**Perryfields Primary PRU Curriculum Overview**

**PSH(C)E/RSE**

At Perryfields Primary PRU, PSH(C)E is interwoven throughout our whole curriculum and the ethos of our school. Our Learning Powers and key curriculum drivers also reflect our focus in the subject. We are a THRIVE Ambassador School and have an in-depth knowledge of Trauma Informed practice and again use these skills throughout our daily teaching and communication with the pupils. Though our PHS(C)E curriculum, we aim to equip our pupils with accurate and relevant knowledge of the world around them promoting acceptance of diversity, a resilience for life and demonstrating how to be positive citizens whilst giving them opportunities to turn that knowledge into personal understanding. We ensure our pupils are given opportunities to explore, clarify and if necessary challenge their own and others’ values, attitudes, beliefs, rights and responsibilities in a safe, non-judgemental, nurturing environment. Through our personalised and bespoke Perryfields curriculum we aim to embed skills and strategies our children need in order to live healthy, safe, fulfilling, responsible and balanced lives. We encourage pupils to be positive, motivated, resilient, reflective and independent in both their learning and throughout day to day life. We also use Flat Stan First Aid, which has been specifically designed for children aged 4-11 years. The aim of Flat Stan is to equip our pupils with vital and essential life skills. These following skills are delivered during the Flat Stan First Aid course:

* When & How to call 999
* How to check if someone is breathing
* How to help someone who is choking
* The theory of how to deliver chest compression’s using the Flat Stan Manikins
* How to deal with a nose bleed
* Have fun with Slings & Bandages

At Perryfields, we follow the scheme ‘Jigsaw’ to support children’s learning and development in PSHE. All the sessions start with a ‘Mental Well-Being’ activity such as meditation, mindful colouring, breathing exercises, sensory stories, sharing a smile, a picture or note of positivity from a friend and ‘Feel Fab’ activities. The majority of lessons involve promoting discussion activities, where children are able to express their views and opinions in a safe, secure and accepting environment. We feel it is important to not only equip our pupils with the skills to make informed decisions and opinions, but also have the skills to be resilient and self-motivated in all aspects of their life.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils’ learning habits in order to prepare them for a lifetime of learning. Developing our pupils’ learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



**Years 1 and 2: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE ASSOCIATION THEME** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaws Topic Theme** | **Being Me in My World** | **Celebrating Difference**  | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit,** **Perryfields will know…****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning CharterPSHE Association:PoS refs: L10, L11, L12, L13L10. what money is; forms that money comes in; that money comes from differentSourcesL11. that people make different choices about how to save and spend moneyL12. about the difference between needs and wants; that sometimes people maynot always be able to have the things they wantL13. that money needs to be looked after; different ways of doing this | Jigsaws:Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyonePSHE Association:PoS refs: H26, H27, R21, R22, R24, R25, L2, L3 H26. about growing and changing from young to old and how people’s needschangeH27. about preparing to move to a new class/year groupR1. about the roles different people (e.g. acquaintances, friends and relatives) playin our livesR22. about how to treat themselves and others with respect; how to be polite andCourteousR24. how to listen to other people and play and work cooperativelyR25. how to talk about and share their opinions on things that matter to themL2. how people and other living things have different needs; about theresponsibilities of caring for themL3. about things they can do to help look after their environment | Jigsaws:Setting goals Identifying successes and achievements Learning stylesWorking well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of successPSHE Association:PoS refs: H1, H5, H6, H7, H10, H39H1. about what keeping healthy means; different ways to keep healthyH5. simple hygiene routines that can stop germs from spreadingH6. that medicines (including vaccinations and immunisations and those thatsupport allergic reactions) can help people to stay healthyH37. about things that people can put into their body or on their skin; how these can affect how people feelH7. about dental care and visiting the dentist; how to brush teeth correctly; foodand drink that support dental healthH10. about the people who help us to stay physically healthyH39 about hazards (including fire risks) that may cause harm, injury or risk in thehome and what they can do reduce risks and keep safe | Jigsaws:Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happinessPSHE Association:PoS refs: H33, H35, H36, R15, R20, L5H33. about the people whose job it is to help keep us safeH35. about what to do if there is an accident and someone is hurtH36. how to get help in an emergency (how to dial 999 and what to say)R15. how to respond safely to adults they don’t knowR20. what to do if they feel unsafe or worried for themselves or others; who toask for help and vocabulary to use when asking for help; importance of keepingtrying until they are heardL5. about the different roles and responsibilities people have in their community\*\*9 Protected Characteristics\*\* Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | Jigsaws:Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationsPSHE Association:PoS refs: L4, R1, R2, R3, R4, R5L4. about the different groups they belong toR1. about the roles different people (e.g. acquaintances, friends and relatives) playin our livesR2. to identify the people who love and care for them and what they do to helpthem feel cared forR3. about different types of families including those that may be different to theirownR4. to identify common features of family lifeR5. that it is important to tell someone (such as their teacher) if something abouttheir family makes them unhappy or worried | Jigsaws:Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change TransitionPSHE Association:PoS refs: H21, H22, H23, H25, R13, R23, L6, L14H21. to recognise what makes them specialH22. to recognise the ways in which we are all uniqueH23. to identify what they are good at, what they like and dislikeH25. to name the main parts of the body including external genitalia (e.g. vulva,vagina, penis, testicle)R13. to recognise that some things are private and the importance of respectingprivacy; that parts of their body covered by underwear are privateR23. to recognise the ways in which they are the same and different to othersL6. to recognise the ways they are the same as, and different to, other peopleL14. that everyone has different strengths |
| **Objectives** | • Understand the rights and responsibilities of a member of a class• Understand that their views are important• Understand their own rights andresponsibilities with their classroom• Understanding that they are special• Understand that they are safe in their class• Recognise feelings associated with positive and negative consequences• Understand that they have choices | • Know what bullying means• Know who to tell if they or someone else isbeing bullied or is feeling unhappy• Know skills to make friendships• Know that people are unique and that it is OKto be different• Recognise ways in which they are the same as their friends and ways they are different• Identify what is bullying and what isn’t• Understand how being bullied might feel• Identify emotions associated with making a new friend• Verbalise some of the attributes that make them unique and special | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | • Know some ways to keep healthy• Know how to make healthy lifestyle choices• Know how to keep themselves clean and healthy• Know that germs cause disease / illness• Know that all household products, including medicines, can be harmful if not used properly• Know that medicines can help them if they feel poorly• Know how to keep safe when crossing the road• Know about people who can keep them safe• Feel good about themselves when they make healthy choices• Recognise ways to look after themselves if they feel poorly• Recognise when they feel frightened and know how to ask for help• Recognise how being healthy helps them to feel happy  | • Know that everyone’s family is different• Know that there are lots of different types offamilies• Know that families are founded on belonging, love and care• Know the characteristics of healthy and safefriends• Know that physical contact can be used as agreeting• Can express how it feels to be part of a familyand to care for family members• Can say what being a good friend means• Can identify forms of physical contact they prefer• Can say no when they receive a touch they don’t like• Can say why they appreciate a special relationship | Know that animals including humans have a life cycle• Know that changes happen when we grow up• Know that people grow up at different ratesand that is normal• Know the names of male and female privatebody parts• Know that there are correct names for private body parts and nicknames, and when to usethem• Know which parts of the body are privateand that they belong to that person and thatnobody has the right to hurt these• Know that learning brings about change• Understand and accepts that change is anatural part of getting older• Can identify some things that have changedand some things that have stayed the same since being a baby (including the body)• Can suggest ways to manage change e.g.moving to a new class |
| **Ongoing Objectives** | Understand that their choices haveconsequencesIdentifying helpful behaviours to make the class a safe placeIdentify what it’s like to feel proud of an achievement | Know that people have differences and similaritiesKnow what bullying meansKnow ways to help a person who is being bullied | • Know how to achieve a goal• Know that tackling a challenge can stretch their learning• Know when a goal has been achieved• Recognise things that they do well• Explain how they learn best• Celebrate an achievement with a friend• Recognise their own feelings when faced with a challenge• Recognise their own feelings when they are faced with an obstacle• Recognise how they feel when they overcome an obstacle | Know the difference between being healthy and unhealthyRealise that they are specialKeep themselves safe | Know how to make a friend and show skills of friendshipKnow about the different people in the schoolcommunity and how they helpKnow who to ask for help in the school communityCan praise themselves and othersCan recognise some of their personal qualities | Know who to ask for help if they are worried or frightenedCan express why they enjoy learning |
| **Assembly and Enrichment examples taken from ‘assemblies for all’ (this is not a definitive list)****For all years and cycles 1 and 2 – consultation and vote to be discussed with pupils and staff**[**https://assembliesforall.org.uk/events/**](https://assembliesforall.org.uk/events/)**Jigsaws Assembly****x2 Introductory Assemblies: Use at the beginning of your school's Jigsaw journey, launching Jigsaw as a whole-school programme and introducing key aspects to the whole school community at the same time.** **These 2 assemblies introduce the whole school to Calm Me, the Jigsaw Chime, Jigsaw Jerrie cat and the Jigsaw friends.** **x6 Puzzle Launch Assemblies - begin each half-term 'Puzzle' use the relevant Puzzle Launch Assembly to bring the whole school together to experience being a community, focusing on the same learning theme in every year group, thereby raising the profile of this learning.** | Roald Dahl Day – every child a reader - SeptemberRecycling week – OctoberBlack History Month – OctoberGandhi’s birthdayWorld Homeless DayMental Health Day Harvest FestivalRemembrance DayMOD gift boxesDiwaliInternational Day abolition of slaveryChildren in NeedJeans for GenesShoe Box AppealChristmas Jumper DayChristmasDOGS TrustNSPCC – PantsChildline | New YearWorld Braille Day – January Valentine’s DayPancake DayStephen Hawkins BirthdayMartin Luther King’s BirthdayChinese New YearBurns NightHolocaust MemorialLBGT History MonthSafer Internet Day – FebruaryInternational Women’s in science dayMother’s DaySt David’s DayLentEasterRed Nose DayStart of HoliWorld Water DayInternational Autism WeekApril Fool’s DayStart of RamadanVaisakhi  | St Georges DayWorld Shakespeare DayRSE DayMay DayEid-Il-FitrStar Wars DayRed Cross DayFlorence Nightingale’s BirthdayWorld Bee DayMary Anning’s BirthdayPride MonthWorld Bicycle DayPentecostWorld Environment DayWorld Ocean’s DayFather’s DayAnniversary of Magna CartaRefugee WeekSchool Diversity WeekWorld Music DayAlan Turing’s Birthday |

**Years 1 and 2: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE ASSOCIATION THEMES** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaws Topic Theme** | **Being Me in My World** | **Celebrating Difference**  | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit, Perryfields will know…****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelingsPSHE Association:PoS refs: L15, L16, L17, L7, L8L15. that jobs help people to earn money to pay for thingsL16. different jobs that people they know or people who work in the community doL17. about some of the strengths and interests someone might need to do different jobsL7. about how the internet and digital devices can be used safely to find thingsout and to communicate with othersL8. about the role of the internet in everyday life | Jigsaws:Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friendsPSHE Association:PoS refs: H28, H29, H30, H31, H32,H34, R14, R16, R18, R19, R20, L1, L9H28. about rules and age restrictions that keep us safeH29. to recognise risk in simple everyday situations and what action to take to minimise harmH30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)H31. that household products (including medicines) can be harmful if not used correctlyH32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping)H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trustedadult if they come across something that scares themR14. that sometimes people may behave differently online, including by pretending to be someone they are notR16. about how to respond if physical contact makes them feel uncomfortable or unsafeR18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafeR20. what to do if they feel unsafe or worried for themselves or others; who toask for help and vocabulary to use when asking for help; importance of keeping trying until they are heardL1. about what rules are, why they are needed, and why different rules are needed for different situationsL9. that not all information seen online is true | Jigsaws:Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing successPSHE Association:PoS refs: H1, H2, H3, H4, H8, H9H1. about what keeping healthy means; different ways to keep healthyH2. about foods that support good health and the risks of eating too much sugarH3. about how physical activity helps us to stay healthy; and ways to be physically active everydayH4. about why sleep is important and different ways to rest and relaxH8. how to keep safe in the sun and protect skin from sun damageH9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV | Jigsaws:Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing foodPSHE Association:PoS refs: H11, H12, H13, H14, H15,H16, H17, H18, H19, H20, H24, H27H11. about different feelings that humans can experienceH12. how to recognise and name different feelingsH13. how feelings can affect people’s bodies and how they behaveH14. how to recognise what others might be feelingH15. to recognise that not everyone feels the same at the same time, or feels thesame about the same thingsH16. about ways of sharing feelings; a range of words to describe feelingsH17. about things that help people feel good (e.g. playing outside, doing thingsthey enjoy, spending time with family, getting enough sleep)H18. different things they can do to manage big feelings, to help calm themselvesdown and/or change their mood when they don’t feel goodH19. to recognise when they need help with feelings; that it is important to askfor help with feelings; and how to ask for itH20. about change and loss (including death); to identify feelings associated withthis; to recognise what helps people to feel betterH24. how to manage when finding things difficultH27. about preparing to move to a new class/year group | Jigsaws:Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationshipsPSHE Association:PoS refs: R6, R7, R8, R9, R25R6. about how people make friends and what makes a good friendshipR7. about how to recognise when they or someone else feels lonely and what to doR8. simple strategies to resolve arguments between friends positivelyR9. how to ask for help if a friendship is making them feel unhappyR25. how to talk about and share their opinions on things that matter to them | Jigsaws:Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transitionPSHE Association:PoS refs: R10, R11, R12, R16, R17, R21,R22, R24, R25R10. that bodies and feelings can be hurt by words and actions; that people cansay hurtful things onlineR11. about how people may feel if they experience hurtful behaviour or bullyingR12. that hurtful behaviour (offline and online) including teasing, name-calling,bullying and deliberately excluding others is not acceptable; how to reportR16. about how to respond if physical contact makes them feel uncomfortable or unsafeR17. about knowing there are situations when they should ask for permission andalso when their permission should be soughtR21. about what is kind and unkind behaviour, and how this can affect othersR22. about how to treat themselves and others with respect; how to be polite andcourteousR24. how to listen to other people and play and work cooperativelyR25. how to talk about and share their opinions on things that matter to thembullying; the importance of telling a trusted adult |
| **Objectives** | Identifying hopes and fears for the year ahead• Understand the rights and responsibilities ofclass members• Understand that their own views are valuable• Know that positive choices impact positivelyon self-learning and the learning of others• Recognise own feelings and know when and where to get help• Know how to make their class a safe and fair place• Show good listening skills• Recognise the feeling of being worried | Know there are stereotypes about boys and girls• Know that it is OK not to conform to gender stereotypes• Know it is good to be yourself• Know that sometimes people get bullied because of difference• Know that friends can be different and still be friends• Know the difference between a one-off incident and bullying• Understand that boys and girls can be similar in lots of ways and that is OK• Understand that boys and girls can be different in lots of ways and that is OK• Explain how being bullied can make someone feel• Can choose to be kind to someone who is being bullied• Know how to stand up for themselves when they need to• Recognise that they shouldn’t judge people because they are different• Understand that everyone’s differences make them special and unique | • Know how to share success with other people• Be able to describe their own achievementsand the feelings linked to this• Recognise their own strengths as a learner• Recognise how working with others can be helpful• Be able to work effectively with a partner• Be able to choose a partner with whom they work well• Be able to work as part of a group• Recognise how it feels to be part of a group that succeeds and store this feeling | Know what their body needs to stay healthy• Know how medicines work in their bodies• Know that it is important to use medicines safely• Know how to make some healthy snacks • Know why healthy snacks are good for their bodies• Know which foods given their bodies energy• Feel positive about caring for their bodies and keeping it healthy• Have a healthy relationship with food• Express how it feels to share healthy food with their friends | • Know that families function well when there is trust, respect, care, love and co-operation• Know that there are lots of forms of physical contact within a family• Know how to stay stop if someone is hurting them• Know some reasons why friends have conflicts• Know how to use the Mending Friendships or Solve-it-together problem-solving methods• Know there are good secrets and worry secrets and why it is important to share worry secrets• Can identify the different roles andresponsibilities in their family• Can recognise the value that families can bring• Can recognise and talk about the types of physical contact that is acceptable or unacceptable• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict• Can identify the negative feelings associated with keeping a worry secret• Can identify the feelings associated with trust• Can identify who they trust in their own relationships• Can say who they would go to for help if they were worried or scared | Know that life cycles exist in nature• Know that aging is a natural process including old-age• Know that some changes are out of an individual’s control• Know how their bodies have changed from when they were a baby and that they will continue to change as they age• Know the physical differences between male and female bodies• Know the correct names for private body parts• Know that private body parts are special and that no one has the right to hurt these• Know there are different types of touch and that some are acceptable and some are unacceptable• Can appreciate that changes will happen and that some can be controlled and others not• Be able to express how they feel about changes• Show appreciation for people who are older• Can say what greater responsibilities and freedoms they may have in the future• Can say who they would go to for help if worried or scared• Can say what types of touch they findcomfortable/ uncomfortable• Can say what they are looking forward to in the next year |
| **Ongoing Objectives** | Know that it is important to listen to other peopleKnow about rewards and consequences and that these stem from choicesBe able to work cooperatively  | Know the difference between right and wrong and the role that choice has to play in thisKnow where to get help if being bullied | Know how to choose a realistic goal and think about how to achieve itKnow that it is important to persevereKnow how to recognise what working together well looks likeKnow what good group working looks like | Know what relaxed meansKnow what makes them feel relaxed / stressedIdentify when a feeling is weak and when a feeling is strongDesire to make healthy lifestyle choices | Know that everyone’s family is differentKnow that friendships have ups and downsand sometimes change with timeKnow what trust isCan give and receive compliments | Know who to ask for help if they are worried or frightenedCan recognise the independence and responsibilities they have now compared tobeing a baby or toddlerBe able to confidently ask someone to stop ifthey are being hurt or frightened |

**Years 3 and 4: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE ASSOCIATION THEMES** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaws Topic Theme** | **Being Me in My World** | **Celebrating Difference**  | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit, Perryfields will know…****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:JealousyLove and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animalsSelf-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities onlineSetting personal goals Self-identity and worth Positivity in challenges Rewards and consequences Responsible choices Seeing things from others’ perspectivesPSHE Association PoS refs: R32, R33, L6, L7, L8R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgroundR33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunitiesL7. about the labour market, local, national and international employment opportunitiesL8. about employment sectors and types, and changing patterns of employment | Jigsaws: Being unique Having a baby Confidence in change Accepting change Environmental change Self- and body image Influence of online and media on body image Puberty for girls Puberty for boysAssumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Jigsaws:Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgetingPSHE Association:PoS refs: H9, H10, H26, H39, H30, H40,H42, H43, H44, R25, R26, R28, R29H9. that bacteria and viruses can affect health; how everyday hygiene routinescan limit the spread of infection; the wider importance of personal hygiene and how to maintain itH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies canbe managed H26. that for some people gender identity does not correspond with their biological sexH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safeH40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried bysomething seen or read online and how to report concerns, inappropriate content and contactH43. about what is meant by first aid; basic techniques for dealing with common injuries²H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to sayR25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26. about seeking and giving permission (consent) in different situationsR28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and off line scenarios Respect for myself and others Healthy and safe choicesPSHE Association:PoS refs: H1, H2, H3, H4, H5, H6, H11, H14H1. how to make informed decisions about healthH2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5. about what good physical health means; how to recognise early signs of physical illnessH6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with noteating a healthy diet including obesity and tooth decay.H11. how to maintain good oral hygiene (including correct brushing and flossing);why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothiesand fruit teas; the effects of smoking)H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health | Jigsaws:Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friendPSHE Association:PoS refs: R10, R11, R13, R14, R16, R17, R18, H36R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeingR11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences,support with problems and difficulties); that the same principles apply to onlinefriendships as to face-to-face relationshipsR13. the importance of seeking support if feeling lonely or excludedR14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR16. how friendships can change over time, about making new friends and the benefits of having different types of friendsR17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safelyR18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryH36. strategies to manage transitions between classes and key stages R16. how friendships can change over time, about making new friends and the benefits of having different types of friends | Jigsaws:How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transitionPSHE Association:PoS refs: R5, R6, R7, R8, R9R5. that people who love and care for each other can be in a committedrelationship (e.g. marriage), living together, but may also live apartR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anotherR7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, fosterparents); that families of all types can give family members love, security and stabilityR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice |
| **Objectives** | • Know what a personal goal is• Understanding what a challenge is• Know that others may hold different views• Know that the school has a shared set of values• Recognise self-worth• Identify personal strengths• Be able to set a personal goal• Recognise feelings of happiness, sadness, worry and fear in themselves and others• Make other people feel valued• Develop compassion and empathy for others | Know why families are important• Know that everybody’s family is different• Know that sometimes family members don’t get along and some reasons for this• Know that conflict is a normal part of relationships• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do• Be able to show appreciation for their families, parents and carers• Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family• Empathise with people who are bullied• Employ skills to support someone who is bullied• Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary | Know about specific people who have overcome difficult challenges to achieve success • Know what an obstacle is and how they can hinder achievement• Know how to take steps to overcome obstacles• Recognise other people’s achievements in overcoming difficulties• Imagine how it will feel when they achieve their dream / ambition• Can break down a goal into small steps• Recognise how other people can help them to achieve their goals• Can share their success with others• Can store feelings of success (in their internal treasure chest) to be used at another time | • Know why their hearts and lungs are such important organs• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health• Know that there are different types of drugs• Know that there are things, places and people that can be dangerous• Know a range of strategies to keep themselves safe• Know when something feels safe or unsafe• Know that their bodies are complex and need taking care of• Able to set themselves a fitness challenge• Recognise what it feels like to make a healthy choice• Identify how they feel about drugs• Respect their own bodies and appreciate what they do | Know that different family members carry out different roles or have different responsibilities within the family• Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc• Know some strategies for keeping themselves safe online• Know how some of the actions and work of people around the world help and influence my life• Know that they and all children have rights (UNCRC / UNICEF)• Know the lives of children around the world can be different from their own• Can identify the responsibilities they have within their family• Can use Solve-it-together in a conflict scenario and find a win-win outcome• Know how to access help if they are concerned about anything on social media or the internet• Can empathise with people from other countries who may not have a fair job/ less fortunate• Understand that they are connected to the global community in many different ways• Can identify similarities in children’s rights around the world | Know that in animals and humans lots of changes happen between conception and growing up• Know that in nature it is usually the female that carries the baby• Know that in humans a mother carries the baby in her uterus (womb) and this is where itdevelops• Know that babies need love and care from their parents/carers• Know some of the changes that happen between being a baby and a child• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults• Know some of the outside body changes that happen during puberty• Know some of the changes on the inside that happen during puberty• Can express how they feel about babies• Can describe the emotions that a new baby can bring to a family• Can express how they feel about puberty• Can say who they can talk to about puberty if they have any worries• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry |
| **Ongoing Objectives** | Understand that they are importantKnow why rules are needed and how these relate to choices and consequencesKnow that actions can affect others’ feelingsBe able to work collaboratively | Know that some words are used in hurtful ways and that this can have consequencesBe able to recognise, accept and give complimentsRecognise feelings associated with receiving a compliment | Know what dreams and ambitions are important to themKnow how they can best overcome learning challengesCan manage feelings of frustration linked to facing obstaclesKnow that they are responsible for their own learningKnow what their own strengths are as a learnerKnow how to evaluate their own learningprogress and identify how it can be better nexttime | Know how exercise affects their bodiesCan express how being anxious or scared feelsCan take responsibility for keepingthemselves and others safe | Know some of the skills of friendship, e.g. taking turns, being a good listenerCan identify their own wants and needs and how these may be similar or different from other children in school and the globalcommunity | Can identify changes they are looking forward to in the next yearCan suggest ways to help them manage feelings during changes they are more anxious about |

**Years 3 and 4: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE ASSOCIATION THEMES** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaws Topic Theme** | **Being Me in My World** | **Celebrating Differences** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit, Perryfields will know****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:Being part of a class team Being a school citizen Rights, responsibilities and democracy (e.g. school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Jigsaws:Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other culturePerceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebrationEmpathy | Jigsaws:Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudesPSHE Association:PoS refs: H27, H28, H29, H36, L25, H25, H36 H27. to recognise their individuality and personal qualitiesH28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthH29. about how to manage setbacks/perceived failures, including how to re-frameunhelpful thinkingL25. to recognise positive things about themselves and their achievements; setgoals to help achieve personal outcomesH36. strategies to manage transitions between classes and key stagesH25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) | Jigsaws:Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strengthPSHE Association:Health and wellbeingPoS refs: H17, H18, H19, H20, H23H17. to recognise that feelings can change over time and range in intensityH18. about everyday things that affect feelings and the importance of expressing feelingsH19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately indifferent situationsH23. about change and loss, including death, and how these can affect feelings;ways of expressing and managing grief and bereavement | Jigsaws:Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animalPSHE Association:R12. to recognise what it means to ‘know someone online’ and how this differsfrom knowing someone face-to-face; risks of communicating online with othersnot known face-to-faceR15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on othersR23. about why someone may behave differently online, including pretending tobe someone they are not; strategies for recognising risks, harmful content andcontact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in allcontexts including online) whom they do not knowR28. how to recognise pressure from others to do something unsafe or thatmakes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own orsomeone else’s personal safety (including online)L1. to recognise reasons for rules and laws; consequences of not adhering to rulesand lawsL5. ways of carrying out shared responsibilities for protecting the environmentin school and at home; how everyday choices can affect the environment (e.g.reducing, reusing, recycling; food choices)L15. recognise things appropriate to share and things that should not be sharedon social media; rules surrounding distribution of images | Jigsaws:Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental changePSHE Association:PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10R19. about the impact of bullying, including offline and online, and theconsequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get supportR21. about discrimination: what it means and how to challenge itR22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR27. about keeping something confidential or secret, when this should (e.g. abirthday surprise that others will find out about) or should not be agreed to, andwhen it is right to break a confidence or share a secretR29. where to get advice and report concerns if worried about their own orsomeone else’s personal safety (including online)R30. that personal behaviour can affect other people; to recognise and modelrespectful behaviour onlineR31. to recognise the importance of self-respect and how this can affect theirthoughts and feelings about themselves; that everyone, including them, shouldexpect to be treated politely and with respect by others (including when onlineand/or anonymous) in school and in wider society; strategies to improve orsupport courteous, respectful relationshipsH45. that female genital mutilation (FGM) is against British law, what to do andwhom to tell if they think they or someone they know might be at risk³L2. to recognise there are human rights, that are there to protect everyone |
| **Objectives** | • Know about the different roles in the school community• Know their place in the school community• Know what democracy is (applied to pupil voice in school)• Know how groups work together to reach a consensus• Know that having a voice and democracybenefits the school community• Identify the feelings associated with being included or excluded• Understand why the school community benefits from a Learning Charter | Know that sometimes people make assumptions about a person because of theway they look or act• Know there are influences that can affect how we judge a person or situation• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying• Know what to do if they think bullying is, or might be taking place• Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone• Know that first impressions can change• Identify influences that have made them think or feel positively/negatively about a situation• Identify feelings that a bystander might feel in a bullying situation• Identify reasons why a bystander might join in with bullying• Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios• Identify when a first impression they had was right or wrong• Be non-judgemental about others who aredifferent | Know what their own hopes and dreams are• Know that hopes and dreams don’t always come true• Know that reflecting on positive and happy experiences can help them to counteract disappointment• Know how to make a new plan and set new goals even if they have been disappointed• Know how to work out the steps they need to take to achieve a goal• Can identify the feeling of disappointment• Can identify a time when they have felt disappointed• Can share their success with others• Can store feelings of success (in their internal treasure chest) to be used at another time | • Know that there are leaders and followers in groups• Know that they can take on different roles according to the situation• Know the facts about smoking and its effects on health• Know some of the reasons some people start to smoke• Know the facts about alcohol and its effects on health, particularly the liver• Know some of the reasons some people drink alcohol• Know ways to resist when people are putting pressure on them• Know what they think is right and wrong• Can identify the feelings that they have abouttheir friends and different friendship groups• Recognise how different people and groupsthey interact with impact on them• Identify which people they most want to befriends with• Recognise negative feelings in peer pressuresituations• Can identify the feelings of anxiety and fearassociated with peer pressure• Can tap into their inner strength and knowhowto be assertive | Know some reasons why people feel jealousy• Know that jealousy can be damaging torelationships• Know that loss is a normal part of relationships• Know that negative feelings are a normal part of loss• Know that memories can support us when we lose a special person or animal• Know that change is a natural part ofrelationships/ friendship• Know that sometimes it is better for afriendship/ relationship to end if it is causing negative feelings or is unsafe• Can identify feelings and emotions thataccompany jealousy• Can suggest positive strategies for managing jealousy• Can identify the feelings and emotions that accompany loss• Can suggest strategies for managing loss• Can tell you about someone they no longer see• Can suggest ways to manage relationship changes including how to negotiate | Know that personal characteristics areinherited from birth parents and this is brought about by an ovum joining with a sperm• Know that babies are made by a sperm joining with an ovum• Know the names of the different internal and external body parts that are needed to make a baby• Know how the female and male body change at puberty• Know that personal hygiene is important during puberty and as an adult• Know that change is a normal part of life and that some cannot be controlled and have to be accepted• Know that change can bring about a range of different emotions• Can express how they feel about having children when they are grown up• Can express any concerns they have about puberty• Can say who they can talk to about puberty if they are worried• Can apply the circle of change model to themselves to have strategies for managing change |
| **Ongoing Objectives** | Know how individual attitudes and actions make a difference to a classBe able to help friends make positive choicesKnow that their own actions affect themselves and othersCan make others feel cared for and welcomedRecognise the feelings of being motivated orUnmotivatedKnow how to regulate my emotionsBe able to take on a role in a group discussion/ task and contribute to the overall outcomeCan make others feel valued and included | Try to accept people for who they areIdentify their own uniquenessBe comfortable with the way they look | Know how to work as part of a successful groupKnow how to share in the success of a groupBe able to cope with disappointmentHelp others to cope with disappointmentCan identify what resilience isHave a positive attitudeEnjoy being part of a group challengeCan talk about their hopes and dreams and the feelings associated with these | Know how different friendship groups are formed and how they fit into themKnow which friends they value mostCan identify the feelings that they have about their friends and different friendship groupsRecognise how different people and groups they interact with impact on themIdentify which people they most want to be friends with | Can identify people who are special to them and express why | Can appreciate their own uniqueness and that of othersHave strategies for managing the emotions relating to change |

**Years 5 and 6: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE Association THEMES** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaws Topic Theme** | **Being Me in My World** | **Celebrating Difference**  | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit, Perryfields will know…****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participatingPSHE Association:PoS refs: L26, L27, L28, L29, L30, L31,L32, H31, H32L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their lifeL27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaidL30. about some of the skills that will help them in their future careers e.g.teamwork, communication and negotiationL31. to identify the kind of job that they might like to do when they are olderL32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)H32. about how hygiene routines change during the time of puberty, theimportance of keeping clean and how to maintain personal hygiene | Jigsaws:Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other culturesPSHE Association:PoS refs: R34, L17, L18, L20, L21, L22, L24R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree withL17. about the different ways to pay for things and the choices people have about thisL18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’L20. to recognise that people make spending decisions based on priorities, needs and wantsL21. different ways to keep track of moneyL22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL24. to identify the ways that money can impact on people’s feelings and emotions | Jigsaws:Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) MotivationPSHE Association:PoS refs: H25, H26, H27, R32, L9H25. about personal identity; what contributes to who we are (e.g. ethnicity,family, gender, faith, culture, hobbies, likes/dislikes)H26. that for some people gender identity does not correspond with their biological sexH27. to recognise their individuality and personal qualitiesR32. about respecting the differences and similarities between people andrecognising what they have in common with others e.g. physically, in personalityor backgroundL9. about stereotypes; how they can negatively influence behaviours and attitudestowards others; strategies for challenging stereotypesL2. to recognise there are human rights, that are there to protect everyone | Jigsaws:Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviourPSHE Association:PoS refs: H43, H44, H10, H9H43. about what is meant by first aid; basic techniques for dealing with common injuriesH44. how to respond and react in an emergency situation; how to identifysituations that may require the emergency services; know how to contact them and what to sayH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itH1. how to make informed decisions about healthH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to breakH47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to othersH48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns | Jigsaws:Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Jigsaws:Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transitionPSHE Association:PoS refs: R1, R18, R24, R26, R29, L11,L15, H42, H45R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowR26. about seeking and giving permission (consent) in different situationsR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)L11. recognise ways in which the internet and social media can be used both positively and negativelyL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesH42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contactH45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk |
| **Objectives** | • Understand how to set personal goals• Understand the rights and responsibilities associated with being a citizen in the wider community and their country• Understand how democracy and having a voice benefits the school community• Understand how to contribute towards the democratic process• Be able to identify what they value most about school• Identify hopes for the school year• Empathy for people whose lives are different from their own• Understand why the school community benefits from a ‘Learning Charter’ | Know what culture means• Know that differences in culture can sometimes be a source of conflict• Know what racism is and why it is unacceptable• Know that rumour spreading is a form of bullying on and offline• Know external forms of support in regard to bullying e.g. Childline• Know that bullying can be direct and indirect• Know how their life is different from the lives of children in the developing world• Identify their own culture and different cultures within their class community• Identify their own attitudes about people fromdifferent faith and cultural backgrounds | Know that they will need money to help them to achieve some of their dreams• Know about a range of jobs that are carried out by people I know• Know that different jobs pay more money than others• Know the types of job they might like to do when they are older• Know that young people from different cultures may have different dreams and goals• Know that communicating with someone from a different culture means that they can learn from them and vice versa• Know ways that they can support young people in their own culture and abroad• Appreciate the contributions made by people in different jobs• Appreciate the opportunities learning and education can give them• Reflect on the differences between their own learning goals and those of someone from a different culture• Appreciate the differences between themselves and someone from a different culture | Know the health risks of smoking• Know how smoking tobacco affects the lungs, liver and heart• Know some of the risks linked to misusing alcohol, including antisocial behaviour• Know basic emergency procedures including the recovery position• Know how to get help in emergency situations• Know that the media, social media and celebrity culture promotes certain body types• Know the different roles food can play in people’s lives and know that people can develop eating problems / disorders related to body image pressure• Know what makes a healthy lifestyle• Can make informed decisions about whether or not they choose to smoke when they areolder• Can make informed decisions about whether they choose to drink alcohol when they are older• Can identify ways to keep themselves calm in an emergency• Can reflect on their own body image and know how important it is that this is positive | Know that a personality is made up ofmany different characteristics, qualities and attributes• Know that belonging to an online community can have positive and negative consequences• Know that there are rights and responsibilities in an online community or social network• Know that there are rights and responsibilitieswhen playing a game online• Know how to stay safe when using technology to communicate with friends• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe• Can suggest strategies for staying safe online/ social media• Can say how to report unsafe online / social network activity• Can identify when an online game is safe or unsafe• Can suggest strategies for managingunhelpful pressures online or in socialnetworks | • Know how girls’ and boys’ bodies change during puberty and understand the importanceof looking after themselves physically and emotionally• Know that sexual intercourse can lead to conception• Know that some people need help to conceive and might use IVF• Know that becoming a teenager involves various changes and also brings growing responsibility• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them• Can ask questions about puberty to seek clarification• Can express how they feel about having a romantic relationship when they are an adult• Can express how they feel about having children when they are an adult• Can express how they feel about becoming a teenager• Can say who they can talk to if concerned about puberty or becoming a teenager/adult |
| **Ongoing Objectives** | Know how to face new challenges positivelyKnow how an individual’s behaviour can affect a group and the consequences of thisConsider their own actions and the effect they have on themselves and othersBe able to work as part of a group, listening and contributing effectivelyBe able to help friends make positive choicesKnow how to regulate my emotions | Appreciate the value of happiness regardlessof material wealthIdentify a range of strategies for managing their own feelings in bullying situationsIdentify some strategies to encourage children who use bullying behaviours to make other choicesBe able to support children who are being bulliedDevelop respect for cultures different fromtheir own | Verbalise what they would like their life to be like when they are grown upUnderstand why they are motivated to make a positive contribution to supporting others | Recognise strategies for resisting pressureAccept and respect themselves for who they areRespect and value their own bodiesBe motivated to keep themselves healthy and happy | Know that too much screen time isn’t healthyCan suggest ways to monitor and reduce screen timeCan suggest strategies for building self-esteem of themselves and others | Know what perception means and that perceptions can be right or wrongCan suggest ways to boost self-esteem of selfand othersCan celebrate what they like about their ownand others’ self- image and body-image |

**Years 5 and 6: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE Association THEMES** | **LIVING IN THE WIDER WORLD** | **HEALTH AND WELLBEING** | **RELATIONSHIPS** |
| **Jigsaw Topic Theme** | **Being me in my world** | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Essential knowledge.****By the end of each unit, Perryfields will know…****NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year** | Jigsaws:Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modellingPSHE Association:PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23H49. about the mixed messages in the media about drugs, including alcohol and smoking/vapingR34. how to discuss and debate topical issues, respect other people’s point ofview and constructively challenge those they disagree withL11. recognise ways in which the internet and social media can be used both positively and negativelyL12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search resultsL13. about some of the different ways information and data is shared and used online, including for commercial purposesL14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share informationL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL16. about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformationL23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations | Jigsaws:Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration EmpathyPSHE Association:PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23H49. about the mixed messages in the media about drugs, including alcohol and smoking/vapingR34. how to discuss and debate topical issues, respect other people’s point ofview and constructively challenge those they disagree withL11. recognise ways in which the internet and social media can be used both positively and negativelyL12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search resultsL13. about some of the different ways information and data is shared and used online, including for commercial purposesL14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share informationL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL16. about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformationL23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspiration | Jigsaws:Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements ComplimentsPSHE Association:PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16,H1. how to make informed decisions about healthH2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5. about what good physical health means; how to recognise early signs of physical illnessH6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyleH8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learnH11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancerH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing | Jigsaws:Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health PSHE Association:PoS Refs: H21, H22, H40, H46, R10H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adultH40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to breakR10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeingnaging stress | Jigsaws:Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology usePSHE Association:PoS refs: H24, H30, H33, H34, H35,H36, R2, R3, R4, R5, R6, R16H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schoolsH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH33. 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 for¹H34. about where to get more information, help and advice about growing andchanging, especially about pubertyH35. about the new opportunities and responsibilities that increasingindependence may bringH36. strategies to manage transitions between classes and key stagesR2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are differentR3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelongR4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or othersR5. that people who love and care for each other can be in a committedrelationship (e.g. marriage), living together, but may also live apartR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anotherR16. how friendships can change over time, about making new friends and the benefits of having different types of friendsH31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)H32. about how hygiene routines change during the time of puberty, theimportance of keeping clean and how to maintain personal hygiene | Jigsaws:Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting TransitionPSHE Association:PoS refs: H24, H30, H33, H34, H35,H36, R2, R3, R4, R5, R6, R16H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schoolsH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH33. about the processes of reproduction and birth as part of the human life cycle; 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| **Objectives** | Know how to set goals for the year ahead• Understand what fears and worries are• Know about children’s universal rights (United Nations Convention on the Rights of the Child)• Know about the lives of children in other parts of the world• Know that personal choices can affect otherslocally and globally• Understand how democracy and having a voice benefits the school community• Understand how to contribute towards theDemocratic process• Be able to compare their life with the lives ofthose less fortunate | Know that there are different perceptions of‘being normal’ and where these might come from• Know that being different could affect someone’s life• Know that power can play a part in a bullying or conflict situation• Know that people can hold power over othersindividually or in a group• Know why some people choose to bully others• Know that people with disabilities can lead amazing lives• Know that difference can be a source ofcelebration as well as conflict• Identify feelings associated with being excluded• Be able to recognise when someone isexerting power negatively in a relationship• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict• Identify different feelings of the bully, bulliedand bystanders in a bullying scenario• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens | • Know how to set realistic and challenging goals• Know what the learning steps are they need to take to achieve their goal• Know a variety of problems that the world is facing• Know how to work with other people to make the world a better place• Know some ways in which they could work with others to make the world a better place• Set success criteria so that they know when they have achieved their goal• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficultcircumstances• Empathise with people who are suffering or living in difficult situations | • Know how to make choices that benefit their own health and well-being• Know about different types of drugs and their uses• Know how these different types of drugs can affect people’s bodies, especially their liver and heart• Know that some people can be exploited and made to do things that are against the law• Know why some people join gangs and the risk that this can involve• Know what it means to be emotionally well• Know that stress can be triggered by a range of things• Know that being stressed can cause drug and alcohol misuse• Are motivated to find ways to be happy and cope with life’s situations without using drugs• Identify ways that someone who is being exploited could help themselves• Suggest strategies someone could use to avoid being pressured• Recognise that people have different attitudes towards mental health / illness | Know that it is important to take care of their own mental health• Know ways that they can take care of their own mental health• Know the stages of grief and that there are different types of loss that cause people to grieve• Know that sometimes people can try to gain power or control them• Know some of the dangers of being ‘online’• Know how to use technology safely and positively to communicate with their friends and family• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of• Can help themselves and others when worried about a mental health problem• Recognise when they are feeling grief and have strategies to manage them• Can resist pressure to do something online that might hurt themselves or others | Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally• Know how a baby develops from conception through the nine months of pregnancy and how it is born• Know how being physically attractedto someone changes the nature of therelationship• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / movingto their next class• Can express how they feel about the changes that will happen to them during puberty• Recognise how they feel when they reflect on the development and birth of a baby• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to• Can celebrate what they like about their own and others’ self- image and body-image• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school (or next setting) |
| **Ongoing Objectives** | Understand that their own choices result in different consequences and rewardsBe able to make others feel welcomed andvaluedKnow own wants and needsDemonstrate empathy and understandingtowards othersCan demonstrate attributes of a positive role modelCan take positive action to help othersBe able to contribute towards a group taskKnow what effective group work isKnow how to regulate my emotions | Empathise with people who are different andbe aware of my own feelings towards themAppreciate people for who they areShow empathy | Know their own learning strengthsBe able to give praise and compliments to other people when they recognise thatperson’s achievementsKnow what their classmates like and admire about themUnderstand why it is important to stretch the boundaries of their current learning | Know how to take responsibility for their own healthAre motivated to care for their own physical and emotional healthCan use different strategies to manage stress and pressure | Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or controlCan take responsibility for their own safety and well-being | Know the importance of self-esteem and what they can do to develop itRecognise ways they can develop their own self-esteem |