PSHE & SMSC Curriculum Overview

Protected Characteristics - There are a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society. Secondary schools could, for example, teach pupils in more detail about sexuality and gender identity as well as the legal rights afforded to LGBT people. As stated in the [DfE’s statutory guidance](https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) (see red text within curriculum planning below), teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.

PSHE & SMSC Curriculum Overview – EYFS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **EYFS 1****PSED** –personal, Social, Emotional DevelopmentPrime Area | EYFS 1 - Separating from an adultRules and routines – tidy up routinesHygienic routinesFruit time routine/ healthy eatingSharing with others/ taking turns.ListeningSpeaking**British Values Links** RulesMaking empowered choicesMutual Respect | EYFS 1 - Leaving carer, taking turns, Sharing, Friendships, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eating, Clothing for winter weatherAge Appropriate E Safety.**Safeguarding - Online Safety Week** | EYFS 1 - Leaving carer, Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, Manners, Fruit/ healthy eatingWho is in your family? Families and people who care for me. Families are important for children growing up because they can give love, security and stability | 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.**Safeguarding**  | 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.  | EYFS 1 - Taking turns, Sharing & looking after toys. Friendships/ concern for each other, Tidy up routines, Washing hands/ hygiene, MannersFruit/ healthy eating, Visiting reception class & other parts of the school.Having time in reception class with new teacher.Respectful RelationshipsWhat a stereotype is, and how stereotypes can be unfair, negative or destructive. (age appropriate language)Address gender stereotypes through superheroes. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS 2** **PSED** –personal, Social, Emotional DevelopmentPrime Area | EYFS 2 - New Friends / new teachersOur new school / routinesKeeping healthy – balancing eating treats with a good diet. (It’s allowed on special occasions but not all of the time).Sharing and taking turnsBeing SafeWhat sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).**In an age and stage appropriate way introduce the meaning of Child-on-Child harassment** **British Values Links** RulesMaking empowered choicesMutual Respect | 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. Families and people who care for meCelebrating Weddings (a formal and legal commitment) and celebrating the arrive of new babies in to a family (adoption, fostering,)EYFS 2 - Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Safeguarding - Online Safety Week** | EYFS 2 -Taking turnsSharingMaking friends/ showing concern for othersRules in the classroomRules in societyFamilies and people who care for me. 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.Safer Internet DayRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Safeguarding**  | 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.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. | EYFS 2 -Keeping safe – road & water safety - RNLISharing & turn taking - kindnessTidying up skills, Hygiene, Making friends Visiting Y1 for story time getting ready for transition to KS1.Following more complex instructionsMannersRespectful RelationshipsWhat a stereotype is, and how stereotypes can be unfair, negative or destructive. (age appropriate language)**Safeguarding**  | 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**Safeguarding**  |

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 WellbeingThat 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****British Values Links** Mutual RespectRulesIndividual Liberty - Making Empowered Choices  | Healthy ChoicesHealthy eating and staying healthy.What makes me healthy?What is healthy food?Families and people who care for me 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. 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.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.**Include fostering, adoption, same sex couples, stepfamilies.** | Feelings And RelationshipsCircle time to establish routinely discussing emotions, reading facial expressions and becoming empathetic.My unique familyFamilies and people who care for meThat 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. Gender stereotypes linked to topicToys for girls? Toys for boy?Colours for boys and girls?What a stereotype is, and how stereotypes can be unfair, negative or destructive.Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.That people sometimes behave differently online, including by pretending to be someone they are not.Online RelationshipsKnow the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.Mental WellbeingThat 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).**Safeguarding - Online Safety Week** | Community / Local EnvironmentSome 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 EventRespectful RelationshipsWhat 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.)Safer Internet DayDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Safeguarding** **Safeguarding - Safer Internet Day**  | What are Rules?Who makes rules?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 / King who had/s 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?Review Superhero stereotypesRespectful RelationshipsWhat a stereotype is, and how stereotypes can be unfair, negative or destructive.**Safeguarding**  | Keeping SafeRoad safety (organise speaker)What to do if you get lost.Being safe in the woodsSun safetyKeeping warm outsideBeing safe near outdoor fires & barbecuesBeing SafeHow to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.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. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Age-appropriate introduction to child-on-child harassment or abuse.**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.Health and PreventionSafe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**Science Link**  | Right And WrongHow 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?Being Safe What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).Respectful RelationshipsThe importance of permission-seeking and giving in relationships with friends, peers and adults.**In an age and stage appropriate way introduce the meaning of Child-on-Child harassment and abuse.** Health and PreventionSafe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**Science Link**  |

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 WellbeingThat 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 2****British Values Links** Mutual RespectIndividual Liberty – making choicesRule of LawTolerance | Truth And Exaggeration‘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? | Giving And Receiving When & why do we give and receive presents.Accepting gratefullyDoing things for others.Shoe box appealCelebrating differences in culture, race and family dynamics and routines.Respectful RelationshipsThe importance of permission-seeking and giving in relationships with friends, peers and adults. **Age and stage appropriate child on child harassment or abuse.**Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.That people sometimes behave differently online, including by pretending to be someone they are not.Online RelationshipsThat 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.Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.Mental WellbeingThat 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).**Safeguarding - Online Safety Week** | Fire SafetySafety with matches.Smoke detectors – check your own house.Visit from Fire BrigadeSmoke is dangerous.Sources of fire at home.How could you get out of your house – plan how.**Safeguarding - Safer Internet Day** Respectful Relationships Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.Health and Prevention - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.**Science Link**  | Looking After AnimalsSpend 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?Health and PreventionAbout personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing**Science Link**  | Respect 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?Respectful RelationshipsThe importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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. | Compassion And EmpathyPutting 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?Modern day famous people who break gender stereo types. (e.g.Tom Daily)Respectful RelationshipsWhat a stereotype is, and how stereotypes can be unfair, negative or destructive.Health and PreventionSafe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**Science Link**  |

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 WellbeingThat 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. |
| **Year 3****British Values Links**DemocracyThe Rule of LawIndividual Liberty – making choicesMutual Respect | Helping The CommunityCommunity cohesion How do we help in the Dunston community? Making Dunston a better place to live Vandalism, littering, How is the Staithes is used today? - Eco systems, salt marsh gardens, tourist attraction, drawing comparisons between past and present. Historical stereo types and how they have changed over time (e.g. who earns money? Who looks after the home?)How diverse is our community / country in comparison to what it used to be?Respectful RelationshipsThat 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. **The equality Act 2010 demonstrates that no form of discrimination is tolerated. Introduce the 9 Protected characteristics.**Being SafeHow 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. | Safety in the home 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.Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.Online RelationshipsKnow the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.How information and data is shared and used online.Mental WellbeingThat 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).**Safeguarding - Online Safety Week** | Purpose Of School Council and DemocracyVisit 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. Can women vote? Can children vote?**Safeguarding - Safer Internet Day** Respectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | Media RepresentationExplore 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. Are there any gender differences or stereotypes within media reports and representations? | Growing and Changing Relationships and FriendshipsTo understand how we grow physically and emotionally.To be aware of different types of relationships & friendships.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.Caring FriendshipsHow important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.Families and people who care for meHow to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.Being SafeWhat sorts of boundaries are appropriate in friendships with peers and others (including in a digital context and **child on child harassment or abuse). When do friendships become unbalanced?** How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | Sustainability Project Use the Film WallE 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. Looking after our planet and our local area. **Sustainability** **Link** |

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 WellbeingThat 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. |
| **Year 4****British Values Links**Mutual ResectIndividual Liberty Tolerance | Understanding and EmpathyRole play – how Celts felt after invasion and during.Health and Prevention about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.**Science Link**  | Friendship, Loyalty, Relationships, Life And Death, 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.)Caring FriendshipsHow important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. 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.Respectful RelationshipsThe importance of permission-seeking and giving in relationships with friends, peers and adults.Life and death (connected to Charlotte’s Web). Understanding of living a fulfilling life and having ambitions and aspirations to achieve. Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.Online RelationshipsKnow the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.How information and data is shared and used online.**Safeguarding - Online Safety Week**Mental WellbeingThat 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).**Safeguarding**  | Supporting others in times of need Immediate and lasting effects of natural disasters- fundraising and disaster support groupsWho can help in these times of need DEC – disasters and emergency committee? Respectful RelationshipsStereotypes in search and rescue.What a stereotype is and how stereotypes can be unfair, negative, or destructive.Respectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Safeguarding - Safer Internet Day** **The equality Act 2010 demonstrates that no form of discrimination is tolerated. Review the work from year 3 and build upon pupils knowledge of the 9 protected characteristics.** | Family relationships and Grandparents.Linking relationships work to class novel. How beliefs differ through generations.Families and people who care for meThe 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. 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.How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.Being SafeHow to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.**Safeguarding**  | Religion and Racism 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 | Debate and OpinionsDebate 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?How have advances in technology / social media impacted upon the ability to discriminate or cause upset to others?What support groups are there online to help victims of discrimination? |

PSHE & SMSC Curriculum Overview – Upper Key Stage Two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|  | Physical Health and Well- Being – Mental WellbeingThat 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. |
| **Year 5****British Values Links**The Rules of LawIndividual Liberty – making empowered choices. Mutual RespectTolerance  | Cycling Proficiency 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) * Importance of safety
* Managing risks
* Rules of the road

Adapted bikes for all users Wheel chair races.**Supporting Wellbeing through Physical Activity** **Safeguarding** Being SafeHow 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.**Age-appropriate discussions around the topic of criminal exploitation.**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. | Water Aid (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).**Sustainability** **Link**Links to BFG – English – teaching young children about where to go for help, discuss the work of children’s charities e.g. child-line, NSPCCWhole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.Online RelationshipsKnow the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.How information and data is shared and used online.**Safeguarding - Online Safety Week**Mental WellbeingThat 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). | Conservation Do we all have responsibility to care for the Wold’s Rainforests?**Sustainability** **Link**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?Being SafeAbout 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.That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.Puberty Talks To Yr5 GirlsChanging Adolescent BodyKey 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.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. Respectful RelationshipsThe importance of self-respect and how this links to their own happiness.**The Concept of Consent****Safeguarding - Safer Internet Day** Respectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | Families / Society / Debate Families come in various forms. What is yours like? How family members show respect and tolerance – what is acceptable & what is not.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.Mudbloods and pureblood links to racism. Respectful RelationshipsThe importance of permission-seeking and giving in relationships with friends, peers and adults.**Age appropriate teaching of child on child harassment or abuse.** **(Including sexual harassment and violence).**What a stereotype is, and how stereotypes can be unfair, negative or destructive.Being Safe How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.**Age-appropriate discussions around the topic of exploitation – experiences of criminal exploitation for girls can be very different from exploitation of boys.** Health Prevention How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.**Science Link**  | Aspirations of children today and children in the past.(Role play) Reflecting health, wellbeing, emotions and aspirations of Victorian children and ourselves – compare.Are there gender differences within aspirations of Victorian children and children today?**The equality Act 2010 demonstrates that no form of discrimination is tolerated. Why are the 9 protected characteristics important to us today?**Basic First AidHow to make a clear and efficient call to emergency services if necessary.Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Moving in to year 6Accomplishments throughout year 5 and targets, goals for moving in to year 6. Can we realistically achieve our goals? |

PSHE & SMSC Curriculum Overview – Upper Key Stage Two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year group****Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
|  | Physical Health and Well- Being – Mental WellbeingThat 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. |
| **Year 6****British Values Links** Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance | Residential Learning CentreTeam work, communication, challengesGetting out of your comfort zoneNew experiencesStaying away from homeWorking with new people  | Coping with stress & pressure. Drugs, Alcohol and TobaccoThe facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.Drugs awareness workshop afternoon. Making healthy choices which might be different to the choices of our parents. Health & wellbeing & how you control them.What impacts upon our well-being?* Feeling accepted for who we are
* Having support from others
* We are all unique and this ok

Whole School E-Safety WeekRespectful RelationshipsDifferent types of bullying (including cyberbullying and **Exploitation**), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Age-appropriate discussions around the topic of criminal exploitation. Building upon the teaching in year 5 – experiences of criminal exploitation for girls can be very different from exploitation of boys.** Online RelationshipsKnow the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.How information and data is shared and used online.Mental WellbeingThat 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).**Safeguarding** Health and PreventionAbout 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.**Science Link**  | Puberty TalksNurse to talk to boys & girls about periods & sexual relationships. (Parents need to be given opportunity to view the DVD first).Changing Adolescent BodyKey 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.Relationships, feelings and emotions as we approach adolescence.It is ok to be who you want to be and love who you want to love regardless of gender, race, stereotypes and religion.What is social acceptance?Family acceptance?Community acceptance?Is everyone socially accepted?How does it feel to be excluded because of your gender, race, religion or sexual orientation?Being SafeAbout 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.That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Age appropriate teaching child on child harassment or abuse.** **(Including sexual harassment and violence)****Safeguarding** Respectful RelationshipsThe conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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.**The Concept of Consent**Safer Internet DayRespectful RelationshipsDifferent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**Safeguarding - Safer Internet Day**  | Empathy Evacuation, victims of war past and present, prisoner of war. Discrimination, prejudice and racism  | Career Related Learning Preparing to play active roles as citizens within our society. What makes a society so diverse? Trading and managing money / budgets. Careers Fair – invite professionals in to school to discuss careers with year 6 pupils. **The equality Act 2010 demonstrates that no form of discrimination is tolerated. How are the 9 protected characteristics applied within our society/ workplaces?** | Special memories and moving on- preparing for secondary school and making new friends. 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, resilience and independence.Being SafeWhat sorts of boundaries are appropriate in friendships with peers and others (including in a digital context and **criminal** **exploitation**).  |