

St Paul's PSHE Curriculum

Our intent at St Paul's is for our pupils to be happy, healthy and safe. Our vision is to equip our students for life as an adult in British Society; taught sensitively and inclusively to respect backgrounds of our pupils and their parents and with the knowledge of the law.

Our PSHE curriculum is a working project, being shaped according to the needs of our pupils and a reflection of our Catholic context. Through this curriculum we give our pupils the ability to achieve their goals, even when uncertain and to recover from knocks and challenging periods of their lives. We aim for our PSHE to be a 'preventative' education giving children the skills to tackle any problems they may face in later life.

From EY to Year 6, our pupils develop **forgiveness, honesty, care, respect, justice, fairness and self-giving**. Our PSHE curriculum combines the new statutory RSE framework. Please see our RSE policy for more information.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about me		People who help us		Life cycles	
Reception						
Year 1	What is the same and different about us? (Genitalia)	Who is special to us?	How can we look after each other and the world?	What helps us stay healthy?	Who helps to keep us safe?	What can we do with money?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	How do we recognise our feelings?	How do we stay safe?	What helps us grow and stay healthy?
Years 3/4 CYCLE A	How can our choices make a difference to others and the environment?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	What strengths, skills and interests do we have?	How do we change and grow? (Puberty)
Year 3/4 CYCLE B	Why should we eat well and look after our teeth?	What makes a community?	How can we be a good friend?	Why should we keep active and sleep well?	What keeps us safe?	What are families like?

Year 5	How can we help in an accident or emergency?	What makes up a person's identity?	How can friends communicate safely	What decisions can people make with money?	What jobs would we like?	How can drugs common to everyday life affect health?
Year 6	How can the media influence people?		How can we look after ourselves?		What will change as we become more independent? How do friendships change as we grow? (Sex ED)	

EYFS overview

Autumn term

'All about me'

Health and wellbeing

CL

0-3 years

Children start to say how they are feeling, using words as well as actions.

3-4 years

Children will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

PSE

0-3 years

Children find ways of managing transitions, for example from their parent to their key person.

Children thrive as they develop self-assurance.

Children play with increasing confidence on their own and with other children because they know their key person is nearby and available.

Children feel strong enough to express a range of emotions.

Children grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

Children are increasingly able to talk about and manage their emotions.

Children develop friendships with other children.

Children safely explore emotions beyond their normal range through play and stories.

Children can talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

3-4years

Children develop their sense of responsibility and membership of a community.

Children show more confidence in new social situations.

Children can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

PD

	<p><i>0-3 years</i> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p><i>3-4 years</i> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><i>UW</i> <i>3-4 years</i> Begin to make sense of their own life-story and family's history.</p>
<p>Spring term</p> <p>'People who help us'</p> <p>Relationships</p>	<p><i>CL</i> <i>0-3 years</i> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p><i>3-4 years</i> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><i>PSE</i> <i>0-3 years</i> Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p><i>3-4 years</i> Develop their sense of responsibility and membership of a community.</p> <p><i>UW</i> <i>3-4 years</i> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Summer term</p> <p>'Life cycles'</p> <p>Living in the wider world</p>	<p><i>CL</i> <i>0-3 years</i> Listen to other people's talk with interest but can easily be distracted by other things. Start to develop conversation, often jumping from topic to topic.</p> <p><i>3-4 years</i> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p> <p><i>PSE</i></p>

0-3 years

Find ways of managing transitions, for example from their parent to their key person.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Develop friendships with other children.

3-4 years

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Understand gradually how others might be feeling.

PD

3-4 years

Start taking part in some group activities which they make up for themselves, or in teams.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

UW

0-3 years

Make connections between the features of their family and other families.

3-4 years

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Continue developing positive attitudes about the differences between people.

Reception overview

<p>Personal, Social and Emotional Development</p> <p>Relationships</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>
<p>'Health and self-care'</p> <p>Health and wellbeing</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes
<p>'Understanding the world'</p> <p>Living in the wider world</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

Year 1 overview

Key question	Objectives	Key vocabulary	Resources to support	Mental Health objectives to be covered throughout the year
<p>AUTUMN 1</p> <p>Relationships</p> <p>What is the same and different about us?</p>	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common everyone should be shown treated with respect (mutual respect British Values) to use the correct names for the main parts of the body, including genitalia; and that parts of bodies covered with underwear are private (YEAR 1 Science Statutory Curriculum: Identify, name, draw and label the basic part of the human body and 	<p>Friends, teachers, parents, sibling, grandparents, relatives, families, feelings, help, private, uncomfortable, safe, unsafe,</p>	<p>BEGIN HALF TERM OFF WITH USING TEN TEN STORY SESSION, 10 minutes per day over 5 days.</p> <p>Ten Ten KS1 Module 1 Unit 3 Session 1 Feelings, Likes and Dislikes</p> <p>Ten Ten KS1 Module 1 Unit 2 Session 1 I am Unique</p> <p>Ten Ten KS1 Module 1 Unit 2 Session 2 Girls and Boys (My body) GENITALIA VERSION *PARENTAL PERMISSION TO OPT OUT</p> <p>'Personal identify' – KS1 PSHE folder</p> <p>Pre/post assessment</p> <p>Children to draw a picture of themselves and label what makes them special or what they are good at. This can be added to after the sessions.</p> <p>Any non-writers to record on an ipad what makes them special.</p>	<ul style="list-style-type: none"> What being mentally healthy means and who helps help them to stay healthy (repeated and developed in Spring). Know there is a range of emotions and talk about their own feelings. Know who to speak to in school if they are worried or lonely. Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends).

	say which part of the body is associated with each sense).			
AUTUMN 2 Relationships Who is special to us?	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Friends, teachers, parents, sibling, grandparents, relatives, families, feelings, help, private, uncomfortable, safe, unsafe,	Ten Ten KS1 Module 2 Unit 2 Special People PSHE Association: Relationships Our Special People If time: TEN TEN KS1 Module 3 Unit 1 Trinity House (RE) link to being loved and to love others. Pre/post assessment: Circle time: children to complete sentences. T/TA to record responses. My family is made up of... I know my family love me because... Pay specific attention to those children that struggle to complete this sentence.	<ul style="list-style-type: none"> What being mentally healthy means and who helps help them to stay healthy (repeated and developed in Spring). Know there is a range of emotions and talk about their own feelings. Know who to speak to in school if they are worried or lonely. Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends).
SPRING 1 Living in the Wider World How can we look after each other?	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co- 	rules, care, environment, recycling, differences, internet, digital, devices, safety, online, strengths, interests, community,	Ten Ten KS1 Module 1 Unit 3 Session 3 Super Susie Gets Angry (strategies for managing feelings and identifying consequences) Ten Ten Module 3 Unit 2 Session 1 The Community We Live In	<ul style="list-style-type: none"> What being mentally healthy means and who helps help them to stay healthy (repeated and developed in Spring). Know there is a range of emotions

	<p>operatively</p> <ul style="list-style-type: none"> the responsibilities they have in and out of the classroom and how affect others (individual liberty – British Values) how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people’s needs change as they grow from young to old how to manage change when moving to a new class/year group 	<p>jobs, work</p>	<p>‘Environment agency...’ – KS1 PSHE folder</p> <p>Pre-post assessment:</p> <p>Give each table a different character or animal (baby, child, Mum, Grandad, dog, fish). Give children images/text: baby food, sandwiches with the crusts off, cup of tea, sleep, love, school, work, medicine, care home, walking stick, exercise, marriage etc. Children to stick what their character needs at that point.</p>	<p>and talk about their own feelings.</p> <ul style="list-style-type: none"> Know who to speak to in school if they are worried or lonely. Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends).
<p>SPRING 2</p> <p>Health and Wellbeing</p> <p>What helps us stay healthy?</p>	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how 	<p>healthy, hygiene, care, unhealthy, balance, safe, unique, special, same, different, feelings, recognise, safe, restrictions, online, trust, feelings</p>	<p>Ten Ten KS1 Module 1 Unit 2 Session 3 Clean and Healthy</p> <p>https://www.bbc.co.uk/bitesize/clips/zrfnvcw</p> <p>‘Dental health’ – KS1 PSHE folder</p> <p>https://nationalschoolpartnership.com/initiatives/soaper-heroes/</p> <p>‘Primary drug and alcohol education’ – KS1 PSHE folder</p> <p>Pre/post assessment:</p> <p>Draw someone who looks healthy and label how/why. (For any non writers, can they find a picture in one of their reading books who looks healthy and tell an adult why?). Re-do at the end of this unit and hopefully answers have developed</p>	<ul style="list-style-type: none"> What being mentally healthy means and who helps help them to stay healthy (repeated and developed in Spring). Know there is a range of emotions and talk about their own feelings. Know who to speak to in school if they are worried or lonely. Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to

	<p>simple hygiene routines can stop germs from being passed on</p> <ul style="list-style-type: none"> • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 			<p>friends).</p>
<p>SUMMER 1</p> <p>Health and Wellbeing</p> <p>Who helps to keep us safe?</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • begin to understand the rule of law and how the police enforce it (rule of law - British Values) • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>healthy, hygiene, care, unhealthy, balance, safe, unique, special, same, different, feelings, recognise, safe, restrictions, online, trust, feelings</p>	<p>Ten Ten Module 2 Unit 3 Session 1 Being Safe Main Module</p> <p>Ten Ten Module 2 Unit 3 Session 3 Physical contact</p> <p>Ten Ten Module 3 Unit 1 Session 2: Who is my neighbour</p> <p>Visit from the police</p> <p>Pre/post assessment: Circle time: children to complete sentences. T/TA to record responses. ... can keep me safe if/because ...</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy (repeated and developed in Spring). • Know there is a range of emotions and talk about their own feelings. • Know who to speak to in school if they are worried or lonely. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends).
<p>SUMMER 2</p>	<ul style="list-style-type: none"> • what money is - that 	<p>rules, care,</p>	<p>Role play</p>	<ul style="list-style-type: none"> • What being mentally

<p>Living in the Wider World</p> <p>What can we do with money?</p>	<p>money comes in different forms</p> <ul style="list-style-type: none"> • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>environment, recycling, differences, internet, digital, devices, safety, online, strengths, interests, community, jobs, work</p>	<p>Trip to the shop</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p> <p>Pre-post assessment: Sort items into things we need and things we want. Re-do at the end of the unit to see how answers change.</p>	<p>healthy means and who helps help them to stay healthy (repeated and developed in Spring).</p> <ul style="list-style-type: none"> • Know there is a range of emotions and talk about their own feelings. • Know who to speak to in school if they are worried or lonely. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends).
---	---	---	--	---

Year 2 overview

Key question	Objectives	Key vocabulary	Resources to support	Mental Health objectives to be covered throughout the year
<p>AUTUMN 1</p> <p>Relationships</p> <p>What makes a good friend?</p>	<ul style="list-style-type: none"> • how to make friends with others • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p>kindness, listening, honesty, friends, inclusion, arguments, help, Online, bullying, feelings, differences, secrets, uncomfortable, worried, classmates, friends, common, differences, groups, situations, discussions, reasons</p>	<p>Ten Ten Module 1 Unit 3 Session 2 Inside out (feelings and actions)</p> <p>Ten Ten KS1 Module 2 Unit 1 Session 1 God Loves You (saying sorry is important)</p> <p>https://mypad.northampton.ac.uk/ourclassfriendships/</p> <p>Pre/post assessment: Circle time: children to complete sentences. T/TA to record responses. A good friend is someone who...</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy • Know there is a range of emotions and talk about their own feelings. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or

				<p>concerns them.</p> <ul style="list-style-type: none"> • How to recognise when they feel lonely and what they could do about it. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>AUTUMN 2</p> <p>Relationships</p> <p>What is bullying?</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so • how to show others 	<p>kindness, listening, honesty, friends, inclusion, arguments, help, Online, bullying, feelings, differences, secrets, uncomfortable, worried, classmates, friends, common, differences, groups, situations, discussions, reasons</p>	<p>Ten Ten KS1 Module 1 Unit 3 Session 3 Super Susie Gets Angry (build on from year 1; managing feelings, choices = consequences)</p> <p>Ten Ten KS1 Module 2 Unit 2 Session 2 Treat Others Well (how behaviour affects others, teasing & Bullying) Main Module</p> <p>Ten Ten KS1 Module 2 Unit 2 Session 3...and Say Sorry</p> <p>'Consent' lesson pack – KS1 PSHE folder</p> <p>Pre/post assessment: Children to sort words (complements, offensive words, teasing) and actions (pushing, spitting, hugs*) into 'ok' and 'not ok'. At the end of this unit, children could add detailed comments on post-it books. "This isn't acceptable because..."</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy • Know there is a range of emotions and talk about their own feelings. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How to recognise when they feel lonely and what they could do about it. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug

	<p>respect (mutual respect – British Values)</p>			<p>a family member, talk to friends)</p> <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SPRING 1</p> <p>Living in the Wider World</p> <p>What jobs do people do?</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	<p>groups, roles, teams, faiths, responsibilities, community, internet, purpose, value, content, recognise, currency, jobs, banks, savings, money, spending</p>	<p>https://www.young-enterprise.org.uk/KS1LP1WMCF</p> <p>Pre/post assessment: Circle time – each child to give a different job. See how many jobs the children can list (TA to annotate on flipchart).</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy (repeated and developing in Spr2). • Know there is a range of emotions and talk about their own feelings. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How to recognise when they feel lonely and what they could do about it. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SPRING 2</p>	<ul style="list-style-type: none"> • how to recognise, 	<p>routines, mental health,</p>	<p>Ten Ten KS1 Module 1 Unit 3 Session 1 Feelings,</p>	<ul style="list-style-type: none"> • What being mentally

<p>Health and Wellbeing</p> <p>How do we recognise our feelings?</p>	<p>name and describe a range of feelings</p> <ul style="list-style-type: none"> • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>growing, changing, teeth, dentist, feelings, bereavement, life cycle, human, bodies, responsibilities, goals, changes, medicines, safety, unsafe, danger, accident, emergency</p>	<p>Likes and Dislikes (build on from year 1)</p> <p>Ten Ten KS1 Module 1 Unit 4 The Cycle of Life</p> <p>PSHE association Health and Wellbeing resources</p> <p>'Embracing change' – KS1 PSHE folder</p> <p>https://www.winstonswish.org/pshe-lessons/</p> <p>Pre/post assessment:</p> <p>Children to mindmap as many feelings as they can. Use a green pencil for positive feelings and a red pencil for negative feelings. At the end of the unit, children to add how to manage those feelings. For non-writers, give feeling words, can they pull a face that expresses that feeling? Is it a positive one or negative?</p>	<p>healthy means and who helps help them to stay healthy (repeated and developing in Spr2).</p> <ul style="list-style-type: none"> • Know there is a range of emotions and talk about their own feelings. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How to recognise when they feel lonely and what they could do about it. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SUMMER 1</p> <p>Health and Wellbeing</p> <p>Who helps us to stay safe?</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and 	<p>routines, mental health, growing, changing, teeth, dentist, feelings, bereavement, life cycle, human, bodies, responsibilities, goals, changes, medicines,</p>	<p>Ten Ten Module 2 Unit 3 Session 1 Being Safe (build on from Year 1)</p> <p>Ten Ten Module 2 Unit 3 Session 2 Good Secrets and Bad Secrets (Main Module as new to Year 2)</p> <p>Ten Ten Module 2 Unit 3 Session 3 Physical contact (build on from Year 1)</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy (repeated and developing in Spr2). • Know there is a range of emotions and talk about their own feelings.

	<p>online)</p> <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>safety, unsafe, danger, accident, emergency</p>	<p>'Keeping safe at home' – KS1 PSHE folder</p> <p>Pre/post assessment: Give children pictures of risks: trainline, sockets, online chats, walking alone etc. Children to discuss what risks are present and why. Who would help them in this situation? At the end of this unit, children to generate rules for these scenarios.</p>	<ul style="list-style-type: none"> • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How to recognise when they feel lonely and what they could do about it. • Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SUMMER 2 Health and Wellbeing</p> <p>What can help us grow healthily?</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical 	<p>routines, mental health, growing, changing, teeth, dentist, feelings, bereavement, life</p>	<p>Being Healthy – See PSHE KS1 resource folder</p> <p>Being Active – See PSHE KS1 resource folder</p> <p>Eating Healthy – See PSHE KS1 resource folder</p>	<ul style="list-style-type: none"> • What being mentally healthy means and who helps help them to stay healthy (repeated and developing in Spr2).

	<p>activity, sleep and rest</p> <ul style="list-style-type: none"> that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>cycle, human, bodies, responsibilities, goals, changes, medicines, safety, unsafe, danger, accident, emergency</p>	<p>'Health education' – KS1 resources folder</p> <p>Pre/post assessment: Children to draw someone who has a healthy lifestyle (For any non writers, can they find a picture in one of their reading books who looks healthy and tell an adult why?). Re-do at the end of the unit to see how responses have developed.</p>	<ul style="list-style-type: none"> Know there is a range of emotions and talk about their own feelings. How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. How to recognise when they feel lonely and what they could do about it. Know simple, self-care techniques (play with their favourite toys, hear a story, hug a family member, talk to friends) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
--	---	---	---	---

Year 3/4 Overview - cycle A

Key question	Objectives (Year 4 objectives taught for 2023-24)	Key vocabulary	Resources to support	Mental Health objectives to be covered throughout the year
<p>AUTUMN 1 Living in the Wider World</p> <p>How can our choices make</p>	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around 	<p>community, belonging, differences, volunteering, compassion,</p>	<p>TEN TEN LKS2 Module 3 Unit 2 How Do I love others? (Build on from Year 3)</p> <p>https://education.rspca.org.uk/education/teachers</p>	<ul style="list-style-type: none"> Know mental wellbeing is a normal part of daily life, in the same way as

<p>a difference to making choices and our environment?</p>	<p>them</p> <ul style="list-style-type: none"> • how everyday choices can affect the environment and laws linked to these (Rule of law – British Values) • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) (individual liberty – British Values) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>responsibilities, digital footprint, organisations, online, adverts, fact/ fiction, Budgets, value, important, payment, charities</p>	<p>https://plprimarystars.com/resources/tackling-plastic-pollution?utm_source=PSHEAssoc</p> <p>https://www.fairtrade.org.uk/</p> <p>Pre/post-assessment: Give children the word: 'community' in bubble writing. Children to draw/write within the letters what community means to them add to it in a different colour throughout topic</p>	<p>physical health (repeated and developed in Spring).</p> <ul style="list-style-type: none"> • How everyday things can affect feelings and the importance of expressing feelings and how they can be expressed in different ways. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • How lack of sleep can affect the body and mood and simple routines that support good quality sleep. • How regular physical activity benefits bodies and feelings.
--	--	--	---	--

				<ul style="list-style-type: none"> • Know simple, self-care techniques (play with their favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>AUTUMN 2 Relationships</p> <p>How do we treat others with respect?</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online (individual liberty – British Values) • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is 	<p>friendships, positive, digital devices, communicating, contact, online, healthy, Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending, recognise, gender, race, faith, values, respect, differences, include</p>	<p>TEN TEN LKS2 Module 1 Unit 3 Session 3 I am Thankful (behaviour that is wrong, pressure from others)</p> <p>TEN TEN LKS2 Module 2 Unit 2 Session 1 Friends, Family and Others (build on Year 3 learning)</p> <p>TEN TEN LKS2 Module 2 Unit 2 Session 2 When Things Feel Bad (bullying)</p> <p>'The Rights and Responsibilities of Children' – KS2 PSHE folder</p> <p>'Inclusion, belonging and addressing extremism' – KS2 PSHE folder</p> <p>Pre/post assessment:</p> <p>Children to sort: children's rights and responsibilities. Throw a few red herrings in there like: to have a hot chocolate once per week, to play on their Xbox for as long as they like. Repeat at the end of unit.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health (repeated and developed in Spring). • How everyday things can affect feelings and the importance of expressing feelings and how they can be expressed in different ways. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that

	<p>important to protect these*</p> <ul style="list-style-type: none"> that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination (tolerance – British Values) how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 			<p>scares or concerns them.</p> <ul style="list-style-type: none"> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. How lack of sleep can affect the body and mood and simple routines that support good quality sleep. How regular physical activity benefits bodies and feelings. Know simple, self-care techniques (play with their favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SPRING 1</p> <p>Health and wellbeing</p> <p>How can we manage our feelings?</p>	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of 	<p>Balance, healthy, recognise, illness, support, care, dental health, Identify, hygiene, emotion, help, puberty, information, Medicines, drug,</p>	<p>TEN TEN LKS2 Module 1 Unit 3 Session 1 What Am I Feeling?</p> <p>'Emotional health and wellbeing' – KS2 PSHE folder</p> <p>Pre/post assessment:</p> <p>Children to mindmap as many feelings as they can. Use a</p>	<ul style="list-style-type: none"> Know mental wellbeing is a normal part of daily life, in the same way as physical health (repeated and developed in Spring).

	<p>expressing feelings and how they can be expressed in different ways</p> <ul style="list-style-type: none"> • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>cigarettes, habit, e-cigarettes, vaping</p>	<p>green pencil for positive feelings and a red pencil for negative feelings. At the end of the unit, children to add how to manage those feelings. For non-writers, give feeling words, can they pull a face that expresses that feeling? Is it a positive one or negative?</p>	<ul style="list-style-type: none"> • How everyday things can affect feelings and the importance of expressing feelings and how they can be expressed in different ways. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • How lack of sleep can affect the body and mood and simple routines that support good quality sleep. • How regular physical activity benefits bodies and feelings. • Know simple, self-care techniques (play with their
--	--	--	--	---

				<p>favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring)</p> <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SPRING 2</p> <p>Living in the wider world</p> <p>How can we manage risk in different places?</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people (mutual respect – British Values) • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online 	<p>community, belonging, differences, volunteering, compassion, responsibilities, digital footprint, organisations, online, adverts, fact/ fiction, Budgets, value, important, payment, charities</p>	<p>TEN TEN LKS2 Module 1 Unit 3 Session 2 What Am I looking at? –</p> <p>TEN TEN LSK2 Module 2 Unit 3 Session 1 Sharing Online and Session 2 Chatting Online</p> <p>https://www.ncsc.gov.uk/collection/cybersprinters/?referrer=pshe</p> <p>'Environment agency water safety' – KS2 PSHE folder</p> <p>https://soltansunready.com/for-schools</p> <p>https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/</p> <p>'Road and rail safety' – KS2 PSHE folder</p> <p>'Firework safety' – KS2 PSHE folder</p> <p>Police to come in and talk about laws</p> <p>Pre/post assessment: Give children pictures of risks: fireworks, ocean, trainline, sockets, online chats, walking alone etc. Children to discuss what risks are present and why. Who would help them in this situation? At the end of this unit, children to generate rules for these scenarios.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health (repeated and developed in Spring). • How everyday things can affect feelings and the importance of expressing feelings and how they can be expressed in different ways. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How friendships support wellbeing

	<ul style="list-style-type: none"> • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (rule of law – British Values) 			<p>and the importance of seeking support if feeling lonely or excluded.</p> <ul style="list-style-type: none"> • How lack of sleep can affect the body and mood and simple routines that support good quality sleep. • How regular physical activity benefits bodies and feelings. • Know simple, self-care techniques (play with their favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring) <p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
--	---	--	--	--

<p>SUMMER 1</p> <p>Relationships</p> <p>What strength skills and interests do we have?</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality (individual liberty – British Values) • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem 	<p>friendships, positive, digital devices, communicating, contact, online, healthy, Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending,</p>	<p>TEN TEN LKS2 Module 1 Unit 2 Session 1 We don't have to be the same</p> <p>'Personal identity' – KS2 PSHE folder</p> <p>Pre-post assessment:</p> <p>Children to draw a picture of themselves and write words to describe themselves. Re-do at the end of the unit to see improvements in self-esteem.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health (repeated and developed in Spring). • How everyday things can affect feelings and the importance of
--	---	--	---	---

- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

recognise, gender, race, faith, values, respect, differences, include

expressing feelings and how they can be expressed in different ways.

- How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.
- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep.
- How regular physical activity benefits bodies and feelings.
- Know simple, self-care techniques (play with their favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring)

				<p><i>Include any other areas that meets the need of your class' mental wellbeing.</i></p>
<p>SUMMER 2 Relationships</p> <p>How do we change and grow?</p>	<ul style="list-style-type: none"> • How our emotions and feelings changes as we grow. • About personal hygiene. • How to ask for advice and support about growing and changing (including when changing schools). • Puberty introduction: To recognise simple changes in my body as I grow. Teacher, HT and PSHE leader to meet before hand to discuss appropriateness to cohort. *Parents to be notified of these discussions. (taught to Year 4 aged pupils only) 	<p>friendships, positive, digital devices, communicating, contact, online, healthy, Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending, recognise, gender, race, faith, values, respect, differences, include</p>	<p>TEN TEN LKS2 Module 1 Unit 2 Session 4: and Session 5: Changing Bodies & Discussion</p> <p>'Changing and growing up' – KS2 PSHE folder (check it matches Catholic values before teaching)</p> <p>Pre/post assessment: Give children a stick man. What happens when this child gets older? (Children to draw on stick man) working independently.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health (repeated and developed in Spring). • How everyday things can affect feelings and the importance of expressing feelings and how they can be expressed in different ways. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.

- How lack of sleep can affect the body and mood and simple routines that support good quality sleep.
- How regular physical activity benefits bodies and feelings.
- Know simple, self-care techniques (play with their favourite games, hear/read a story, hug a family member, talk to friends, exercise, colouring)

Include any other areas that meets the need of your class' mental wellbeing.

Year 5 overview

Key question	Objectives	Key vocabulary	Resources to support	Mental Health objectives to be covered throughout the year	Key question
<p>AUTUMN 1 Health and Wellbeing</p> <p>How can we help in an accident or emergency?</p>	<ul style="list-style-type: none"> • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency 	Balance, healthy, recognise, illness, support, care, dental health, Identify, hygiene, emotion, help, puberty, information, Medicines, drug,	First Aid provider/visitor to come in https://www.sja.org.uk/get-advice/first-aid-lesson-plans/ Pre/post assessment: Give children scenarios, either record their	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of 	<p>Health and Wellbeing</p> <p>How can we help in an accident or emergency?</p>

	<p>services</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help 	<p>cigarettes, habit, e-cigarettes, vaping</p>	<p>answers verbally or on a post it – how would they react?</p> <p>Friend has a head injury and is lying on the floor. Their younger sibling has a nose bleed. Their mum starts to choke. How would you deal with it?</p>	<p>feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends) • Know how to seek support should they need it. • Know that bullying has a negative impact on mental wellbeing 	
<p>AUTUMN 2 Health and Wellbeing</p> <p>What makes up our identity?</p>	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others (mutual respect – British 	<p>Balance, healthy, recognise, illness, support, care, dental health, identify, hygiene, emotion, help, puberty,</p>	<p>UKS2 Module 1 Unit 1 Stories Made to Grow (needs to be read before beginning any UKS2 modules as referred back to)</p> <p>UKS2 Module 1 Unit 2 Session 1 Gifts and talents (similarities and differences) MAIN MODULE FOR THIS UNIT</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a 	<p>Health and Wellbeing</p> <p>What makes up our identity?</p>

	<p>Values)</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • that we have the right to our own choices (individual liberty – British Values) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and 	<p>information, Medicines, drug, cigarettes, habit, e-cigarettes, vaping</p>	<p>LKS2 Module 1 Unit 3 Session 2 What am I looking at? (Stereotypes)</p> <p>UKS2 Module 1 Unit 3 Session 1 Body Image (pressure of social media)</p> <p>'Inclusion, belonging and addressing extremism' – KS2 PSHE folder</p> <p>https://www.changingfaces.org.uk/a-world-of-difference-resources-for-teaching-about-visible-difference/</p> <p>Pre/post assessment: Give children a table: similarities and differences. Children to list or draw how they are similar and different to their peers.</p>	<p>normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends) • Know how to seek support should they need it. • Know that bullying has a negative impact on mental wellbeing 	
--	--	--	---	--	--

	<p>attitudes towards others</p> <ul style="list-style-type: none"> • how to challenge stereotypes and assumptions about others (tolerance – British Values) 				
<p>SPRING 1 Relationships</p> <p>How can friends communicate safely?</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family (rule of law linked 	<p>healthy, friendships, relationship, influence, communication, support, peer, permission, contact, uncomfortable, unacceptable, secret, worried, concerned, treated, equally, respect, discrimination, bullying, online, report, safety</p>	<p>TEN TEN UKS2 Module 2 Unit 2 Session 3 Self Talk (positive relationships) MAIN MODULE</p> <p>TEN TEN UKS2 Module 1 Unit 3 Session 2 (not explicit links but about developing further feelings which result in actions).</p> <p>TEN TEN UKS2 Module 2 Unit 2 Session 1 Under Pressure</p> <p>TEN TEN UKS2 Module 2 Unit 2 Session 2 Do you want a piece of cake? (consent/saying no)</p> <p>TEN TEN UKS2 Module 2 Unit 3 Session 3 Physical Contact</p> <p>IF time: TEN TEN UKS2 Module 2 Session 1 Is God calling you link to God calls us to love others.</p> <p>Pre/post assessment: Circle time: children to complete sentences. T/TA to record responses. My family is made up of... My family show me they care by... I show my family I care by... My friendships are... A good friend is...</p> <p>Pay specific attention to those children that struggle to complete this sentence.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking 	<p>Relationships</p> <p>How can friends communicate safely?</p>

	<p>to inappropriate picture sharing – British Values)</p> <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, • inappropriate contact or concerns about personal safety 			<p>to friends</p> <ul style="list-style-type: none"> • Know how to seek support should they need it. • Know that bullying has a negative impact on mental wellbeing 	
<p>SPRING 2 Living in the wider world</p> <p>What decisions can people make with money?</p>	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them 	<p>Resources, protecting, environment, actions, compassion, responsibility, Identify, purpose, fact, opinion, stereotypes, reliable, information, Jobs, ambition, career, conditions, inclusion, diversity</p>	<p>'Money and wellbeing resource' in KS2 folder (look at year 6 resources)</p> <p>NI Curriculum Moneymatics in KS2 folder – lengthy document but has a range of resources towards the back</p> <p>https://www.valuesmoneyandme.co.uk/</p> <p>Pre/post assessment: Show children images with prices. They should thumbs up or thumbs down whether it shows good value for money. TA to capture whole class picture examples and annotate for evidence book.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on 	<p>Living in the wider world</p> <p>What decisions can people make with money?</p>

	<ul style="list-style-type: none"> that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 			<p>mental wellbeing and happiness.</p> <ul style="list-style-type: none"> Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends) Know how to seek support should they need it. Know that bullying has a negative impact on mental wellbeing 	
<p>SUMMER 1</p> <p>Living in the wider world</p> <p>What jobs would we like?</p>	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) <ul style="list-style-type: none"> about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people 	<p>Resources, protecting, environment, actions, compassion, responsibility, Identify, purpose, fact, opinion, stereotypes, reliable, information, Jobs, ambition, career, conditions, inclusion, diversity</p>	<p>Visit from people with different careers</p> <p>https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe</p> <p>https://primary-careers.careersandenterprise.co.uk/resources/career-related-learning-scheme-work-year-5</p> <p>Pre/post assessment ideas: Mindmap as many jobs as they can think of. Any ideas how much they are paid? Add to this at the end of the unit.</p>	<ul style="list-style-type: none"> Know mental wellbeing is a normal part of daily life, in the same way as physical health. Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based 	<p>Living in the wider world</p> <p>What jobs would we like?</p>

	<p>choose a career/job and what influences their decision, including skills, interests and pay</p> <ul style="list-style-type: none"> • how to question and challenge stereotypes about the types of jobs people can do (individual liberty – jobs aren't gender based – British Values) • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 			<p>activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> • Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends) • Know how to seek support should they need it. • Know that bullying has a negative impact on mental wellbeing 	
<p>SUMMER 2 Health and wellbeing</p> <p>How can drugs, common to everyday life, affect health?</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the 	<p>Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies, personal identity, gender, recognise, respect, express, well being, Unsafe, emergency, risk</p>	<p>NI Curriculum Healthy Habits – lengthy document but has a range of resources towards the back</p> <p>Drugs and Alcohol – See KS2 PSHE resources</p> <p>Pre/post assessment ideas: Give children pictures of medicines, drugs and household appliances. See how many they can label including usage and by who. Add to this at the end of the unit.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know the benefits of physical 	<p>Health and wellbeing</p> <p>How can drugs, common to everyday life, affect health?</p>

use of drugs
exist to protect
them and others
(rule of law –
British Values)

- why people choose to use or not use different drugs
- how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs

exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends)
- Know how to seek support should they need it.
- Know that bullying has a negative impact on mental wellbeing

Year 6 overview

Key question	Objectives	Key vocabulary	Resources to support	Mental Health objectives to be covered throughout the year	Key question
<p>AUTUMN 1 and 2</p> <p>Living in the Wider World</p> <p>How can the media influence people?</p>	<ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images (rule of law – British Values) that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it understand what 	<p>Prejudice, discrimination, challenge, stereotypes, influence, Contacting, communicating, safety, social media, sharing, age restrictions, connecting, Role, value, work, finances, risk, gambling</p>	<p>TEN TEN LKS2 Module 1 Unit 3 Session 2 What am I looking at? (Build on Year 4 work)</p> <p>TEN TEN UKS2 Module 2 Unit 3 Session 1 Sharing Online</p> <p>TEN TEN UKS2 Module 2 Unit 3 Session 2 Chatting Online (cyberbullying)</p> <p>TEN UKS2 Module 1 Unit 3 Session 1 Body Image (Social media images and pressure)</p> <p>'Pick your pics' lesson in KS2 PSHE folder (make sure it follows our Catholic ethos before teaching)</p> <p>Police workshop about cyber safety</p> <p>Pre/post assessment ideas:</p> <p>DEBATE: Is the media good? Use responses to shape this unit. Repeat at the end of unit.</p>	<ul style="list-style-type: none"> Know mental wellbeing is a normal part of daily life, in the same way as physical health. Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know how to seek support should they need it. Know the benefits of physical exercise, time outdoors. Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends). Know that bullying has a negative impact on mental wellbeing. Include any other areas that meets the need of your class' 	<p>Living in the Wider World</p> <p>How can the media influence people?</p>

	<p>radicalisation and extremism is and how to report it online (tolerance – British Values)</p>			<p><i>mental wellbeing.</i></p>	
<p>SPRING 1 and 2 Health and wellbeing</p> <p>How can we look after ourselves?</p>	<ul style="list-style-type: none"> • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how to benefit from and stay safe in the sun - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how to manage the influence of friends and family on healthy choices - that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one - how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them 	<p>Feelings, mental health, conflict, support, changes, bereavement, balance, online, Independence, changes, secondary, routines, intercourse, contraception, online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media</p>	<p>‘Health education’ resources in KS2 PSHE folder</p> <p>Pre/post assessment ideas:</p> <p>Children to draw someone who has a healthy lifestyle. They can find images in a magazine. Teachers should combat those who pick ‘skinny’ ‘muscly’ ‘airbrushed’ images of those not realistic. Re-do at the end of the unit.</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know how to seek support should they need it. • Know the benefits of physical exercise, time outdoors. • Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends). • Know that bullying has a negative impact on mental wellbeing. • <i>Include any other areas that meets the need of your class’ mental wellbeing.</i> 	<p>Health and wellbeing</p> <p>How can we look after ourselves?</p>

	<ul style="list-style-type: none"> - how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school - that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on - that anyone can experience mental ill-health and to discuss concerns with a trusted adult - that mental health difficulties can usually be resolved or managed with the right strategies and support 				
<p>Summer 1 and 2 Relationships</p> <p>How will we change as we become more independent?</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • Their body will change and develop as they grow • About the growth and development of humans and the changes experienced during puberty • The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) 	<p>relationship, attraction, healthy, commitment, love, marriage, Friendship, pressure, dares, unsafe, worried, guidance, support, values, behaviours, respect, disagreements, conflict, views, listen, FGM, risks, responsibility</p>	<p>TEN TEN UKS2 Module 1 Unit 2 Session 2 Girls' bodies and Session 3 Boys' bodies</p> <p>TEN TEN UKS2 Module 1 Unit 4 Session 1 Making Babies</p> <p>And Session 3 Menstruation</p> <p>'Keeping safe FGM' in KS2 PSHE folder</p> <p>Pre/post assessment ideas:</p> <p>Give children an outline of a person. What changes</p>	<ul style="list-style-type: none"> • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know how to seek support should they need it. 	<p>Relationships</p> <p>How will we change as we become more independent?</p>

- Their emotions may change as they approach and as they grow and move through puberty
- How a baby grows and develops in its mother's womb
- To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)
- The nature and role of menstruation in the fertility cycle How human life is conceived in the womb, including the language of sperm and ova
- The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment
- Marriage represents a formal and legally recognised commitment
- For the Church, marriage has a special significance as one of the sacraments (TAKEN FROM CES CURRICULUM)
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

happen when a child becomes a teenager?

- Know the benefits of physical exercise, time outdoors.
- Know simple, self-care techniques (mindfulness exercises, reading, colouring, talking to friends).
- Know that bullying has a negative impact on mental wellbeing.
- *Include any other areas that meets the need of your class' mental wellbeing.*

