



**PSHE curriculum  
EYFS, KS1 and KS2**



## PSHE curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2 Plus or reception). In KS1 and KS2 we use the Islington You, Me, PSHE scheme of work. Please note that on a half-termly basis we rotate between PSHE and RE. In order to cover the full PSHE curriculum, **two PSHE units are covered in each PSHE half-term**. For each You, Me, PSHE unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

### **PSHE in EYFS:**

In the Early Years Foundation Stage (EYFS), Personal, Social, and Health Education (PSHE) is integrated across all areas of learning, fostering the holistic development of children. It is taught in an ongoing and interconnected manner, ensuring that children develop essential life skills, such as self-awareness, empathy, and responsibility, in a supportive and nurturing environment. PSHE is not confined to a specific subject or time but is woven throughout daily activities and interactions, encouraging children to grow in all aspects of their personal, social, and emotional well-being. However, some EYFS topics and mini-themes provide specific opportunities to teach and develop the PSHE knowledge and skills outlined in the Development Matters and ELGs. Details of these are outlined in the EYFS curriculum section of this document.

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## PSHE Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

The You, Me, PSHE **units** of work are listed below for KS1 and KS2. In EYFS, we cover PSHE knowledge, skills and vocabulary through our **topics** and PSHE **mini-themes**.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2-Plus</b>	Topic: All About Me Mini-theme 1: Settling-in/ Emotions / Family	Topic: Nursery Rhymes	Topic: Favourite Stories Mini-theme 2: Family and friends (Hug & Owl Babies)	Topic: Transport Mini-theme 3: Road safety	Topic: Down at the Farm Mini-theme 4: Animal care	Topic: Under the Sea
<b>Nursery (Year A)</b>	Topic: Marvellous Me Mini-theme 1: Settling-in/ Emotions / Family	Topic: Building & Construction Mini-theme 2: Working with others	Topic: Making Music Mini-theme 3: Emotions through music	Topic: Pirates Mini-theme 4: Treasure hunts / Pirate role-play	Topic: Shopping Mini-theme 5: Shop role-play / Visiting the shop	Topic: Pets Mini-theme 6: How to care for pets
<b>Nursery (Year B)</b>	Topic: Marvellous Me Mini-theme 1: Settling-in/ Emotions / Family	Topic: Building & Construction Mini-theme 2: Working with others	Topic: Songs & Rhymes Mini-theme 3: Songs about emotions	Topic: Dinosaurs Mini-theme 4: Excavation play	Topic: People Who Help Us Mini-theme 5: Different job roles / Stranger danger	Topic: On Safari Mini-theme 6: Safari camp role-play
<b>Reception</b>	Topic: Who Am I? Mini-theme 1: Settling-in / Emotions / Family / Similarities & differences	Topic: Bears Mini-theme 2: Special toys / Everywhere Bear (class bear)	Topic: What We Eat Mini-theme 3: Healthy eating / Cooking	Topic: Traditional Tales Mini-theme 4: Stranger danger	Topic: Spring Mini-theme 5: Caring for the environment / Caring for creatures	Topic: Adventures Mini-theme 6: Local adventures
<b>Year 1 and year 2 (Year A)</b>	Unit 1: Mental health and emotional wellbeing: <b>Friendship</b>  Unit 2: Identity, society and equality: <b>Me and others</b>	<b>RE Unit of Work</b>	Unit 3: Physical health and wellbeing: <b>Fun times</b>  Unit 4: Keeping safe and managing risk: <b>Feeling safe</b>	<b>RE Unit of Work</b>	Unit 5: Drug, alcohol and tobacco education: <b>What do we put into and onto our bodies?</b>  Unit 6: YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b>	<b>RE Unit of Work</b>
<b>Year 1 and year 2 (Year B)</b>	Unit 1: Mental health and emotional wellbeing: <b>Feelings</b>  Unit 2: Keeping safe and managing risk: <b>Indoors and outdoors</b>	<b>RE Unit of Work</b>	Unit 3: Careers, financial capability and economic wellbeing: <b>My money</b>  <i>Note – only one unit this half-term (there are less You, Me, PSHE units in KS1 compared to KS2)</i>	<b>RE Unit of Work</b>	Unit 4: Drug, alcohol and tobacco education: <b>Medicines and me</b>  Unit 5: YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b>	<b>RE Unit of Work</b>

<b>Year 3 and year 4 (Year A)</b>	<b>Unit 1:</b> Mental health and emotional wellbeing: <b>Strengths and challenges</b>  <b>Unit 2:</b> Physical health and wellbeing: <b>What is important to me?</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Keeping safe and managing risk: <b>Playing safe</b>  <b>Unit 4:</b> Identity, society and equality: <b>Celebrating difference</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Drug, alcohol and tobacco education: <b>Making choices</b>  <b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b>	<b>RE Unit of Work</b>
<b>Year 3 and year 4 (Year B)</b>	<b>Unit 1:</b> Drug, alcohol and tobacco education: <b>Tobacco is a drug</b>  <b>Unit 2:</b> Keeping safe and managing risk: <b>Bullying – see it, say it, stop it</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Identity, society and equality: <b>Democracy</b>  <b>Unit 4:</b> Careers, financial capability and economic wellbeing: <b>Saving, spending and budgeting</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Physical health and wellbeing: <b>What helps me choose?</b>  <b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b>	<b>RE Unit of Work</b>
<b>Year 5 and year 6 (Year A)</b>	<b>Unit 1:</b> Physical health and wellbeing: <b>In the Media</b>  <b>Unit 2:</b> Drug, alcohol and tobacco education (DATE): <b>Different influences</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Identity, society and equality: <b>Human rights</b>  <b>Unit 4:</b> Mental health and emotional wellbeing: <b>Dealing with feelings</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Keeping safe and managing risk: <b>Keeping safe out and about</b>  <b>Unit 6:</b> YEAR 6 ONLY: Sex and relationship education: <b>Healthy relationships How a baby is made</b>	<b>RE Unit of Work</b>
<b>Year 5 and year 6 (Year B)</b>	<b>Unit 1:</b> Identity, society and equality: <b>Stereotypes, discrimination and prejudice</b>  <b>Unit 2:</b> Keeping safe and managing risk: <b>When things go wrong</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Mental health and emotional wellbeing: <b>Healthy minds</b>  <b>Unit 4:</b> Drug, alcohol and tobacco education (DATE): <b>Weighing up risk</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Careers, financial capability and economic wellbeing: <b>Borrowing and earning money</b>  <b>Unit 6:</b> Sex and relationship education: <b>Healthy relationships How a baby is made</b>	<b>RE Unit of Work</b>

**Pakeman Primary School**  
**PSHE curriculum – 2 Plus**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	All About Me	Nursery Rhymes	Favourite Stories	Transport	Down at the Farm	Under the Sea
<b>PSHE-related mini themes</b>	Settling-in Emotions Family		Family and friends ( <i>Hug &amp; Owl Babies</i> )	Road safety	Animal care	
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>• Establish their sense of self</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy</li> <li>• Engage with others through gestures, gaze and talk</li> <li>• Find ways of managing transitions, for example from their parent to their key person</li> <li>• Thrive as they develop self-assurance</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</li> <li>• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person</li> <li>• Feel strong enough to express a range of emotions</li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums</li> <li>• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</li> <li>• Learn to use the toilet with help, and then independently. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</li> <li>• Start eating independently and learning how to use a knife and fork</li> </ul>					
<b>Key Knowledge (Overarching)</b>	<ul style="list-style-type: none"> <li>• Be increasingly able to talk about and manage their emotions</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</li> <li>• Develop friendships with other children</li> <li>• Safely explore emotions beyond their normal range through play and stories</li> <li>• Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</li> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul>					

<b>Key knowledge (Topic specific)</b>	<p>Our key person can help us if we are sad or worried</p> <p>We have friends at nursery</p> <p>We can feel happy, sad and angry</p> <p>We must be kind to others</p>		<p>Our main carer always returns at home time</p> <p>We can find ways to calm with help from an adult</p> <p>It is good to talk about how we feel</p>	<p>Roads are very dangerous</p> <p>We must stay with an adult when we are out and about</p>	<p>We must be kind to animals</p> <p>We must ask an adult before we touch an animal</p> <p>We must be gentle when touching an animal</p>	
<b>Key vocabulary</b>	<p>happy</p> <p>sad</p> <p>angry</p> <p>worried</p> <p>help</p> <p>kind</p> <p>friend</p>		<p>calm</p> <p>feel</p> <p>help</p> <p>talk</p> <p>come back</p> <p>home time</p>	<p>road</p> <p>safe</p> <p>careful</p> <p>stay</p> <p>walk</p> <p>hold hands</p> <p>listen</p>	<p>kind</p> <p>gentle</p> <p>touch</p> <p>ask</p> <p>stroke</p> <p>safe</p> <p>care</p>	

**Pakeman Primary School**  
**PSHE curriculum – Nursery**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Making Music</b>	<b>Pirates</b>	<b>Shopping</b>	<b>Pets</b>
<b>PSHE-related mini themes</b>	<b>Settling-in Emotions Family</b>	<b>Working with others</b>	<b>Emotions through music</b>	<b>Treasure hunts Pirate role-play</b>	<b>Shop role-play Visiting the shop</b>	<b>How to care for pets</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</li> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Show more confidence in new social situations</li> <li>• Play with one or more other children, extending and elaborating play ideas</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</li> </ul>					
<b>Key Knowledge (Overarching)</b>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Begin to make sense of their own life-story and family’s history</li> <li>• Show interest in different occupations</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Understand gradually how others might be feeling</li> </ul>					

<b>Key knowledge (Topic specific)</b>	<p>Our main carer always returns at home time</p> <p>We can approach adults in nursery when needed</p> <p>It is important to follow the rules at school</p> <p>We can feel happy, sad, angry and worried. All these feelings are ok</p>	<p>It is important to share and take turns</p> <p>We must have kind hands and use our words if we are upset or frustrated</p> <p>We can ask others for help</p> <p>If something is tricky we should keep trying</p>	<p>Some things make us feel happy, in the 'green zone'</p> <p>Some things make us feel sad, in the 'blue zone'</p> <p>Some things make us feel worried, in the 'yellow zone'</p> <p>Some things make us angry, in the 'red zone'</p>	<p>It is important to listen to our friends' ideas</p> <p>We can suggest different ideas to our friends</p>	<p>It is important to follow the rules to keep safe</p> <p>Adults can do different jobs</p> <p>It is important to make healthy choices</p>	<p>It is important to care for others and animals</p> <p>We should show respect for animals and their feelings</p>
<b>Key vocabulary</b>	<p>nursery</p> <p>safe</p> <p>adult</p> <p>care</p> <p>rules</p> <p>listen</p> <p>happy</p> <p>sad</p> <p>worried</p> <p>angry</p>	<p>share</p> <p>help</p> <p>take turns</p> <p>help</p> <p>ask</p> <p>kind</p> <p>wait</p> <p>try again</p>	<p>happy</p> <p>sad</p> <p>worried</p> <p>silly</p> <p>frustrated</p> <p>angry</p> <p>green zone</p> <p>blue zone</p> <p>yellow zone</p> <p>red zone</p>	<p>important</p> <p>listen</p> <p>ideas</p> <p>take turns</p> <p>share</p> <p>work together</p>	<p>safety</p> <p>rules</p> <p>adult</p> <p>stranger</p> <p>healthy</p> <p>job</p> <p>help</p> <p>choice</p>	<p>animals</p> <p>care</p> <p>feelings</p> <p>respect</p> <p>look after</p> <p>gentle</p> <p>kind</p>



**Pakeman Primary School**  
**PSHE curriculum – Nursery**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Songs &amp; Rhymes</b>	<b>Dinosaurs</b>	<b>People Who Help Us</b>	<b>On Safari</b>
<b>PSHE-related mini themes</b>	<b>Settling-in Emotions Family</b>	<b>Working with others</b>	<b>Songs about emotions</b>	<b>Excavation play</b>	<b>Different job roles Stranger danger</b>	<b>Safari camp role-play</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</li> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Show more confidence in new social situations</li> <li>• Play with one or more other children, extending and elaborating play ideas</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</li> </ul>					
<b>Key Knowledge (Overarching)</b>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Show interest in different occupations</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Understand gradually how others might be feeling</li> </ul>					

<b>Key knowledge (Topic specific)</b>	<p>Our main carer always returns at home time</p> <p>We can approach adults in nursery when needed</p> <p>It is important to follow the rules at school</p> <p>We can feel happy, sad, angry and worried. All of these feelings are ok</p>	<p>It is important to share and take turns</p> <p>We must have kind hands and use our words, if we are upset or frustrated</p> <p>We can ask others for help</p>	<p>Some things make us feel happy, in the 'green zone'</p> <p>Some things make us feel sad, in the 'blue zone'</p> <p>Some things make us feel worried, in the 'yellow zone'</p> <p>Some things make us angry, in the 'red zone'</p>	<p>It is important to listen to our friends' ideas</p> <p>We can suggest different ideas to our friends</p>	<p>It is important to follow the rules to keep safe</p> <p>Adults can do different jobs</p> <p>It is important to make healthy choices</p>	<p>It is important to care for others and animals</p> <p>We should show respect for animals and their feelings</p>
<b>Key vocabulary</b>	<p>nursery</p> <p>safe</p> <p>adult</p> <p>care</p> <p>rules</p> <p>listen</p> <p>happy</p> <p>sad</p> <p>worried</p> <p>angry</p>	<p>share</p> <p>help</p> <p>take turns</p> <p>help</p> <p>ask</p> <p>kind</p> <p>wait</p> <p>try again</p>	<p>happy</p> <p>sad</p> <p>worried</p> <p>silly</p> <p>frustrated</p> <p>angry</p> <p>green zone</p> <p>blue zone</p> <p>yellow zone</p> <p>red zone</p>	<p>important</p> <p>listen</p> <p>ideas</p> <p>take turns</p> <p>share</p> <p>work together</p>	<p>safety</p> <p>rules</p> <p>adult</p> <p>stranger</p> <p>healthy</p> <p>job</p> <p>help</p> <p>choice</p>	<p>animals</p> <p>care</p> <p>feelings</p> <p>respect</p> <p>look after</p> <p>gentle</p> <p>kind</p>

**Pakeman Primary School**  
**PSHE curriculum - Reception**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Who Am I?</b>	<b>Bears</b>	<b>What We Eat</b>	<b>Traditional Tales</b>	<b>Spring</b>	<b>Adventures</b>
<b>PSHE-related mini themes</b>	<b>Settling-in Emotions Family Similarities &amp; differences</b>	<b>Special toys Everywhere Bear (class bear)</b>	<b>Healthy eating Cooking</b>	<b>Stranger danger</b>	<b>Caring for the environment Caring for creatures</b>	<b>Local adventures</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Build constructive and respectful relationships</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</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 in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</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> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Show sensitivity to their own and others' needs</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>					

<b>Key knowledge (Overarching)</b>	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• See themselves as a valuable individual</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Talk about the lives of people around them and their roles in society</li> </ul>					
<b>Key knowledge (Topic specific)</b>	<p>Some things make us feel calm and happy, in the 'green zone'</p> <p>Some things make us feel sad, in the 'blue zone' but we can find ways to get 'back to green'</p> <p>Some things make us feel worried, in the 'yellow zone' but we can find ways to get 'back to green'</p> <p>Some things make us angry, in the 'red zone' but we can find ways to get 'back to green'</p> <p>It is important to respect each other and our classroom</p>	<p>We are all part of our class community</p> <p>We are all unique and special in our own ways</p>	<p>It is important to eat fruit and vegetables as part of our diet</p> <p>Sugar is not healthy. We should not eat too much sugar</p> <p>We should practice good table manners</p> <p>We must wash your hands before eating/cooking</p> <p>We must brush our teeth every morning and every night to keep them healthy</p>	<p>We must follow rules to help keep us safe</p> <p>We need to stay close to our adult when we are out and about</p> <p>We must not trust/go anywhere with adults we do not know</p>	<p>We can all do things to help the environment</p> <p>We should turn lights off when we leave a room</p> <p>We should turn the tap off while we brush our teeth</p> <p>We should use both sides of a piece of paper</p> <p>We should recycle used paper and containers</p>	<p>We should stay with an adult when we cross the road</p> <p>We should not run mess about when we cross the road</p> <p>We should use crossings when crossing the road</p> <p>People need to stop, look and listen before crossing the road</p> <p>If we are a passenger in a car we must wear a seatbelt</p>

<b>Key vocabulary</b>	happy sad worried silly frustrated angry calm down green zone blue zone yellow zone red zone respect look after	special unique valuable same different belong care share	healthy unhealthy fruit vegetables sugar table manners hygiene clean germs toothbrushing decay dentist	stranger careful safe trust aware protect responsible	environment recycle reuse reduce plastic paper cardboard glass	pedestrian crossing road aware stop look listen passenger seatbelt
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**Pakeman Primary School**  
**PSHE curriculum - Year 1/2**  
Year A

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
<b>Topic</b>	<b>Heroes</b>		<b>Toys</b>	<b>Celebrations</b>		<b>Kings and Queens</b>	<b>Minibeasts</b>		<b>Classroom adventures</b>
<b>PSHE unit of work</b>	<b>Unit 1:</b> Mental health and emotional wellbeing: <b>Friendship</b>	<b>Unit 2:</b> Identity, society and equality: <b>Me and others</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Physical health and wellbeing: <b>Fun times</b>	<b>Unit 4:</b> Keeping safe and managing risk: <b>Feeling safe</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Drug, alcohol and tobacco education: <b>What do we put into and onto our bodies?</b>	<b>Unit 6:</b> YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b>	<b>RE Unit of Work</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Self-awareness:</b> Recognising and naming emotions in themselves and others</li> <li>• <b>Communication:</b> Expressing feelings and needs in a simple way</li> <li>• <b>Decision-making:</b> Making safe choices in everyday situations</li> <li>• <b>Empathy:</b> Identifying how actions affect others</li> <li>• <b>Resilience:</b> Trying again after making mistakes</li> </ul>								
<b>Key knowledge (Overarching)</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of personal hygiene (e.g. washing hands, brushing teeth)</li> <li>• Basic awareness of healthy eating and exercise</li> <li>• Recognising emotions (happy, sad, angry, scared) and basic ways to manage them</li> <li>• Knowing who to ask for help when feeling worried or unsafe</li> <li>• Understanding basic safety rules at home, school, and in the community</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Recognising different types of families and friendships</li> <li>• Understanding kindness and the impact of words and actions on others</li> <li>• Recognising personal boundaries and learning to say "no" when uncomfortable</li> <li>• Knowing the difference between secrets and surprises (and when to tell an adult)</li> <li>• Identifying trusted adults at school and home</li> </ul>								

	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding classroom rules and why they are important</li> <li>• Recognising right and wrong and making simple choices</li> <li>• Basic understanding of money (coins, spending, saving)</li> <li>• Awareness of different jobs and roles in the community</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>When people are left out of friendships they may feel bad about themselves or angry</p> <p>Friendship problems can be fixed by talking it through</p>	<p>Everyone has something about them that makes them special</p> <p>It is important to take responsibility at school and at home</p> <p>It is important to look after the local environment</p> <p>Somebody's behaviour can affect others</p> <p>It is okay to challenge unhelpful behaviour in a positive way</p>		<p>There are many foods and drinks associated with different celebrations and customs</p> <p>Some food eaten on special days may be different from everyday foods</p> <p>There are playground games from around the world</p> <p>There are effects of too much sun on the body</p>	<p>There is a difference between 'real' and 'imaginary' dangers</p> <p>There are situations when secrets should not be kept</p> <p>You must tell a trusted adult if you feel unsafe</p> <p>There is a difference between good and bad touches</p> <p>There are parts of the body which are private</p>		<p>The different things that go into bodies can make people feel good or not so good</p> <p>Some substances might be harmful to take in</p> <p>You need to ask an adult if you are unsure whether something should go into the body</p> <p>Substances can be absorbed through the skin</p>	<p>We all have different needs and require different types of care</p> <p>Male and female sex parts include penis and vagina</p> <p>Male and female sex parts are related to reproduction</p> <p>There are many different types of families</p> <p>Families care for each other in a variety of ways</p>	

				You can use sun protection to protect your bodies from being damaged by the sun			There are basic safety rules for things that go on to the body (creams, lotions etc.)		
<b>Key vocabulary</b>	care excluded difficult problems resolve	challenge co-operative different dilemma helpful responsibility unhelpful		celebration choice countries cultures damage protect safety	community danger imaginary private real touch trust unsafe worried		absorb cream dangerous feelings harmful lotion medicine rules substance	male female new life cycle birth body parts timeline order vagina penis	
<b>Week 1</b>	LO: To learn about the importance of special people in their lives	N/A		LO: To learn about food that is associated with special times, in different cultures	N/A		LO: To learn about what can go into bodies and how it can make people feel	N/A	
<b>Week 2</b>	LO: To learn about making friends and who can help with friendships (on and offline)	N/A		LO: To learn about active playground games from around the world	N/A		LO: To learn about what can go on to bodies and how it can make people feel	N/A	



<b>Week 3</b>	LO: To learn about solving problems that might arise with friendships (on and offline)	N/A		LO: To learn about sun-safety	N/A		N/A	LESSON 1:  LO: To learn to understand and respect the differences and similarities between people	
<b>Week 4</b>	N/A	LO: To learn about what makes themselves and others special		N/A	LO: To learn about safety in familiar situations		N/A	LESSON 2:  LO: To learn about the biological differences between male and female animals and their role in the life cycle	
<b>Week 5</b>	N/A	LO: To learn about roles and responsibilities at home and school		N/A	LO: To learn about personal safety		N/A	LESSONS 3 & 4:  LO: To learn the biological differences between male and female children  LO: To learn about growing from young to old and that they are growing and changing	

<b>Week 6</b>	N/A	LO: To learn about being co-operative with others		N/A	LO: To learn about people who help keep them safe outside the home		N/A	<p>LESSONS 5 &amp; 6:</p> <p>LO: To learn that everybody needs to be cared for and ways in which they care for others</p> <p>LO: To learn about different types of family and how their home-life is special</p>	
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**Pakeman Primary School**  
**PSHE curriculum - Year 1/2**  
Year B

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
Topic	This is Me!		Animals	Explorers		The Circus	Inventions		Holidays
PSHE unit of work	Unit 1: Mental health and emotional wellbeing: <b>Feelings</b>	Unit 2: Keeping safe and managing risk: <b>Indoors and outdoors</b>	<b>RE Unit of Work</b>	Unit 3: Careers, financial capability and economic wellbeing: <b>My money</b>	N/A	<b>RE Unit of Work</b>	Unit 4: Drug, alcohol and tobacco education: <b>Medicines and me</b>	Unit 5: YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b>	<b>RE Unit of Work</b>
Key skills	<ul style="list-style-type: none"> <li>• <b>Self-awareness:</b> Recognising and naming emotions in themselves and others</li> <li>• <b>Communication:</b> Expressing feelings and needs in a simple way</li> <li>• <b>Decision-making:</b> Making safe choices in everyday situations</li> <li>• <b>Empathy:</b> Identifying how actions affect others</li> <li>• <b>Resilience:</b> Trying again after making mistakes</li> </ul>								
Key knowledge (Overarching)	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of personal hygiene (e.g. washing hands, brushing teeth)</li> <li>• Basic awareness of healthy eating and exercise</li> <li>• Recognising emotions (happy, sad, angry, scared) and basic ways to manage them</li> <li>• Knowing who to ask for help when feeling worried or unsafe</li> <li>• Understanding basic safety rules at home, school, and in the community</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Recognising different types of families and friendships</li> <li>• Understanding kindness and the impact of words and actions on others</li> <li>• Recognising personal boundaries and learning to say "no" when uncomfortable</li> <li>• Knowing the difference between secrets and surprises (and when to tell an adult)</li> <li>• Identifying trusted adults at school and home</li> </ul>								

	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding classroom rules and why they are important</li> <li>• Recognising right and wrong and making simple choices</li> <li>• Basic understanding of money (coins, spending, saving)</li> <li>• Awareness of different jobs and roles in the community</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>People may feel differently about the same situation</p> <p>Different emotions can look and feel different in the body</p> <p>There are ways of managing different feelings and you can ask for help</p> <p>People might feel a variety of feelings when there is a change or loss</p>	<p>There are simple rules for keeping safe indoors, including online</p> <p>You can take some responsibility for your own online safety and can go to a trusted adult for help</p> <p>There are rules for keeping safe outside</p> <p>It is important to always tell someone where you are going or playing</p>		<p>People get money in different ways</p> <p>You may not always be able to have all the things you want</p> <p>People might want to save their money for many reasons</p> <p>Both men and women can do a range of jobs</p> <p>Having a job means people can earn money</p>	<p>N/A</p>		<p>The purpose of medicines is to help people stay healthy, get well or feel better if they are ill</p> <p>Medicines come with instructions to ensure they are used safely</p> <p>There are safety rules for using and storing medicines</p> <p>Medicines can be harmful if not taken correctly</p>	<p>We all have different needs and require different types of care</p> <p>Male and female sex parts include penis and vagina</p> <p>Male and female sex parts are related to reproduction</p> <p>There are many different types of families</p> <p>Families care for each other in a variety of ways</p>	

	You can help yourself or someone else who may be feeling unhappy								
<b>Key vocabulary</b>	angry challenge different emotion excited loss nervous worried	emergency responsible rules hazards road safety fire safety danger		earn win presents pocket borrow benefits save choices jobs	N/A		medicine healthy pharmacy doctor safety asthma instructions	male female new life cycle birth body parts timeline order vagina penis	
<b>Week 1</b>	LO: To learn about the different jobs people do	N/A		LO: To learn about where money comes from and making choices when spending money	N/A		LO: To learn why medicines are taken	N/A	
<b>Week 2</b>	LO: To learn about managing different feelings	N/A		LO: To learn about saving money and how to keep it safe	N/A		LO: To learn where medicines come from	N/A	
<b>Week 3</b>	LO: To learn about change or loss and how this can feel	N/A		LO: To learn about the different jobs people do	N/A		LO: To learn about keeping themselves safe around medicines	N/A	

<b>Week 4</b>	N/A	LO: To learn about keeping safe in the home, including fire safety		N/A	N/A		N/A	<p>LESSONS 1 &amp; 2:</p> <p>LO: To learn to understand and respect the differences and similarities between people</p> <p>LO: To learn about the biological differences between male and female animals and their role in the life cycle</p>	
<b>Week 5</b>	N/A	LO: To learn about keeping safe online, including the benefits of going online		N/A	N/A		N/A	<p>LESSONS 3 &amp; 4:</p> <p>LO: To learn the biological differences between male and female children</p> <p>LO: To learn about growing from young to old and that they are growing and changing</p>	

<b>Week 6</b>	N/A	LO: To learn about keeping safe outside		N/A	N/A		N/A	<p>LESSONS 5 &amp; 6:</p> <p>LO: To learn that everybody needs to be cared for and ways in which they care for others</p> <p>LO: To learn about different types of family and how their home-life is special</p>	
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**Pakeman Primary School**  
**PSHE curriculum - Year 3/4**  
**Year A**

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
<b>Topic</b>	Stone Age to Iron Age		Journeys	Anglo Saxons		Mountains	Time-travellers		Rainforests
<b>PSHE unit of work</b>	<b>Unit 1:</b> Mental health and emotional wellbeing: <b>Strengths and challenges</b>	<b>Unit 2:</b> Physical health and wellbeing: <b>What is important to me?</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Keeping safe and managing risk: <b>Playing safe</b>	<b>Unit 4:</b> Identity, society and equality: <b>Celebrating difference</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Drug, alcohol and tobacco education: <b>Making choices</b>	<b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b>	<b>RE Unit of Work</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Emotional regulation:</b> Identifying triggers for emotions and practising calming strategies</li> <li>• <b>Communication:</b> Expressing thoughts and feelings clearly and respectfully</li> <li>• <b>Conflict resolution:</b> Using positive strategies to resolve disagreements</li> <li>• <b>Critical thinking:</b> Assessing risks in online and offline situations</li> <li>• <b>Independence:</b> Making responsible choices and resisting peer pressure</li> </ul>								
<b>Key knowledge (Overarching)</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how to maintain a healthy lifestyle, including diet, sleep, and exercise</li> <li>• Recognising more complex emotions (frustration, jealousy, nervousness) and strategies to manage them</li> <li>• Knowing the importance of mental wellbeing and simple relaxation techniques</li> <li>• Understanding personal space and the concept of consent in friendships</li> <li>• Developing awareness of online safety, including recognising dangers and seeking help</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding different types of relationships, including friendships, family, and online connections</li> <li>• Recognising and managing conflicts in friendships</li> <li>• Developing an understanding of fairness, respect, and inclusion</li> <li>• Identifying peer pressure and understanding how to make independent choices</li> <li>• Knowing strategies for asking for help and supporting others</li> </ul>								



	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding rights and responsibilities in school and the local community</li> <li>• Recognising diversity in cultures, backgrounds, and beliefs</li> <li>• Developing an understanding of money management (earning, spending, and saving)</li> <li>• Recognising the impact of the environment and how to take responsibility for sustainability</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>Everyone has something special about them and it's important to celebrate these</p> <p>Everyone faces challenges in try to achieve goals</p> <p>Breaking a goal into steps can help you achieve a goal</p>	<p>A balanced diet includes carbohydrates, protein, fruit/vegetables and healthy fats</p> <p>People may follow a particular diet based on their religious, moral, cultural background or for health reasons</p> <p>Vegetarianism means not eating meat and veganism means not eating or using animal products</p>		<p>All computer games follow an age rating / classification system, and some games are not appropriate for children to play</p> <p>Peer pressure is feeling you should do something because other people are doing it / telling you to do it</p>	<p>Differences and similarities between people arise from several factors including family, culture, age, gender, personal interests, belief</p> <p>We have shared interests and experiences with others in their class as well as with people in the wider world</p> <p>Peers might be similar or different to each other but can play or work together</p>		<p>Drugs such as caffeine, alcohol, tobacco and nicotine are often used by adults in daily life</p> <p>There are various reasons why someone may choose to use a drug</p> <p>There are alternatives to using drugs</p> <p>Alcohol and other drugs can affect the body</p>	<p>Change in the body is ongoing and individual</p> <p>Puberty is the changes that occur sometime between 8-17 that turns us from children to young adults</p> <p>Everyone's experience of puberty is different, and it begins and ends at different times</p> <p>Women menstruate and men have wet dreams</p>	

		<p>A lack of sleep can affect weight, people's mood and ability to learn</p> <p>NHS guidelines say that five-year-olds need approximately 11 hours sleep and nine year olds 10 hours</p>		<p>Some places are not appropriate to play (near roads, rail, water, building sites and around fireworks)</p> <p>In an emergency (accident, fire, crime) you can contact the emergency services on 999</p> <p>Everyone can learn some basic first aid, so they are better prepared to help in an emergency</p>			<p>Drinking alcohol may pose a greater or lesser risk depending on individuals and the amount that has been consumed</p> <p>There are laws and guidelines related to the consumption of alcohol</p>	<p>Menstruation is the loss of blood each month which allows women to have babies one day</p> <p>Changes during puberty can affect relationships with other people</p> <p>Changes at puberty affect body hygiene</p>	
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<b>Key vocabulary</b>	achievement goal setback putdown overcome resilience community group	value qualities diverse admire influence cultural ethical fair trade seasonality consumers wellbeing		classification pressure habits hazards emergency first aid fire brigade ambulance	identity community cultural peers value		drugs alcohol caffeine guidelines consumption risk	vagina penis menstruation wet dreams puberty hygiene stereotypes	
<b>Week 1</b>	LO: To celebrate achievements and setting personal goals	N/A		LO: To learn about keeping safe near roads, rail, water, building sites and around fireworks	N/A		LO: To learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them	N/A	
<b>Week 2</b>	LO: To learn about positive ways to deal with put-downs and set backs  <i>(taken from 2 lessons in the You, Me PSHE scheme)</i>	N/A		LO: To learn about what to do in an emergency and basic emergency first aid procedures	N/A		LO: To learn about the effects and risks of drinking alcohol	N/A	

<b>Week 3</b>	LO: To learn about valuing the similarities and differences between themselves and others	N/A		LO: To learn how to be safe in computer gaming habits	N/A		LO: To learn about different patterns of behaviour that are related to drug use	N/A	
<b>Week 4</b>	LO: To learn about what is meant by community and belonging to a group (taken from 2 lessons)	N/A		N/A	LO: To learn about valuing similarities and differences between themselves and others		N/A	LESSONS 1 & 2:  LO: To learn about the way we grow and change throughout the human lifecycle  LO: To learn about the physical changes associated with puberty	
<b>Week 5</b>	N/A	LO: To learn about making healthy choices about food and drink		N/A	LO: To learn about what is meant by community		N/A	LESSONS 3 & 4:  LO: To learn about menstruation and wet dreams	

								LO: To learn about physical hygiene and strategies for managing this	
<b>Week 6</b>	N/A	LO: To learn about how branding can affect what foods people choose to buy		N/A	LO: To learn about belonging to groups		N/A	LESSONS 5 & 6:  LO: To learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty  LO: To learn strategies to deal with feelings in the context of relationships	
	N/A	LO: To learn about keeping active and some of the challenges of this		N/A	N/A		N/A	N/A	

**Pakeman Primary School**  
**PSHE curriculum - Year 3/4**  
**Year B**

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
<b>Topic</b>	<b>Ancient Egypt</b>		<b>Energy and power</b>	<b>Romans</b>		<b>Active Planet</b>	<b>Chocolate</b>		<b>Europe</b>
<b>PSHE unit of work</b>	<b>Unit 1:</b> Drug, alcohol and tobacco education: <b>Tobacco is a drug</b>	<b>Unit 2:</b> Keeping safe and managing risk: <b>Bullying – see it, say it, stop it</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Identity, society and equality: <b>Democracy</b>	<b>Unit 4:</b> Careers, financial capability and economic wellbeing: <b>Saving, spending and budgeting</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Physical health and wellbeing: <b>What helps me choose?</b>	<b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b>	<b>RE Unit of Work</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Emotional regulation:</b> Identifying triggers for emotions and practising calming strategies</li> <li>• <b>Communication:</b> Expressing thoughts and feelings clearly and respectfully</li> <li>• <b>Conflict resolution:</b> Using positive strategies to resolve disagreements</li> <li>• <b>Critical thinking:</b> Assessing risks in online and offline situations</li> <li>• <b>Independence:</b> Making responsible choices and resisting peer pressure</li> </ul>								
<b>Key knowledge (Overarching)</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how to maintain a healthy lifestyle, including diet, sleep, and exercise</li> <li>• Recognising more complex emotions (frustration, jealousy, nervousness) and strategies to manage them</li> <li>• Knowing the importance of mental wellbeing and simple relaxation techniques</li> <li>• Understanding personal space and the concept of consent in friendships</li> <li>• Developing awareness of online safety, including recognising dangers and seeking help</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding different types of relationships, including friendships, family, and online connections</li> <li>• Recognising and managing conflicts in friendships</li> <li>• Developing an understanding of fairness, respect, and inclusion</li> <li>• Identifying peer pressure and understanding how to make independent choices</li> <li>• Knowing strategies for asking for help and supporting others</li> </ul>								

	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding rights and responsibilities in school and the local community</li> <li>• Recognising diversity in cultures, backgrounds, and beliefs</li> <li>• Developing an understanding of money management (earning, spending, and saving)</li> <li>• Recognising the impact of the environment and how to take responsibility for sustainability</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>A drug is a substance you put in your body that has a physiological effect on you</p> <p>Drugs can be harmful to both physical and mental health</p> <p>It is harmful to breath in second hand smoke</p>	<p>There are different types of bullying</p> <p>It's not your fault if you are bullied</p> <p>You can seek help if you are bullied</p>		<p>Democracy means that the people rule and choose a leader</p> <p>In Britain, new laws need to be agreed upon in the Houses of Parliament</p>	<p>Advertisers try to persuade us to spend money on their product</p> <p>People budget to keep track of their incoming and outgoing money</p> <p>There are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</p>		<p>You can use the Eatwell guide to help make informed choices about what they eat and drink</p> <p>Different factors can influence your choices about food and drinks</p> <p>Branding can affect the food choices we make</p>	<p>Change in the body is ongoing and individual</p> <p>Puberty is the changes that occur sometime between 8-17 that turns us from children to young adults</p> <p>Everyone's experience of puberty is different, and it begins and ends at different times</p> <p>Women menstruate and men have wet dreams</p>	

							Physical activities help our bodies We have a choice of how we spend our free time- some being healthier choices than others	Menstruation is the loss of blood each month which allows women to have babies one day  Changes during puberty can affect relationships with other people  Changes at puberty affect body hygiene	
<b>Key vocabulary</b>	addiction alcohol caffeine drugs nicotine substance tobacco	acceptance bully bullying bystander courage empathy	N/A	citizen democracy election government vote	budget value save cost wage		branding physical activity informed choice influence value	vagina penis menstruation wet dreams puberty hygiene stereotypes	
<b>Week 1</b>	LO: To know that tobacco is a drug	N/A		LO: To learn that Britain is a democratic society	N/A		LO: To learn about making healthy choices about food and drinks	N/A	



<b>Week 2</b>	LO: To learn there are drugs (other than medicines) that are common in everyday life, and why people choose to use them	N/A		LO: To learn how laws are made	N/A		LO: To learn about how branding can affect what foods people choose to buy	N/A	
<b>Week 3</b>	LO: To learn about the effects and risks of drinking alcohol	N/A		LO: To learn about local council	N/A		LO: To learn about keeping active and some of the challenges of this	N/A	
<b>Week 4</b>	LO: To learn what asthma is and how people live with it	N/A		N/A	LO: To learn about what influences people's choices about spending and saving money		N/A	LESSONS 1 & 2:  LO: To learn about the way we grow and change throughout the human lifecycle  LO: To learn about the physical changes associated with puberty	

<b>Week 5</b>	N/A	LO: To define bullying		N/A	LO: To learn how people can keep track of their money		N/A	<p>LESSONS 3 &amp; 4:</p> <p>LO: To learn about menstruation and wet dreams</p> <p>LO: To learn about physical hygiene and strategies for managing this</p>	
<b>Week 6</b>	N/A	LO: To explain what to do in different bullying situations eg cyberbullying		N/A	LO: To learn about the world of work		N/A	<p>LESSONS 5 &amp; 6:</p> <p>LO: To learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>LO: To learn strategies to deal with feelings in the context of relationships</p>	

	N/A	LO: To learn what to do if you witness bullying		N/A	N/A		N/A	N/A	
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**Pakeman Primary School**  
**PSHE curriculum - Year 5/6**  
**Year A**

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
<b>Topic</b>	<b>Ancient Greece</b>		<b>Weather and climate</b>	<b>Vikings</b>		<b>Antarctica</b>	<b>Windrush</b>		<b>Citizens of the World</b>
<b>PSHE unit of work</b>	<b>Unit 1:</b> Physical health and wellbeing: <b>In the Media</b>	<b>Unit 2:</b> Drug, alcohol and tobacco education (DATE): <b>Different influences</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Identity, society and equality: <b>Human rights</b>	<b>Unit 4:</b> Mental health and emotional wellbeing: <b>Dealing with feelings</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Keeping safe and managing risk: <b>Keeping safe out and about</b>	<b>Unit 6:</b> YEAR 6 ONLY: Sex and relationship education: <b>Healthy relationships</b> <b>How a baby is made</b>	<b>RE Unit of Work</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Self-management:</b> Setting goals and making informed decisions about health and wellbeing</li> <li>• <b>Empathy &amp; respect:</b> Understanding different perspectives and cultures</li> <li>• <b>Resilience:</b> Coping with setbacks and seeking support when needed</li> <li>• <b>Assertiveness:</b> Expressing opinions confidently while respecting others</li> <li>• <b>Problem-solving:</b> Thinking critically about challenges and making responsible choices</li> </ul>								
<b>Key knowledge (Overarching)</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how lifestyle choices affect long-term health (e.g. sleep, diet, exercise)</li> <li>• Recognising mental health concerns, stress management techniques, and where to seek help</li> <li>• Understanding how bodies change during puberty and how to manage these changes</li> <li>• Developing an awareness of body image and self-esteem</li> <li>• Knowing the dangers of substances like smoking, alcohol, and drugs</li> <li>• Deepening knowledge of online safety, including social media risks and cyberbullying</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding healthy and unhealthy relationships (including friendships and romantic relationships)</li> <li>• Developing awareness of consent, personal boundaries, and respecting others</li> <li>• Recognising different family structures and the importance of diversity</li> <li>• Understanding the influence of peer pressure, media, and advertising on choices</li> <li>• Learning strategies for managing conflict, including assertiveness</li> </ul>								

	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding democracy, rules, and laws in society</li> <li>• Developing financial literacy, including budgeting and the value of money</li> <li>• Exploring career aspirations and different pathways for future education</li> <li>• Recognising media influence and developing critical thinking about news and social media</li> <li>• Understanding sustainability and the impact of human choices on the planet</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>Adverts can influence people's choices about food and drink</p> <p>Food and drink adverts can use misleading marketing messages to make a product seem healthier for consumers</p>	<p>Smoking cigarettes can cause long term health problems including bronchitis, a range of cancers, heart disease and strokes</p> <p>The average shisha-smoking session lasts an hour</p> <p>Smoking cannabis can cause long term mental health problems</p>		<p>Migration is the movement of a person or people from one locality/country/place of residence to settle in another – it can be voluntary or forced</p> <p>People migrate for a range of reasons which can include economic, social, political or environmental factors</p> <p>The UN Convention on the Rights of the Child advises on the civil, political, economic, social and cultural rights that all children everywhere are entitled to</p>	<p>There are a wide range of feelings and emotions. These can be positive e.g. joy / excitement or negative e.g. anger / anxiety</p> <p>People can experience emotions and feelings to varying degrees of intensity</p> <p>Change affects everyone at some point in life and may create conflicting emotions (both positive and negative)</p>		<p>Risks when out and about in the local area include strangers, gangs, and certain environments that may be dangerous such as railway tracks or water</p> <p>Being out and about can lead to both positive feelings (excited, happy) and negative feelings (overwhelmed, anxious)</p>	<p>Physical and emotional changes can occur during puberty for males and females</p> <p>Puberty is individual and can happen anytime between the ages 8-17</p> <p>The body changes that occur during puberty are in preparation for sexual maturity</p>	

	<p>The media often presents celebrities as role models, and it is important to remember that they may be a good or not-so-good role model for young people</p> <p>Images can be changed or manipulated by the media, which means that they often differ from reality</p> <p>Media portrayal might affect people's feelings about themselves in a negative way</p>	<p>It is illegal to: smoke in public buildings, smoke in a car if a child is present, sell tobacco products to someone under the age of 18, or smoke under the age of 16</p> <p>There are conflicting messages in the media about tobacco and nicotine with the risks to health sometimes hidden</p>		<p>These organisations protect children and their rights: Save the Children, Unicef, Children in Need, NSPCC, Barnardo's and Childline</p> <p>Homelessness can include: rough sleeping, temporary accommodation, hidden homelessness and statutory homelessness</p> <p>There are many reasons why someone may become homeless. Some of these reasons include: financial problems, physical health, mental health, family breakdown, conflict</p>	<p>Strategies such as talking about worries and finding out as much information as possible about a new situation can help someone cope with change</p> <p>Bereavement is the period of grief and mourning after a death. When you grieve, it's part of the normal process of reacting to a loss.</p> <p>The five stages of grief are denial, anger, bargaining, depression and acceptance</p>		<p>Everyone is responsible for their own behaviour and actions</p> <p>Consequences of anti-social behaviour can include being in trouble with the police or dropping out of school</p> <p>Ways of avoiding peer pressure include:</p> <ul style="list-style-type: none"> <li>•be assertive</li> <li>•avoid situations which make you feel unsafe or uncomfortable</li> <li>•find friends who share the same values</li> <li>•think of an excuse e.g. 'I need to be home soon'</li> <li>•suggest something else to do</li> </ul>	<p>Our personal attitudes and values about gender and sexuality are often affected by religion and culture</p> <p>We should be prepared to recognise and challenge gender stereotypes in our society and in the media</p> <p>There are differences and similarities between intimate relationships and friendships</p> <p>Sex or making love may be one part of an intimate relationship between consenting adults</p>	
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		<p>There can be lots of pressure to try smoking from peers and media influences.</p> <p>Even if people feel pressure from others, they can make an informed choice and act on it</p>					<p>•stand up for others</p>	<p>Males and females have different cells and reproductive organs</p> <p>Babies are usually made through sexual intercourse</p> <p>Sex can lead to disease if one or both adults are not safe</p> <p>Contraception can be used to stop a baby from being conceived</p> <p>HIV and other diseases being passed can be reduced if a condom is used</p>	
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<b>Key vocabulary</b>	advertisement consumers manipulate media marketing misleading reality slogan	cannabis cigarette drugs e-cigarette influence nicotine risks shisha solvents substance tobacco vaping		accommodation financial homelessness human right intergovernmental migrant migration refugee statutory temporary UN (United Nations) UNICEF	anxiety bereavement emotion grief intensity loss mental physical		antisocial behaviour consequence gangs independent law peer pressure protected youths	sex sexuality penis vagina ovaries testicles uterus breasts conception contraception HIV	
<b>Week 1</b>	LO: To learn about misleading messages in advertising	N/A		LO: To learn about human migration	N/A		LO: To learn how to increase independence when out and about	N/A	
<b>Week 2</b>	LO: To learn about the relationship between media and role models	N/A		LO: To learn about human rights and the UN Convention on the Rights of the Child	N/A		LO: To learn how to recognise and respond to peer pressure	N/A	
<b>Week 3</b>	LO: To learn about image manipulation	N/A		LO: To learn about homelessness	N/A		LO: To learn about the consequences of anti-social behaviour (including gang related behaviour)	N/A	



<b>Week 4</b>	N/A	LO: To learn about the risks associated with smoking drugs		N/A	LO: To learn how emotions and feelings are experienced in the body		N/A	LO: To learn about changes that occur during puberty	
<b>Week 5</b>	N/A	LO: To learn about different influences on drug use		N/A	LO: To learn how times of change can make people feel		N/A	LESSONS 4 & 5 COMBINED:  LO: To learn about human reproduction  LO: To learn how a baby is made and grows	
<b>Week 6</b>	N/A	LO: To learn strategies that will help resist pressure to use drugs		N/A	LO: To learn about the feelings associated with loss, grief and bereavement		N/A	LESSONS 2 & 3 COMBINED:  LO: To learn about what gender stereotypes and sexuality and how they impact our society  LO: To understand what values are important in friendships and intimate relationships	

**Pakeman Primary School**  
**PSHE curriculum - Year 5/6**  
**Year B**

<u>Year A</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>		<u>Summer 2</u>
<b>Topic</b>	<b>World War 2</b>		<b>Marvellous Maps</b>	<b>The Sikh Empire</b>		<b>South America</b>	<b>London</b>		<b>Food and farming</b>
<b>PSHE unit of work</b>	<b>Unit 1:</b> Identity, society and equality: <b>Stereotypes, discrimination and prejudice</b>	<b>Unit 2:</b> Keeping safe and managing risk: <b>When things go wrong</b>	<b>RE Unit of Work</b>	<b>Unit 3:</b> Mental health and emotional wellbeing: <b>Healthy minds</b>	<b>Unit 4:</b> Drug, alcohol and tobacco education (DATE): <b>Weighing up risk</b>	<b>RE Unit of Work</b>	<b>Unit 5:</b> Careers, financial capability and economic wellbeing: <b>Borrowing and earning money</b>	<b>Unit 6:</b> Sex and relationship education: <b>Healthy relationships</b> <b>How a baby is made</b>	<b>RE Unit of Work</b>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Self-management:</b> Setting goals and making informed decisions about health and wellbeing</li> <li>• <b>Empathy &amp; respect:</b> Understanding different perspectives and cultures</li> <li>• <b>Resilience:</b> Coping with setbacks and seeking support when needed</li> <li>• <b>Assertiveness:</b> Expressing opinions confidently while respecting others</li> <li>• <b>Problem-solving:</b> Thinking critically about challenges and making responsible choices</li> </ul>								
<b>Key knowledge (Overarching)</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how lifestyle choices affect long-term health (e.g. sleep, diet, exercise)</li> <li>• Recognising mental health concerns, stress management techniques, and where to seek help</li> <li>• Understanding how bodies change during puberty and how to manage these changes</li> <li>• Developing an awareness of body image and self-esteem</li> <li>• Knowing the dangers of substances like smoking, alcohol, and drugs</li> <li>• Deepening knowledge of online safety, including social media risks and cyberbullying</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding healthy and unhealthy relationships (including friendships and romantic relationships)</li> <li>• Developing awareness of consent, personal boundaries, and respecting others</li> <li>• Recognising different family structures and the importance of diversity</li> <li>• Understanding the influence of peer pressure, media, and advertising on choices</li> <li>• Learning strategies for managing conflict, including assertiveness</li> </ul>								

	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding democracy, rules, and laws in society</li> <li>• Developing financial literacy, including budgeting and the value of money</li> <li>• Exploring career aspirations and different pathways for future education</li> <li>• Recognising media influence and developing critical thinking about news and social media</li> <li>• Understanding sustainability and the impact of human choices on the planet</li> </ul>								
<p><b>Key knowledge (Topic specific)</b></p>	<p>Stereotypes are simplistic and generalised ideas about a particular group of people</p> <p>Many stereotypes are present in the media and wider world</p> <p>Gender stereotypes are the roles that are assigned to men/boys and women/girls from an early age</p>	<p>When online you can stay safe by setting boundaries, protecting privacy, passwords and not revealing private information</p> <p>Online risks include abuse, trolling, bullying and harassment. Solutions to these risks include talking to a trusted adult or reporting abuse/illegal activity to the police</p>		<p>Mental health is about emotions, moods and feelings - how we think, feel and behave</p> <p>Everyone has a state of mental health that changes frequently (we can have positive or negative emotions, moods and feelings)</p>	<p>Drugs have a range of side effects and risks. Both legal and illegal drugs can have a harmful effect on the body</p> <p>Illegal drugs aren't good for anyone, but they are particularly bad for children whose bodies are still growing. Illegal drugs can damage the brain, heart, and other important organs</p>		<p>There are different ways that people can pay for something - including online, loans, credit cards and hire-purchase schemes</p> <p>Unmanageable debt is when debt / borrowing levels have increased to a level where repayments become impossible to manage</p> <p>Rewards of setting up an enterprise include:</p> <ul style="list-style-type: none"> <li>•profit</li> <li>•job satisfaction</li> <li>•sense of achievement from building something new</li> </ul>	<p>Physical and emotional changes can occur during puberty for males and females</p> <p>Puberty is individual and can happen anytime between the ages 8-17</p> <p>The body changes that occur during puberty are in preparation for sexual maturity</p>	

	<p>The Equality Act protects the following characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation</p> <p>Discriminatory language may be homophobic, sexist, disablist, racist or transphobic. It is highly offensive, and causes hurt and pain for people</p>	<p>Once you post something online, you lose control of it, especially if someone else screenshots or shares it</p> <p>Domestic violence is violence that happens in a family or in a house, between people who are related, married, living together or who used to live together</p> <p>Domestic violence and abuse is against the law</p>		<p>There are a range of things that can affect our mental health including: other people's actions, pressure at school or work, financial pressure, or stress</p> <p>The 5 steps to mental wellbeing are:</p> <ul style="list-style-type: none"> <li>•connect with other people</li> <li>•be physically active</li> <li>•learn new skills</li> <li>•give to others</li> <li>•pay attention to the present moment</li> </ul>	<p>Some drugs are illegal to own, use, or supply to others</p> <p>A drug risk triangle includes considering the following information:</p> <ul style="list-style-type: none"> <li>•<u>the drug</u> (what the drug is, thought to be, and the possible effects)</li> <li>•the person who is using the drug (mood, state of mental health, physical health and age)</li> <li>•the situation (where the person is, who they are with and what they are doing at the time)</li> </ul>		<p>Risks of setting up an enterprise include:</p> <ul style="list-style-type: none"> <li>•giving up job security</li> <li>•risk of low sales</li> <li>•financial loss</li> <li>•business failure</li> </ul> <p>Some jobs pay more than others and money is one factor in choosing a job</p>	<p>Our personal attitudes and values about gender and sexuality are often affected by religion and culture</p> <p>We should be prepared to recognise and challenge gender stereotypes in our society and in the media</p> <p>There are differences and similarities between intimate relationships and friendships</p>	
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		<p>Causes of running away include: abuse, family troubles, problems with school, bullying, or friendship issues</p> <p>Risks of running away include: being attacked, abused, becoming ill, or being hungry</p>		<p>Stigma and discrimination of people living with mental health problems can and does exist</p>	<p>There are many organisations that offer help, advice and support regarding drug use, these include: Childline, Frank, Izzy Info and Breathe</p>			<p>Sex or making love may be one part of an intimate relationship between consenting adults</p> <p>Males and females have different cells and reproductive organs</p> <p>Babies are usually made through sexual intercourse</p> <p>Sex can lead to disease if one or both adults are not safe</p> <p>Contraception can be used to stop a baby from being conceived</p>	
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								HIV and other diseases being passed can be reduced if a condom is used	
<b>Key vocabulary</b>	blended family disability discrimination diverse gay homeless homophobic lesbian prejudice sexist stereotype transgender transphobic	abuse domestic peer pressure trustworthy relationship risk violence		discrimination mental health stigma strategies support	restrictions alcohol drugs nicotine risks solvents support tobacco		career credit card debt enterprise hire purchase influence loan manageable reliable salary unmanageable	sex sexuality penis vagina ovaries testicles uterus breasts conception contraception HIV	
<b>Week 1</b>	LO: To learn about stereotyping, including gender stereotyping	N/A		LO: To learn what mental health is	N/A		LO: To learn about borrowing money and the risks associated with this	N/A	
<b>Week 2</b>	LO: To learn about prejudice and discrimination and how this can make people feel	N/A		LO: To learn what can affect mental health and some ways of dealing with this	N/A		LO: To learn about enterprise	N/A	
<b>Week 3</b>	N/A	LO: To learn about keeping safe online		LO: To learn about ways to look after mental health	N/A		LO: To learn what influences people's decisions about careers	N/A	

<b>Week 4</b>	N/A	LO: To learn how to stay safe when communicating with other people online		LO: To learn about the stigma and discrimination that can surround mental health	N/A		N/A	LO: To learn about changes that occur during puberty	
<b>Week 5</b>	N/A	LO: To learn that violence within relationships is not acceptable		N/A	LO: To learn about the risks associated with using different drugs (tobacco/nicotine, alcohol, solvents, medicines, other legal and illegal drugs)		N/A	LESSONS 4 & 5 COMBINED:  LO: To learn about human reproduction  LO: To learn how a baby is made and grows	
<b>Week 6</b>	N/A	LO: To learn about problems that can occur when someone goes missing from home		N/A	LO: To assess the level of risk and manage risk in different situations involving drug use		N/A	LESSONS 2 & 3 COMBINED:  LO: To learn about what gender stereotypes and sexuality and how they impact our society	

								LO: To understand what values are important in friendships and intimate relationships	
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