<p><u>Health and Prevention</u> - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Science Link</p>		<p>different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><u>Health and Prevention</u> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Science Link</p>
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PSHE & SMSC Curriculum Overview - Lower Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Physical Health and Well-Being - Mental Wellbeing					
	That mental wellbeing is a normal part of daily life, in the same way as physical health. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					
<p style="text-align: center;">Year 3</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>British Values Links</p> <p>Democracy The Rule of Law Individual Liberty - making choices Mutual Respect</p> </div>	<p><u>Helping The Community</u> <u>Community cohesion</u> How do we help in the Dunston community? Making Dunston a better place to live Vandalism, littering, How is the Staiths is used today? - Eco systems, salt marsh gardens, tourist attraction, drawing comparisons between past and present.</p> <p>Historical stereo types and how they have changed over time (e.g. who earns money? Who looks after the home?)</p> <p>How diverse is our community / country in comparison to what it used to be?</p>	<p><u>Safety in the home</u> including: handling hot things safely; treating a scald or burn; road safety; railway safety. Safety of Hedgehogs particularly on bonfire night. Environment agency resources eg. Hedgehog tunnel.</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u> <u>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</u></p> <p><u>Online Relationships</u> <u>Know the rules and</u></p>	<p><u>Purpose Of School Council and Democracy</u> Visit from mayor or local councillor. Understand the purpose of the school council. Watch news to see politicians debating in the House of Commons and show children Houses of Parliament. Recognise and research the Ancient Greeks and the fact that they were the first civilisation to have a democracy.</p> <p>Can women vote? Can children vote?</p> <p><u>Safer Internet Day</u> <u>Respectful Relationships</u></p> <p><u>Different types of bullying</u></p>	<p><u>Media Representation</u> Explore how the media present information about Greece today - comparison between newspaper articles, holiday brochure, BBC news reports etc. Conflicting opinions between natives, non-natives and tourists.</p> <p>Are there any gender differences or stereotypes within media reports and representations.</p>	<p><u>Growing and Changing Relationships and Friendships</u> To understand how we grow physically and emotionally. To be aware of different types of relationships & friendships.</p> <p>Discuss empathy . Consequences of antisocial behaviour. (Anti-social behaviours include, bullying, homophobic comments, racism and discrimination) Remind pupils at age 10 they can be arrested.</p> <p><u>Caring Friendships</u> <u>How important friendships are in making us feel happy and secure, and how people choose and make friends.</u></p>	<p><u>Sustainability Project</u> Use the Film WALL-E as a stimulus to Sustainability week. What do the pupils think about fossil fuels and the effect of waste (including nuclear waste). Explore Social, economic and environmental factors effecting sustainability. Investigate the distribution of natural resources including energy, food, minerals and water. What can we do to create a sustainable future. What are the benefits of recycling, renewable energy.</p> <p>Looking after our planet and our local area.</p>



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	<p><u>Respectful Relationships</u></p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><u>Being Safe</u></p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>	<p>principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p><u>Mental Wellbeing</u></p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>(including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</p> <p>Safeguarding an help.</p>		<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><u>Families and people who care for me</u></p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Being Safe</u></p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	
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PSHE & SMSC Curriculum Overview - Lower Key Stage Two

Year group	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Physical Health and Well- Being - Mental Wellbeing					
	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>					
Year 4	<p><u>Understanding and Empathy</u></p> <p>Role play - how Celts felt after invasion and during.</p> <p><u>Health and Prevention about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</u></p> <p style="text-align: center;">Science Link</p>	<p><u>Friendship, Loyalty, Relationships, Life And Death,</u></p> <p>Discussions around the importance of friendship and the reasons we have friends and relationships in our lives . Why are friendships so unique? All friends are different and have different qualities. Are our friendship groups diverse? Identifying friendship skills and how to improve them. (Loyalty, paying compliments, health and wellbeing.)</p> <p><u>Caring Friendships</u> How important friendships are in making us feel happy</p>	<p><u>Supporting others in times of need</u></p> <p>Immediate and lasting effects of natural disasters- fundraising and disaster support groups Who can help in these times of need DEC - disasters and emergency committee.</p> <p><u>Respectful Relationships</u> Stereotypes in search and rescue. What a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p><u>Safer Internet Day</u></p>	<p><u>Family relationships and Grandparents.</u></p> <p>Linking relationships work to class novel.</p> <p>How beliefs differ through generations.</p> <p><u>Families and people who care for me</u></p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the</p>	<p><u>Religion and Racism</u></p> <p>How do the media represent topical issues? Pupils to take part in a debate about media interpretations and how they can possibly misrepresent situations and events</p>	<p><u>Debate and Opinions</u></p> <p>Debate about technology and how it is used today or how it might be used in the future. Is all technology good? What are the benefits? What are the disadvantages?</p> <p>How have advances in technology / social media impacted upon the ability to discriminate or cause upset to others?</p> <p>What support groups are there online to help victims of discrimination?</p>
	<p>British Values Links Mutual Respect Individual Liberty Tolerance</p>					



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		<p>and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><u>Respectful Relationships</u> The importance of permission-seeking and</p>	<p><u>Respectful Relationships</u></p> <p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Safeguarding</p>	<p>importance of spending time together and sharing each other's lives.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Being Safe</u></p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>		
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		<p>giving in relationships with friends, peers and adults.</p> <p>Life and death (connected to Charlotte's Web). Understanding of living a fulfilling life and having ambitions and aspirations to achieve.</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><u>Online Relationships</u> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>				
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		<p><u>Mental Wellbeing</u> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>				
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Safeguarding



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PSHE & SMSC Curriculum Overview - Upper Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	<u>Physical Health and Well-Being - Mental Wellbeing</u>					
	That mental wellbeing is a normal part of daily life, in the same way as physical health, the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					
<p style="text-align: center;">Year 5</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>British Values Links The Rules of Law Individual Liberty - making empowered choices. Mutual Respect Tolerance</p> </div>	<p><u>Cycling Proficiency</u></p> <p>Road Safety and preparing for being safe on dark winter nights. Halloween safety and stranger danger. Cycling Proficiency and the safety of riding a bike (every two years)</p> <ul style="list-style-type: none"> Importance of safety Managing risks Rules of the road <p>Adapted bikes for all users Wheel chair races.</p>	<p><u>Water Aid</u> (world perspective). Know how water is used or wasted in our homes, leisure, industries and the world. To know that your actions affect yourself and others around you. Water Harvesting using water butts around school. (Maths link - data handling & measuring water collected).</p> <p><u>Links to BFG - English -</u> teaching young children about where to go for help, discuss the work of children's charities e.g. child-line, NSPCC</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u> <u>Different types of bullying</u></p>	<p><u>Conservation</u> Do we all have responsibility to care for the World's Rainforests?</p> <p>Examine conservation of the world's rainforest and the impact of human behaviour upon these precious ecosystems. What is the rate of rainforest destruction and does this effect global warming?</p> <p><u>Being Safe</u> <u>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</u></p>	<p><u>Families / Society / Debate</u></p> <p>Families come in various forms. What is yours like? How family members show respect and tolerance - what is acceptable & what is not.</p> <p>Society has rules for its citizens. Discuss the rules in the muggle world and the wizarding world. How should Harry treat the Dursley family? How would you want to treat them & what does society allow you to do? Could witches & wizards exist in our real world? Compare the Ministry of Magic with Democracy today.</p> <p>Mudbloods and pureblood links to racism.</p>	<p><u>Aspirations of children today and children in the past.</u></p> <p>(Role play) Reflecting health, wellbeing, emotions and aspirations of Victorian children and ourselves - compare.</p> <p>Are there gender differences within aspirations of Victorian children and children today?</p> <p><u>Basic First Aid</u> <u>How to make a clear and efficient call to emergency services if necessary.</u></p>	<p><u>Moving in to year 6</u></p> <p>Accomplishments throughout year 5 and targets, goals for moving in to year 6. Can we realistically achieve our goals?</p>

	<p style="text-align: center;">Safeguarding</p> <p><u>Being Safe</u> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.</p>	<p>(including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><u>Online Relationships</u> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p style="text-align: center;">Safeguarding</p> <p><u>Mental Wellbeing</u> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Puberty Talks To Yr5 Girls <u>Changing Adolescent Body</u> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Relationships, feelings and emotions. It is ok to be who you want to be and love who you want to love regardless of gender, race, stereotypes and religion.</p> <p><u>Respectful Relationships</u> The importance of self-respect and how this links to their own happiness.</p> <p><u>Safer Internet Day</u> <u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p><u>Respectful Relationships</u> The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Being Safe</u> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><u>Health Prevention</u> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p style="text-align: center;">Science Link</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	
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Safeguarding



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PSHE & SMSC Curriculum Overview - Upper Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	<p><u>Physical Health and Well-Being - Mental Wellbeing</u></p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>					
<p>Year 6</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>British Values Links Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance</p> </div>	<p>Residential Learning Centre</p> <p>Team work, communication, challenges</p> <p>Getting out of your comfort zone</p> <p>New experiences</p> <p>Staying away from home</p> <p>Working with new people</p>	<p>Coping with stress & pressure.</p> <p>Drugs, Alcohol and Tobacco The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Drugs awareness workshop afternoon. Making healthy choices which might be different to the choices of our parents. Health & wellbeing & how you control them.</p> <p>What impacts upon our wellbeing?</p> <ul style="list-style-type: none"> • Feeling accepted for who we are • Having support from others • We are all unique and this 	<p><u>Puberty Talks</u></p> <p>Nurse to talk to boys & girls about periods & sexual relationships. (Parents need to be given opportunity to view the DVD first).</p> <p>Changing Adolescent Body Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Relationships, feelings and emotions as we approach adolescence.</p> <p>It is ok to be who you want to be and love who you want to love regardless of gender,</p>	<p><u>Empathy</u></p> <p>Evacuation, victims of war past and present, prisoner of war.</p> <p>Discrimination, prejudice and racism</p>	<p><u>Career Related Learning</u></p> <p>Preparing to play active roles as citizens within our society.</p> <p>What makes a society so diverse?</p> <p>Trading and managing money / budgets.</p> <p>Careers Fair - invite professionals in to school to discuss careers with year 6 pupils.</p>	<p><u>Special memories and moving on- preparing for secondary school and making new friends.</u></p> <p>Coping with worries & concerns when moving on. Is change good?. New routines & expectations and how to deal with them and be prepared. Dealing with building new relationships e.g. friends, new teachers. Learning the new names for subjects. What are Chemistry & Home Economics? Lots of circle time to reinforce confidence,</p>



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		<p>ok</p> <p><u>Whole School E-Safety Week</u> <u>Respectful Relationships</u> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><u>Online Relationships</u> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p><u>Mental Wellbeing</u> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues</p>	<p>race, stereotypes and religion.</p> <p>What is social acceptance? Family acceptance? Community acceptance?</p> <p>Is everyone socially accepted? How does it feel to be excluded because of your gender, race, religion or sexual orientation?</p> <p><u>Being Safe</u> About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><u>Respectful Relationships</u> The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><u>Safer Internet Day</u> <u>Respectful Relationships</u></p>			<p>resilience and independence.</p> <p><u>Being Safe</u> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>
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		<p>arising online).</p> <p>Safeguarding</p> <p><u>Health and Prevention</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.</p> <p>Science Link</p>	<p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Safeguarding</p>			
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