



# PSHE

# CURRICULUM

## Viewley Hill Academy

### Long Term Curriculum Map: PSHE

#### Cycle A

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
<b>KS1</b>	Me and my relationships <b>Year 1</b>	Valuing difference <b>Year 1</b>	Keeping myself safe <b>Year 1</b>	Rights and respect <b>Year 1</b>	Being my best <b>Year 1</b>	Growing and changing <b>Year 1</b>
<b>LKS2</b>	Me and my relationships <b>Year 3</b>	Valuing difference <b>Year 3</b>	Keeping myself safe <b>Year 3</b>	Rights and respect <b>Year 3</b>	Being my best <b>Year 3</b>	Growing and changing <b>Year 3</b>
<b>UKS2</b>	Me and my relationships <b>Year 5</b>	Valuing difference <b>Year 5</b>	Keeping myself safe <b>Year 5</b>	Rights and respect <b>Year 5</b>	Being my best <b>Year 5</b>	Growing and changing <b>Year 5</b>

#### Cycle B

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
<b>KS1</b>	Me and my relationships <b>Year 2</b>	Valuing difference <b>Year 2</b>	Keeping myself safe <b>Year 2</b>	Rights and respect <b>Year 2</b>	Being my best <b>Year 2</b>	Growing and changing <b>Year 2</b>
<b>LKS2</b>	Me and my relationships <b>Year 4</b>	Valuing difference <b>Year 4</b>	Keeping myself safe <b>Year 4</b>	Rights and respect <b>Year 4</b>	Being my best <b>Year 4</b>	Growing and changing <b>Year 4</b>
<b>UKS2</b>	Me and my relationships <b>Year 6</b>	Valuing difference <b>Year 6</b>	Keeping myself safe <b>Year 6</b>	Rights and respect <b>Year 6</b>	Being my best <b>Year 6</b>	Growing and changing <b>Year 6</b>

## Viewley Hill Academy

### EYFS Long Term Plan: PSHE

<b>Nursery</b>		
<b>Autumn 1: Me and my relationships</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p style="text-align: center; color: red; margin: 0;"><b>Marvellous me!</b></p> <ul style="list-style-type: none"> <li>-Share their likes and dislikes with their friends and adults in their classroom</li> <li>-Name the different features of their face and parts of their body</li> <li>-Use their senses to explore the world around them</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>I'm special:</b></p> <ul style="list-style-type: none"> <li>-Speak positively about themselves</li> <li>-Name different feelings and possible causes</li> <li>-Name some key adults who can help them when feeling sad/worried/scared</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>People who are special to me:</b></p> <ul style="list-style-type: none"> <li>-Talk about their families and special people</li> <li>-Name those who care for them and keep them safe</li> <li>-Describe the different types of homes</li> </ul>
<b>Autumn 2: Valuing difference</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p style="text-align: center; color: red; margin: 0;"><b>Me and my friends:</b></p> <ul style="list-style-type: none"> <li>-Talk about the similarities and differences amongst their peers</li> <li>-Talk about the things they and their friends are good at</li> <li>-Spot similarities and differences in nature</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Friends and family:</b></p> <ul style="list-style-type: none"> <li>-Understand that having differences between us is a good thing</li> <li>-Notice and talk about differences in nature</li> <li>-Recognise the differences within and amongst families</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Including everyone:</b></p> <ul style="list-style-type: none"> <li>-Explore and use different materials</li> <li>-Show kindness by including their friends</li> <li>-Talk about how to help those who are in need</li> </ul>
<b>Spring 1: Keeping Safe</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p style="text-align: center; color: red; margin: 0;"><b>People who help keep me safe:</b></p> <ul style="list-style-type: none"> <li>-Name key relatives/care givers at home and those who care for them in their education settings</li> <li>-Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do</li> <li>-Talk about what makes them feel safe</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Safety indoors and outdoors:</b></p> <ul style="list-style-type: none"> <li>-Name potential dangers, both inside and outside, and how to avoid getting hurt</li> <li>-Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules</li> <li>-Talk about how to keep their bodies safe</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>What's safe to go into my body?</b></p> <ul style="list-style-type: none"> <li>-Know which products in the home are to be used only by adults</li> <li>-Sort items according to their use and purpose</li> <li>-Explain who can give medicine to children and why</li> </ul>
<b>Spring 2: Rights and Respect</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p style="text-align: center; color: red; margin: 0;"><b>Looking after myself:</b></p> <ul style="list-style-type: none"> <li>-Talk about how healthy food and keeping clean can help our bodies</li> <li>-Name some healthy foods</li> <li>-Try new experiences</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Looking after others:</b></p> <ul style="list-style-type: none"> <li>-Name some activities that they can do to help out at home</li> <li>-Talk about how they can look after other members of their family</li> <li>-Talk about how they can look after their friends</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Looking after my environment:</b></p> <ul style="list-style-type: none"> <li>-Show care and responsibility for their home and learning environments</li> <li>-Talk about what is special within the natural world</li> <li>-Name some ways in which they can help their world</li> </ul>
<b>Summer 1: Being my best</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p style="text-align: center; color: red; margin: 0;"><b>What does my body need?</b></p> <ul style="list-style-type: none"> <li>-Name what their bodies need for energy (food, water, exercise, sleep)</li> <li>-Describe how they feel when they don't have enough food, water, exercise or sleep</li> <li>-Make healthy choices independently, in their home or education setting</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>I keep trying:</b></p> <ul style="list-style-type: none"> <li>-Explain how people might feel if they find something hard</li> <li>-Suggest ways to encourage others to keep going</li> <li>-Have a go at challenging themselves</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>I can do it!</b></p> <ul style="list-style-type: none"> <li>-Develop skills in planning, reviewing and applying a trial-and-error approach</li> </ul>

		<ul style="list-style-type: none"> <li>-Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone</li> <li>-Communicate with others by sharing with and listening to each other's ideas</li> </ul>
<b>Summer 2: Growing &amp; Changing</b>		
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<p><b>Growing &amp; changing in nature:</b></p> <ul style="list-style-type: none"> <li>-Describe seasonal changes</li> <li>-Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot</li> <li>-Describe the life cycle of an animal</li> </ul>	<p><b>When I was a baby:</b></p> <ul style="list-style-type: none"> <li>-Talk about how babies change as they grow</li> <li>-Explain what babies need and how this changes as they grow</li> <li>-Share their own experiences and listen to those of the others</li> </ul>	<p><b>Girls, boys and families:</b></p> <ul style="list-style-type: none"> <li>-Talk about change in the environment</li> <li>-Describe the changes in babies, young animals and plants as they grow</li> <li>-Broaden their expectations beyond potential stereotypes of what girls and</li> </ul>

# Viewley Hill Academy

## EYFS Long Term Plan: PSHE

<b>Reception</b>				
<b>Autumn 1: Me and my relationships</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center;"><b>All about me:</b></p> <ul style="list-style-type: none"> <li>-Talk about their own interests.</li> <li>-Talk about their families.</li> <li>-Talk about how they are the same or different to others.</li> </ul>	<p style="text-align: center;"><b>What makes me special?</b></p> <ul style="list-style-type: none"> <li>- Share their favourite interests and objects.</li> <li>-Talk about themselves positively.</li> <li>-Listen to what others say and respond.</li> </ul>	<p style="text-align: center;"><b>Me &amp; my special people:</b></p> <ul style="list-style-type: none"> <li>-Talk about the important people in their lives.</li> <li>-Understand that we have different special people.</li> <li>-Name key people outside of families that care for them.</li> </ul>	<p style="text-align: center;"><b>Who can help me?</b></p> <ul style="list-style-type: none"> <li>-Talk about when they might feel unsafe or unhappy.</li> <li>-Name the people who will help them.</li> <li>-Notice when a friend is in need at school and help them.</li> </ul>	<p style="text-align: center;"><b>My feelings:</b></p> <ul style="list-style-type: none"> <li>-Describe different emotions.</li> <li>-Explore how we feel at certain times or events.</li> <li>-Identify ways to change feelings and calm down.</li> </ul>
<b>Autumn 2: Valuing difference</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center;"><b>I'm special, you're special!</b></p> <ul style="list-style-type: none"> <li>-Describe their own positive attributes.</li> <li>-Share their likes and dislikes.</li> <li>-Listen to and respect the ideas of others.</li> </ul>	<p style="text-align: center;"><b>Same &amp; different:</b></p> <ul style="list-style-type: none"> <li>-Recognise similarities and differences amongst their peers.</li> <li>-Discuss why differences should be celebrated</li> <li>-Retell a story.</li> </ul>	<p style="text-align: center;"><b>Same &amp; different families:</b></p> <ul style="list-style-type: none"> <li>-Talk about their family, customs and traditions.</li> <li>-Listen to others talk about their experiences.</li> <li>-Compare their own experiences with those of others.</li> </ul>	<p style="text-align: center;"><b>Same &amp; different homes:</b></p> <ul style="list-style-type: none"> <li>-Recognise the similarities and differences between their home and those of others.</li> <li>-Talk about what makes their home feel special and safe.</li> <li>-Be sensitive towards others.</li> </ul>	<p style="text-align: center;"><b>I am caring &amp; I am a friend</b></p> <ul style="list-style-type: none"> <li>-Suggest ways in which we can be kind towards others.</li> <li>-Demonstrate skills in cooperation with others.</li> <li>-Show friendly behaviour towards a peer.</li> <li>-Build relationships with others.</li> </ul>
<b>Spring 1: Keeping Safe</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center;"><b>What's safe to go into my body?</b></p> <ul style="list-style-type: none"> <li>-Talk about how to keep their bodies healthy and safe.</li> <li>-Name ways to stay safe around medicines.</li> <li>-Know how to stay safe in their home, classroom and outside.</li> <li>-Know age-appropriate ways to stay safe online.</li> <li>-Name adults in their lives and those in their community who keep them safe.</li> <li>-Name things that keep their bodies safe.</li> <li>-Name things that keep their bodies clean and protected.</li> <li>-Think about how to recognise things that might not be safe.</li> </ul>	<p style="text-align: center;"><b>What's safe to go into my body? (medicines)</b></p> <ul style="list-style-type: none"> <li>-Talk about how to keep their bodies healthy and safe.</li> <li>-Name ways to stay safe around medicines.</li> <li>-Know how to stay safe in their home, classroom and outside.</li> <li>-Know age-appropriate ways to stay safe online.</li> <li>Name adults in their lives and those in their community who keep them safe.</li> </ul>	<p style="text-align: center;"><b>Safe indoors &amp; outdoors:</b></p> <ul style="list-style-type: none"> <li>-Talk about how to keep their bodies healthy and safe.</li> <li>-Name ways to stay safe around medicines.</li> <li>-Know how to stay safe in their home, classroom and outside.</li> <li>-Know age-appropriate ways to stay safe online.</li> <li>-Name adults in their lives and those in their community who keep them safe.</li> </ul>	<p style="text-align: center;"><b>Listening to my feelings:</b></p> <ul style="list-style-type: none"> <li>-Talk about how to keep their bodies healthy and safe.</li> <li>-Name ways to stay safe around medicines.</li> <li>-Know how to stay safe in their home, classroom and outside.</li> <li>-Know age-appropriate ways to stay safe online.</li> <li>-Name adults in their lives and those in their community who keep them safe.</li> </ul>	<p style="text-align: center;"><b>People who help keep me safe:</b></p> <ul style="list-style-type: none"> <li>-Talk about how to keep their bodies healthy and safe.</li> <li>-Name ways to stay safe around medicines.</li> <li>-Know how to stay safe in their home, classroom and outside.</li> <li>-Know age-appropriate ways to stay safe online.</li> <li>-Name adults in their lives and those in their community who keep them safe.</li> </ul>

## Spring 2: Rights and respect

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Looking after my special people:</b></p> <ul style="list-style-type: none"> <li>-Understand that they can make a difference.</li> <li>-Identify how they can care for their home, school and special people.</li> <li>-Talk about how they can make an impact on the natural world.</li> <li>-Talk about similarities and differences between themselves.</li> <li>-Demonstrate building relationships with friends.</li> </ul>	<p><b>Being helpful at home:</b></p> <ul style="list-style-type: none"> <li>-Understand that they can make a difference.</li> <li>-Identify how they can care for their home, school and special people.</li> <li>-Talk about how they can make an impact on the natural world.</li> <li>-Talk about similarities and differences between themselves.</li> <li>-Demonstrate building relationships with friends.</li> </ul>	<p><b>Caring for our world:</b></p> <ul style="list-style-type: none"> <li>-Understand that they can make a difference.</li> <li>-Identify how they can care for their home, school and special people.</li> <li>-Talk about how they can make an impact on the natural world.</li> <li>-Talk about similarities and differences between themselves.</li> <li>-Demonstrate building relationships with friends.</li> </ul>	<p><b>Recognising, spending, using money:</b></p> <ul style="list-style-type: none"> <li>-Understand that they can make a difference.</li> <li>-Identify how they can care for their home, school and special people.</li> <li>-Talk about how they can make an impact on the natural world.</li> <li>-Talk about similarities and differences between themselves.</li> <li>-Demonstrate building relationships with friends.</li> </ul>	<p><b>Saving money &amp; keeping it safe:</b></p> <ul style="list-style-type: none"> <li>-Understand that they can make a difference.</li> <li>-Identify how they can care for their home, school and special people.</li> <li>-Talk about how they can make an impact on the natural world.</li> <li>-Talk about similarities and differences between themselves.</li> <li>-Demonstrate building relationships with friends.</li> </ul>

## Summer 1: Being my best

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Bouncing back when things go wrong:</b></p> <ul style="list-style-type: none"> <li>-Share an experience where they haven't achieved their goal.</li> <li>-Develop their confidence and resilience towards having a growth mindset.</li> <li>-Name a strategy to overcome a hurdle.</li> </ul>	<p><b>Healthy eating:</b></p> <ul style="list-style-type: none"> <li>-Name and choose healthy foods and drink.</li> <li>-Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>-Explain the jobs of different food groups.</li> </ul>	<p><b>My healthy mind:</b></p> <ul style="list-style-type: none"> <li>-Identify the 5 ways to support their wellbeing.</li> <li>-Name some activities or ideas to promote positive mental health.</li> <li>-Reflect on their mental health and how they can protect it.</li> </ul>	<p><b>Move your body:</b></p> <ul style="list-style-type: none"> <li>-Describe the changes in their body during exercise and what is happening to their body.</li> <li>-Explain how exercise can help us stay well - physically and mentally.</li> <li>-Name some ways to keep their body fit and well.</li> </ul>	<p><b>A good night's sleep:</b></p> <ul style="list-style-type: none"> <li>-Understand why our body needs sleep.</li> <li>-Talk about their own bedtime routine.</li> <li>-Suggest ways to have a calm evening and bedtime routine.</li> </ul>

## Summer 2: Growing & Changing

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Seasons:</b></p> <ul style="list-style-type: none"> <li>-Name the different seasons and describe their differences.</li> <li>-Explain the changes that occur as seasons change.</li> <li>-Talk about how they have grown in resilience.</li> </ul>	<p><b>Life stages: Plants, humans, animals</b></p> <ul style="list-style-type: none"> <li>-To understand that animals and humans change in appearance over time.</li> <li>-Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>-Make observations and ask questions about living thing</li> </ul>	<p><b>Where do babies come from?</b></p> <ul style="list-style-type: none"> <li>-Explain that a baby is made by a woman and a man and grows inside a mother's tummy.</li> <li>-Understand that every family is different.</li> <li>-Talk about similarities and differences between themselves and others.</li> </ul>	<p><b>Getting bigger:</b></p> <ul style="list-style-type: none"> <li>-Talk about how they have changed as they have grown.</li> <li>-Explain the differences between babies, children, and adults.</li> <li>-Understand that we are all unique.</li> </ul>	<p><b>Me and my body:</b></p> <ul style="list-style-type: none"> <li>-Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>-Explain which parts of their body are kept private and safe and why.</li> <li>-Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>



# PSHE CURRICULUM:

## Cycle A

# Viewley Hill Academy

## Long Term Plan: PSHE

<b>KS1: Cycle A</b>				
<b>Autumn 1: Me and my relationships</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center; color: red; margin: 0;"><b>Why we have classroom rules:</b></p> <ul style="list-style-type: none"> <li>-Understand that classroom rules help everyone to learn and be safe;</li> <li>-Explain their classroom rules and be able to contribute to making these</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>How are you listening?</b></p> <ul style="list-style-type: none"> <li>-Demonstrate attentive listening skills;</li> <li>-Suggest simple strategies for resolving conflict situations;</li> <li>-Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Thinking about feelings:</b></p> <ul style="list-style-type: none"> <li>-Recognise how others might be feeling by reading body language/facial expressions;</li> <li>-Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Our feelings:</b></p> <ul style="list-style-type: none"> <li>-Identify a range of feelings;</li> <li>-Identify how feelings might make us behave;</li> <li>-Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Good friends:</b></p> <ul style="list-style-type: none"> <li>-Identify simple qualities of friendship</li> <li>-Suggest strategies for making up</li> </ul>
<b>Autumn 2: Valuing difference</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center; color: red; margin: 0;"><b>Same or different?</b></p> <ul style="list-style-type: none"> <li>-Identify similarities and differences between people</li> <li>-Empathise with those who are different from them</li> <li>-Begin to appreciate positive aspects of these differences</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Unkind, tease or bully?</b></p> <ul style="list-style-type: none"> <li>-Explain the difference between being unkind, teasing and bullying</li> <li>-Understand that bullying is rare</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Harold's school rules:</b></p> <ul style="list-style-type: none"> <li>-Explain some of their school rules (Viewley Values) and how these help to keep everyone safe.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>It's not fair!</b></p> <ul style="list-style-type: none"> <li>-Recognise and explain what is fair and unfair, kind and unkind.</li> <li>-Suggest ways they can show kindness to others.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Who are our special people?</b></p> <ul style="list-style-type: none"> <li>-Identify some people who are special to them</li> <li>-Recognise and name some qualities of people who are special to them</li> </ul>
<b>Spring 1: Keeping Safe</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center; color: red; margin: 0;"><b>Super sleep:</b></p> <ul style="list-style-type: none"> <li>-Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>-Identify simple bedtime routines that promote healthy sleep.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Who can help?</b></p> <ul style="list-style-type: none"> <li>-Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>-Identify people who can help them when they feel unsafe.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Good or bad touches?</b></p> <ul style="list-style-type: none"> <li>-Understand and learn the PANTS rules;</li> <li>-Name and know which parts should be private;</li> <li>-Explain the difference between appropriate and inappropriate touch;</li> <li>-Understand that they have the right to say "no" to unwanted touch;</li> <li>-Start thinking about who they trust and who they can ask for help.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>What could Harold do?</b></p> <ul style="list-style-type: none"> <li>-Understand that medicines can sometimes make people feel better when they're ill;</li> <li>-Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Harold loses Geoffrey:</b></p> <ul style="list-style-type: none"> <li>-Recognise the range of feelings that are associated with loss.</li> </ul>
<b>Spring 2: Rights and respect</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center; color: red; margin: 0;"><b>Harold has a bad day:</b></p> <ul style="list-style-type: none"> <li>-Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Around and about school:</b></p> <ul style="list-style-type: none"> <li>-Identify what they like about the school environment;</li> <li>-Recognise who cares for and looks after the school environment.</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Taking care of something:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant);</li> <li>-Explain the importance of looking after things that belong to themselves or to others;</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Harold's money; How would we look after money?</b></p> <ul style="list-style-type: none"> <li>-Explain where people get money from;</li> <li>-List some of the things that money may be spent on in a family home.</li> <li>-Recognise that different notes and coins have different monetary value;</li> </ul>	<p style="text-align: center; color: red; margin: 0;"><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>-How to make a clear and efficient call to emergency services if necessary.</li> </ul> <p><b>Physical Health and Mental Wellbeing (Health Education)Basic first-aid 2.</b></p>

		-Develop their sense of respect for objects - including things in the environment.	-Explain the importance of keeping money safe; Identify safe places to keep money; -Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).	-Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<b>Summer 1: Being my best</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center;"><b>I can eat a rainbow:</b></p> <ul style="list-style-type: none"> <li>-Recognise the importance of fruit and vegetables in their daily diet;</li> <li>-Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>	<p style="text-align: center;"><b>Harold's wash &amp; brush up:</b></p> <ul style="list-style-type: none"> <li>-Recognise the importance of regular hygiene routines;</li> <li>-Sequence personal hygiene routines into a logical order.</li> </ul>	<p style="text-align: center;"><b>Catch it! Bin it! Kill it!</b></p> <ul style="list-style-type: none"> <li>-Understand how diseases can spread;</li> <li>-Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>	<p style="text-align: center;"><b>Harold learns to ride a bike:</b></p> <ul style="list-style-type: none"> <li>-Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>-Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>	<p style="text-align: center;"><b>Pass on the praise:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate attentive listening skills;</li> <li>-Suggest simple strategies for resolving conflict situations;</li> <li>-Give and receive positive feedback, and experience how this makes them feel</li> </ul>
<b>Summer 2: Growing &amp; Changing</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p style="text-align: center;"><b>Then &amp; now:</b></p> <ul style="list-style-type: none"> <li>-Understand that the body gets energy from food, water and air (oxygen);</li> <li>-Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul>	<p style="text-align: center;"><b>Taking care of a baby:</b></p> <ul style="list-style-type: none"> <li>-Understand some of the tasks required to look after a baby;</li> <li>-Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>	<p style="text-align: center;"><b>Who can help?</b></p> <ul style="list-style-type: none"> <li>-Explain the difference between teasing and bullying.</li> <li>-Give examples of what they can do if they experience or witness bullying.</li> <li>-Say who they could get help from in a bullying situation.</li> </ul>	<p style="text-align: center;"><b>Surprises &amp; secrets:</b></p> <ul style="list-style-type: none"> <li>-Explain the difference between a secret and a nice surprise;</li> <li>-Identify situations as being secrets or surprises;</li> <li>-Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>	<p style="text-align: center;"><b>Keeping privates private:</b></p> <ul style="list-style-type: none"> <li>-Identify parts of the body that are private;</li> <li>-Describe ways in which private parts can be kept private;</li> <li>-Identify people they can talk to about their private parts.</li> </ul>

# Viewley Hill Academy

## Long Term Plan: PSHE

### LKS2: Cycle A

#### Autumn 1: Me and my relationships

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>As a rule:</b></p> <ul style="list-style-type: none"> <li>-Explain why we have rules;</li> <li>-Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>-Suggest appropriate rules for a range of settings;</li> <li>-Consider the possible consequences of breaking the rules</li> </ul>	<p style="text-align: center;"><b>Looking after our special people:</b></p> <ul style="list-style-type: none"> <li>-Identify people who they have a special relationship with;</li> <li>-Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>	<p style="text-align: center;"><b>Friends are special:</b></p> <ul style="list-style-type: none"> <li>-Identify qualities of friendship;</li> <li>-Suggest reasons why friends sometimes fall out;</li> <li>-Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<p style="text-align: center;"><b>Thunks:</b></p> <ul style="list-style-type: none"> <li>-Express opinions and listen to those of others;</li> <li>-Consider others' points of view;</li> <li>-Practise explaining the thinking behind their ideas and opinions.</li> </ul>	<p style="text-align: center;"><b>Dan's dare:</b></p> <ul style="list-style-type: none"> <li>-Explain what a dare is;</li> <li>-Understand that no-one has the right to force them to do a dare;</li> <li>-Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare</li> </ul>

#### Autumn 2: Valuing difference

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Respect &amp; challenge:</b></p> <ul style="list-style-type: none"> <li>- Reflect on listening skills;</li> <li>-Give examples of respectful language;</li> <li>-Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>	<p style="text-align: center;"><b>Family &amp; friends:</b></p> <ul style="list-style-type: none"> <li>-Recognise that there are many different types of family;</li> <li>-Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>	<p style="text-align: center;"><b>My community:</b></p> <ul style="list-style-type: none"> <li>-Define the term 'community';</li> <li>-Identify the different communities that they belong to;</li> <li>-Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>	<p style="text-align: center;"><b>Our friends &amp; neighbours:</b></p> <ul style="list-style-type: none"> <li>-Explain that people living in the UK have different origins;</li> <li>-Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>-Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul>	<p style="text-align: center;"><b>Let's celebrate our differences:</b></p> <ul style="list-style-type: none"> <li>-Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>-Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>

#### Spring 1: Keeping Safe

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Safe or unsafe?</b></p> <ul style="list-style-type: none"> <li>-Identify situations which are safe or unsafe;</li> <li>-Identify people who can help if a situation is unsafe;</li> <li>-Suggest strategies for keeping safe.</li> </ul>	<p style="text-align: center;"><b>Danger or risk?</b></p> <ul style="list-style-type: none"> <li>- Identify risk factors in given situations;</li> <li>-Suggest ways of reducing or managing those risks.</li> </ul>	<p style="text-align: center;"><b>Super searcher:</b></p> <ul style="list-style-type: none"> <li>-Evaluate the validity of statements relating to online safety;</li> <li>-Recognise potential risks associated with browsing online;</li> <li>-Give examples of strategies for safe browsing online.</li> </ul>	<p style="text-align: center;"><b>Help or harm?</b></p> <ul style="list-style-type: none"> <li>-Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p style="text-align: center;"><b>Alcohol or cigarettes: The facts:</b></p> <ul style="list-style-type: none"> <li>-Identify some key risks from and effects of cigarettes and alcohol;</li> <li>-Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>-Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>

#### Spring 2: Rights and respect

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Helping each other to stay safe:</b></p> <ul style="list-style-type: none"> <li>-Identify key people who are responsible for them staying safe and healthy;</li> <li>-Suggest ways they can help these people.</li> </ul>	<p style="text-align: center;"><b>Recount task:</b></p> <ul style="list-style-type: none"> <li>-Understand the difference between 'fact' and 'opinion';</li> <li>-Understand how an event can be perceived from different viewpoints;</li> </ul>	<p style="text-align: center;"><b>Our helpful volunteers:</b></p> <ul style="list-style-type: none"> <li>-Define what a volunteer is;</li> <li>-Identify people who are volunteers in the school community;</li> </ul>	<p style="text-align: center;"><b>Can Harold afford it?</b></p> <ul style="list-style-type: none"> <li>-Understand the terms 'income', 'saving' and 'spending';</li> </ul>	<p style="text-align: center;"><b>Earning money:</b></p> <ul style="list-style-type: none"> <li>-Explain that people earn their income through their jobs;</li> </ul>

	-Plan, draft and publish a recount using the appropriate language.	-Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer	-Recognise that there are times we can buy items we want and times when we need to save for items; -Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	-Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
<b>Summer 1: Being my best</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p><b>Poorly Harold:</b></p> <ul style="list-style-type: none"> <li>- Explain how some infectious illnesses are spread from one person to another;</li> <li>-Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>-Suggest medical and non-medical ways of treating an illness.</li> </ul>	<p><b>Body teamwork:</b></p> <ul style="list-style-type: none"> <li>-Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>-Describe how food, water and air get into the body and blood.</li> </ul>	<p><b>For or against?</b></p> <ul style="list-style-type: none"> <li>-Identify their achievements and areas of development;</li> <li>-Recognise that people may say kind things to help us feel good about ourselves;</li> <li>-Explain why some groups of people are not represented as much on television/in the media.</li> </ul>	<p><b>I am fantastic!</b></p> <ul style="list-style-type: none"> <li>-Identify their achievements and areas of development;</li> <li>-Recognise that people may say kind things to help us feel good about ourselves;</li> <li>-Explain why some groups of people are not represented as much on television/in the media.</li> </ul>	<p><b>Top talents:</b></p> <ul style="list-style-type: none"> <li>- Explain some of the different talents and skills that people have and how skills are developed;</li> <li>-Recognise their own skills and those of other children in the class.</li> </ul>
<b>Summer 2: Growing &amp; Changing</b>				
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<p><b>Body space:</b></p> <ul style="list-style-type: none"> <li>-Understand what is meant by the term body space (or personal space);</li> <li>-Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>-Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>	<p><b>None of your business:</b></p> <ul style="list-style-type: none"> <li>-Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>-Recognise and describe appropriate behaviour online as well as offline;</li> <li>-Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>-Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>	<p><b>Secret or surprise?</b></p> <ul style="list-style-type: none"> <li>- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>-Recognise how different surprises and secrets might make them feel;</li> <li>-Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<p><b>My changing body:</b></p> <ul style="list-style-type: none"> <li>- Recognise that babies come from the joining of an egg and sperm;</li> <li>-Explain what happens when an egg doesn't meet a sperm;</li> <li>-Understand that for girls, periods are a normal part of puberty.</li> </ul>	<p><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>-<b>Physical Health and Mental Wellbeing (Health Education)Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.</li> <li>-<b>Physical Health and Mental Wellbeing (Health Education)Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

### UKS2: Cycle A

#### Autumn 1: Me and my relationships

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Give &amp; take:</b></p> <ul style="list-style-type: none"> <li>-Explain what is meant by the terms negotiation and compromise;</li> <li>-Describe strategies for resolving difficult issues or situations.</li> </ul>	<p><b>How good a friend are you?</b></p> <ul style="list-style-type: none"> <li>- Demonstrate how to respond to a wide range of feelings in others;</li> <li>-Give examples of some key qualities of friendship;</li> <li>-Reflect on their own friendship qualities.</li> </ul>	<p><b>Relationship cake recipe:</b></p> <ul style="list-style-type: none"> <li>-Identify what things make a relationship unhealthy;</li> <li>-Identify who they could talk to if they needed help</li> </ul>	<p><b>Our emotional needs:</b></p> <ul style="list-style-type: none"> <li>- Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>-Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	<p><b>Being assertive:</b></p> <ul style="list-style-type: none"> <li>- Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>-Understand and rehearse assertiveness skills.</li> </ul>

#### Autumn 2: Valuing difference

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Kind conversations:</b></p> <ul style="list-style-type: none"> <li>-Rehearse active listening skills;</li> <li>-Demonstrate respectfulness in responding to others;</li> <li>-Respond appropriately to others.</li> </ul>	<p><b>Happy being me:</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>Consider how discriminatory behaviour can be challenged.</li> </ul>	<p><b>The land of the Red People:</b></p> <ul style="list-style-type: none"> <li>-Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>-Describe the benefits of living in a diverse society;</li> <li>-Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> </ul>	<p><b>Is it true?</b></p> <ul style="list-style-type: none"> <li>- Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>-Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>-Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> </ul>	<p><b>Stop, start stereotypes:</b></p> <ul style="list-style-type: none"> <li>- Recognise that some people can get bullied because of the way they express their gender;</li> <li>-Give examples of how bullying behaviours can be stopped.</li> </ul>

#### Spring 1: Keeping Safe

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Spot bullying:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>-Demonstrate strategies and skills for supporting others who are bullied;</li> <li>-Recognise and describe the difference between online and face-to-face bullying.</li> </ul>	<p><b>Play, like, share:</b></p> <ul style="list-style-type: none"> <li>- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>-Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>-Know how to protect personal information online;</li> <li>Recognise disrespectful behaviour online and know how to respond to it.</li> </ul>	<p><b>Decision dilemma</b></p> <ul style="list-style-type: none"> <li>- Recognise which situations are risky;</li> <li>-Explore and share their views about decision-making when faced with a risky situation;</li> <li>-Suggest what someone should do when faced with a risky situation.</li> <li>-Identify risk factors in given situations;</li> <li>-Suggest ways of reducing or managing those risks.</li> </ul>	<p><b>Vaping: Healthy or unhealthy?</b></p> <ul style="list-style-type: none"> <li>- Describe some of the health risks caused by vaping;</li> <li>-Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>-Use critical thinking skills when reading information/media;</li> <li>-Understand that companies selling vaping products do so to make money;</li> <li>-Describe some of the possible outcomes of taking a risk.</li> </ul>	<p><b>Drugs: True or false?</b></p> <ul style="list-style-type: none"> <li>-Understand some of the complexities of categorising drugs;</li> <li>-Know that all medicines are drugs but not all drugs are medicines;</li> <li>-Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>What's the story?</b>	<b>Fact or opinion?</b>	<b>Rights, respect &amp; duties:</b>	<b>Spending wisely:</b>	<b>Lend us a fiver!</b>

-Identify, write and discuss issues currently in the media concerning health and wellbeing; -Express their opinions on an issue concerning health and wellbeing; -Make recommendations on an issue concerning health and wellbeing.	-Understand the difference between a fact and an opinion; -Understand what biased reporting is and the need to think critically about things we read.	- Define the differences between responsibilities, rights and duties; -Discuss what can make them difficult to follow; -Identify the impact on individuals and the wider community if responsibilities are not carried out.	-State the costs involved in producing and selling an item; -Suggest questions a consumer should ask before buying a product.	-Define the terms loan, credit, debt and interest; -Suggest advice for a range of situations involving personal finance.
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>It all adds up!</b> -Know the basic functions of the four systems covered and know they are inter-related. -Explain the function of at least one internal organ. -Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	<b>Different skills:</b> -Identify their own strengths and talents; -Identify areas that need improvement and describe strategies for achieving those improvements.	<b>Independence &amp; responsibility:</b> - Identify people who are responsible for helping them stay healthy and safe; -Suggest ways that they can help these people	<b>Star qualities?</b> -Describe 'star' qualities of celebrities as portrayed by the media; -Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; -Describe 'star' qualities that 'ordinary' people have.	<b>Basic first aid:</b> - <b>Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.  <b>Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Taking notice of our feelings:</b> -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	<b>Dear Ash:</b> -Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	<b>Growing up &amp; changing bodies:</b> -Identify some products that they may need during puberty and why; -Know what menstruation is and why it happens.	<b>Changing bodies &amp; feelings:</b> -Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	<b>Help! I'm a teenager; get me out of here!</b> - Recognise how our body feels when we're relaxed; -List some of the ways our body feels when it is nervous or sad; -Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.



# **PSHE CURRICULUM:**

## **Cycle B**

# Viewley Hill Academy

## Long Term Plan: PSHE

### KS1 Cycle B

#### Autumn 1: Me and my relationships

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Our ideal classroom:</b></p> <ul style="list-style-type: none"> <li>-Suggest actions that will contribute positively to the life of the classroom;</li> <li>-Make and undertake pledges based on those actions.</li> </ul>	<p><b>How are you feeling today?</b></p> <ul style="list-style-type: none"> <li>-Use a range of words to describe feelings;</li> <li>-Recognise that people have different ways of expressing their feelings;</li> <li>-Identify helpful ways of responding to other's feelings</li> </ul>	<p><b>Let's all be happy!</b></p> <ul style="list-style-type: none"> <li>-Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>-Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<p><b>Being a good friend:</b></p> <ul style="list-style-type: none"> <li>-Recognise that friendship is a special kind of relationship;</li> <li>-Identify some of the ways that good friends care for each other.</li> </ul>	<p><b>Types of bullying/ Don't do that!</b></p> <ul style="list-style-type: none"> <li>-Explain the difference between bullying and isolated unkind behaviour;</li> <li>-Recognise that that there are different types of bullying and unkind behaviour;</li> <li>-Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>-Understand and describe strategies for dealing with bullying;</li> <li>-Rehearse and demonstrate some of these strategies.</li> </ul>

#### Autumn 2: Valuing difference

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>What makes us who we are?</b></p> <ul style="list-style-type: none"> <li>-Identify some of the physical and non-physical differences and similarities between people;</li> <li>-Know and use words and phrases that show respect for other people.</li> </ul>	<p><b>My special people:</b></p> <ul style="list-style-type: none"> <li>-Identify people who are special to them;</li> <li>-Explain some of the ways those people are special to them</li> </ul>	<p><b>How do we make others feel? When someone feels left out:</b></p> <ul style="list-style-type: none"> <li>-Recognise and explain how a person's behaviour can affect other people.</li> <li>-Explain how it feels to be part of a group;</li> <li>-Explain how it feels to be left out from a group;</li> <li>-Identify groups they are part of;</li> <li>-Suggest and use strategies for helping someone who is feeling left out.</li> </ul>	<p><b>An act of kindness:</b></p> <ul style="list-style-type: none"> <li>-Recognise and describe acts of kindness and unkindness;</li> <li>-Explain how these impact on other people's feelings;</li> <li>-Suggest kind words and actions they can show to others;</li> <li>-Show acts of kindness to others in school.</li> </ul>	<p><b>I am caring &amp; I am a friend:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>-Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>

#### Spring 1: Keeping Safe

Lesson 1	Lesson 2 and lesson 3	Lesson 4	Lesson 5
<p><b>Harold's picnic:</b></p> <ul style="list-style-type: none"> <li>-Understand that medicines can sometimes make people feel better when they're ill;</li> <li>-Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>-Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>	<p><b>How safe would you feel? What should Harold say?</b></p> <ul style="list-style-type: none"> <li>-Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>-Identify people who can help them when they feel unsafe.</li> </ul>	<p><b>I don't like that!</b></p> <ul style="list-style-type: none"> <li>-Identify situations in which they would feel safe or unsafe;</li> <li>-Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>-Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul>	<p><b>Fun or not?</b></p> <ul style="list-style-type: none"> <li>-Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>-Know that they can ask someone to stop touching them;</li> <li>-Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>

#### Spring 2: Rights and respect

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

<p><b>Getting on with others:</b></p> <ul style="list-style-type: none"> <li>- Describe and record strategies for getting on with others in the classroom.</li> </ul>	<p><b>When I feel like erupting:</b></p> <ul style="list-style-type: none"> <li>- Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	<p><b>Feeling safe:</b></p> <ul style="list-style-type: none"> <li>- Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> </ul>	<p><b>Harold saves for something special:</b></p> <ul style="list-style-type: none"> <li>-Understand that people have choices about what they do with their money;</li> <li>-Know that money can be saved for a use at a future time;</li> <li>-Explain how they might feel when they spend money on different things.</li> </ul>	<p><b>How can we look after our environment?</b></p> <ul style="list-style-type: none"> <li>-Identify what they like about the school environment;</li> <li>-Identify any problems with the school environment (e.g. things needing repair);</li> <li>-Make suggestions for improving the school environment;</li> <li>-Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment.</li> </ul>
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**Summer 1: Being my best**

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>You can do it!</b></p> <ul style="list-style-type: none"> <li>-Explain the stages of the learning line showing an understanding of the learning process;</li> <li>-Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>	<p><b>My day:</b></p> <ul style="list-style-type: none"> <li>-Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>-Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health..</li> </ul>	<p><b>Harold's postcard – helping us stay clean &amp; healthy:</b></p> <ul style="list-style-type: none"> <li>-Explain how germs can be spread;</li> <li>-Describe simple hygiene routines such as hand washing;</li> <li>-Understand that vaccinations can help to prevent certain illnesses.</li> </ul>	<p><b>What does my body do?</b></p> <ul style="list-style-type: none"> <li>-Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>-Describe how food, water and air get into the body and blood.</li> </ul>	<p><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>- <b>Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.</li> <li><b>Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

**Summer 2: Growing & Changing**

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Sam moves away:</b></p> <ul style="list-style-type: none"> <li>- Recognise the range of feelings that are associated with losing (and being reunited with) a person they are close to.</li> </ul>	<p><b>Haven't you grown!</b></p> <ul style="list-style-type: none"> <li>-Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>-Understand and describe some of the things that people are capable of at these different stages.</li> </ul>	<p><b>My body, your body:</b></p> <ul style="list-style-type: none"> <li>-Identify which parts of the human body are private;</li> <li>-Explain that a person's genitals help them to make babies when they are grown up;</li> <li>-Understand that humans mostly have the same body parts but that they can look different from person to person.</li> </ul>	<p><b>Respecting privacy:</b></p> <ul style="list-style-type: none"> <li>-Explain what privacy means;</li> <li>-Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>-Give examples of different types of private information.</li> </ul>	<p><b>Some secrets should never be kept:</b></p> <ul style="list-style-type: none"> <li>-Identify how inappropriate touch can make someone feel;</li> <li>-Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>-Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>

## Viewley Hill Academy

### Long Term Plan: PSHE

LKS2 Cycle B				
Autumn 1: Me and my relationships				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Human machines:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate strategies for working on a collaborative task;</li> <li>-Define successful qualities of teamwork and collaboration.</li> </ul>	<p><b>OK or not OK? (both parts)</b></p> <ul style="list-style-type: none"> <li>-Explain what we mean by a 'positive, healthy relationship';</li> <li>-Describe some of the qualities that they admire in others.</li> <li>-Recognise that there are times when they might need to say 'no' to a friend;</li> <li>-Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>	<p><b>An email from Harold:</b></p> <ul style="list-style-type: none"> <li>-Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>-Explain how different words can express the intensity of feelings.</li> </ul>	<p><b>Different feelings:</b></p> <ul style="list-style-type: none"> <li>-Identify a wide range of feelings;</li> <li>-Recognise that different people can have different feelings in the same situation;</li> <li>-Explain how feelings can be linked to physical state.</li> </ul>	<p><b>Under pressure:</b></p> <ul style="list-style-type: none"> <li>-Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>-Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>
Autumn 2: Valuing difference				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Can you sort it?</b></p> <ul style="list-style-type: none"> <li>-Define the terms 'negotiation' and 'compromise';</li> <li>-Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>	<p><b>What would I do?</b></p> <ul style="list-style-type: none"> <li>-List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>-Recognise potential consequences of aggressive behaviour;</li> <li>-Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>	<p><b>The people we share our world with:</b></p> <ul style="list-style-type: none"> <li>-List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>-Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul>	<p><b>That is such a stereotype!</b></p> <ul style="list-style-type: none"> <li>-Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<p><b>Friend or acquaintance?</b></p> <ul style="list-style-type: none"> <li>-Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>-Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>
Spring 1: Keeping Safe				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Danger, risk or hazard?</b></p> <ul style="list-style-type: none"> <li>-Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>-Identify situations which are either dangerous, risky or hazardous;</li> <li>-Suggest simple strategies for managing risk.</li> </ul>	<p><b>How safe would you feel? What should Harold say?</b></p> <ul style="list-style-type: none"> <li>-Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>-Identify people who can help them when they feel unsafe.</li> </ul>	<p><b>Keeping ourselves safe:</b></p> <ul style="list-style-type: none"> <li>-Describe stages of identifying and managing risk;</li> <li>-Suggest people they can ask for help in managing risk.</li> </ul>	<p><b>Picture wise:</b></p> <ul style="list-style-type: none"> <li>-Identify images that are safe/unsafe to share online;</li> <li>-Know and explain strategies for safe online sharing;</li> <li>-Understand and explain the implications of sharing images online without consent</li> </ul>	<p><b>Medicines: check the label!</b></p> <ul style="list-style-type: none"> <li>-Understand that medicines are drugs;</li> <li>-Explain safety issues for medicine use;</li> <li>-Suggest alternatives to taking a medicine when unwell;</li> <li>-Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>
Spring 2: Rights and respect				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Who helps us stay healthy &amp; safe?</b></p>	<p><b>It's your right:</b></p> <ul style="list-style-type: none"> <li>- Understand that humans have rights and also responsibilities</li> </ul>	<p><b>How do we make a difference?</b></p> <ul style="list-style-type: none"> <li>-Understand the reason we have rules;</li> </ul>	<p><b>In the news!</b></p> <ul style="list-style-type: none"> <li>- Define the word influence;</li> </ul>	<p><b>Why pay taxes?</b></p> <ul style="list-style-type: none"> <li>-Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> </ul>

<ul style="list-style-type: none"> <li>- Explain how different people in the school and local community help them stay healthy and safe;</li> <li>-Define what is meant by 'being responsible';</li> <li>-Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>-Suggest ways they can help the people who keep them healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>-Identify some rights and also responsibilities that come with these.</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>-Recognise that everyone can make a difference within a democratic process.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that reports in the media can influence the way they think about a topic;</li> <li>-Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how a payslip is laid out showing both pay and deductions;</li> <li>-Prioritise public services from most essential to least essential.</li> </ul>
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### Summer 1: Being my best

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>What makes me ME?</b>	<b>Making choices:</b>	<b>Harold's 7 Rs:</b>	<b>My school community:</b>	<b>Basic first aid:</b>
<ul style="list-style-type: none"> <li>-Identify ways in which everyone is unique;</li> <li>-Appreciate their own uniqueness;</li> <li>-Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	<ul style="list-style-type: none"> <li>-Give examples of choices they make for themselves and choices others make for them;</li> <li>-Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>-Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>-Define what is meant by the word 'community';</li> <li>-Suggest ways in which different people support the school community;</li> <li>-Identify qualities and attributes of people who support the school community</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.</li> <li><b>Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

### Summer 2: Growing & Changing

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>My feelings are all over the place!</b>	<b>All change!</b>	<b>Preparing for changes at puberty:</b>	<b>Secret or surprise?</b>	<b>Together:</b>
<ul style="list-style-type: none"> <li>-Name some positive and negative feelings;</li> <li>-Understand how the onset of puberty can have emotional as well as physical impact</li> <li>-Suggest reasons why young people sometimes fall out with their parents;</li> <li>-Take part in a role play practising how to compromise.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify parts of the body that males and females have in common and those that are different;</li> <li>-Know the correct terminology for their genitalia;</li> <li>-Understand and explain why puberty happens.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the key facts of the menstrual cycle;</li> <li>-Understand that periods are a normal part of puberty for girls;</li> <li>-Identify some of the ways to cope better with periods.</li> </ul>	<ul style="list-style-type: none"> <li>-Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>-Recognise how different surprises and secrets might make them feel;</li> <li>-Know who they could ask for help if a secret made them feel uncomfortable or unsafe..</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>-Recognise that marriage includes same sex and opposite sex partners;</li> <li>-Know the legal age for marriage in England or Scotland;</li> <li>-Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

## Viewley Hill Academy Long Term Plan: PSHE

UKS2: Cycle B				
Autumn 1: Me and my relationships				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Working together:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate a collaborative approach to a task;</li> <li>-Describe and implement the skills needed to do this.</li> </ul>	<p style="text-align: center;"><b>Solve the friendship problem/ Dan's day:</b></p> <ul style="list-style-type: none"> <li>-Recognise some of the challenges that arise from friendships;</li> <li>-Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>-Describe the consequences of reacting to others in a positive or negative way;</li> <li>-Suggest ways that people can respond more positively to others.</li> </ul>	<p style="text-align: center;"><b>Behave yourself:</b></p> <ul style="list-style-type: none"> <li>-Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>-Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>-Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul>	<p style="text-align: center;"><b>Assertiveness skills:</b></p> <ul style="list-style-type: none"> <li>-List some assertive behaviours;</li> <li>-Recognise peer influence and pressure;</li> <li>-Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul>	<p style="text-align: center;"><b>Don't force me/ Act appropriately:</b></p> <ul style="list-style-type: none"> <li>-Describe ways in which people show their commitment to each other.</li> <li>-Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>-Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>-Recognise that some types of physical contact can produce strong negative feelings;</li> <li>-Know that some inappropriate touch is also illegal.</li> </ul>
Autumn 2: Valuing difference				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>OK to be different:</b></p> <ul style="list-style-type: none"> <li>-Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>-Suggest strategies for dealing with bullying, as a bystander;</li> <li>-Describe positive attributes of their peers.</li> </ul>	<p style="text-align: center;"><b>We have more in common than not:</b></p> <ul style="list-style-type: none"> <li>-Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>-Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>-Demonstrate ways of offering support to someone who has been bullied</li> </ul>	<p style="text-align: center;"><b>Tolerance &amp; respect for others:</b></p> <ul style="list-style-type: none"> <li>-Understand and explain the term prejudice;</li> <li>-Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>-Describe the benefits of living in a diverse society;</li> <li>-Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	<p style="text-align: center;"><b>Advertising friendships:</b></p> <ul style="list-style-type: none"> <li>-Explain the difference between a friend and an acquaintance;</li> <li>-Describe qualities of a strong, positive friendship;</li> <li>-Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>	<p style="text-align: center;"><b>Boys will be boys?</b></p> <ul style="list-style-type: none"> <li>-Define what is meant by the term stereotype;</li> <li>-Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>-Recognise that people fall into a wide range of what is seen as normal;</li> <li>-Challenge stereotypical gender portrayals of people.</li> </ul> <p>Text messaging and posting videos: Refer back to The Rule of Law with online bullying. Use of TikTok.</p>
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Think before you click!</b></p> <ul style="list-style-type: none"> <li>-Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> </ul>	<p style="text-align: center;"><b>To share or not to share?</b></p> <ul style="list-style-type: none"> <li>-Know that it is illegal to create and share sexual images of children under 18 years old;</li> </ul>	<p style="text-align: center;"><b>Rat pack:</b></p> <ul style="list-style-type: none"> <li>-Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> </ul>	<p style="text-align: center;"><b>What sort of drug is...?</b></p> <ul style="list-style-type: none"> <li>-Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> </ul>	<p style="text-align: center;"><b>Alcohol: what is normal?</b></p> <ul style="list-style-type: none"> <li>-Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> </ul>

-Understand and describe the ease with which something posted online can spread.	-Explore the risks of sharing photos and films of themselves with other people directly or online; -Know how to keep their information private online.	-Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	-Demonstrate an understanding that drugs can have both medical and non-medical uses; -Explain in simple terms some of the laws that control drugs in this country. <b>Drugs – it's the law!</b> -Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.	-Describe some of the effects and risks of drinking alcohol.
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### Spring 2: Rights and respect

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>2 sides to every story:</b></p> <ul style="list-style-type: none"> <li>-Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>-Describe the language and techniques that make up a biased report;</li> <li>-Analyse a report also extract the facts from it.</li> </ul>	<p style="text-align: center;"><b>Facebook friends:</b></p> <ul style="list-style-type: none"> <li>-Know the legal age (and reason behind these) for having a social media account;</li> <li>-Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>-Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>	<p style="text-align: center;"><b>What's it worth?</b></p> <ul style="list-style-type: none"> <li>-Explain some benefits of saving money;</li> <li>-Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>-Describe the costs that go into producing an item;</li> <li>-Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>-Explain what is meant by the term interest.</li> </ul>	<p style="text-align: center;"><b>Happy shoppers:</b></p> <ul style="list-style-type: none"> <li>-Explain what is meant by living in an environmentally sustainable way;</li> <li>-Suggest actions that could be taken to live in a more environmentally sustainable way..</li> </ul>	<p style="text-align: center;"><b>Democracy 1 + 2</b></p> <ul style="list-style-type: none"> <li>-To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>-To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul>

### Summer 1: Being my best

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>This will be your life!</b></p> <ul style="list-style-type: none"> <li>-Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>-How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> <li>-Understand the new opportunities and responsibilities that increasing independence may bring.</li> </ul>	<p style="text-align: center;"><b>Our recommendations:</b></p> <ul style="list-style-type: none"> <li>-Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>	<p style="text-align: center;"><b>What's the risk? 2</b></p> <ul style="list-style-type: none"> <li>-Recognise what risk is;</li> <li>-Explain how a risk can be reduced;</li> <li>-Understand risks related to growing up and explain the need to be aware of these;</li> <li>-Assess a risk to help keep themselves safe</li> </ul>	<p style="text-align: center;"><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>- <b>Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.</li> <li><b>Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p style="text-align: center;"><b>5 ways to wellbeing:</b></p> <ul style="list-style-type: none"> <li>-Explain what the five ways to wellbeing are;</li> <li>-Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>

### Summer 2: Growing & Changing

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p style="text-align: center;"><b>Media manipulation:</b></p> <ul style="list-style-type: none"> <li>-Define what is meant by the term stereotype;</li> <li>-Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>-Recognise that people fall into a wide range of what is seen as normal;</li> <li>-Challenge stereotypical gender portrayals of people.</li> </ul>	<p style="text-align: center;"><b>Pressure online:</b></p> <ul style="list-style-type: none"> <li>-Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>-Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> </ul>	<p style="text-align: center;"><b>Helpful or unhelpful?:</b></p> <ul style="list-style-type: none"> <li>-Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>-Suggest positive strategies for dealing with change;</li> <li>-Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>	<p style="text-align: center;"><b>Is this normal?</b></p> <ul style="list-style-type: none"> <li>-Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>-Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>-Understand what FGM is and that it is an illegal practice in this country;</li> </ul>	<p style="text-align: center;"><b>Making babies:</b></p> <ul style="list-style-type: none"> <li>-Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>-Know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts</li> </ul>

	<p>-Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be</p>		<p>-Know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>about the menstrual cycle and menstrual wellbeing, erections and wet dreams). -Know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. -Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p>
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