



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



## Long Term Plan- Whole School Overview.

| Year Group   | Autumn 1   | Autumn 2                                   | Spring 1   | Spring 2                               | Summer 1  | Summer 2                                     |
|--|--|--|--|--|---|--|
| <b>Nursery</b><br>All year - Physical health and mental wellbeing.   | Relationships - Families and friendships.  |  | Living in the wider world – taking care of the environment   |  | Health and wellbeing - Keeping safe.  |  |
| <b>Reception</b><br>All year - Physical health and mental wellbeing. | Relationships - Families and friendships.<br><br>Relationships - Understanding our emotions. |  | Relationships - Respecting ourselves and each other.<br><br>Living in the wider world – taking care of the environment |  | Health and wellbeing – Growing and changing.<br><br>Relationships – Belonging to a community. |  |
| 1  | Team (Relationships)   | Think Positive (Health and Wellbeing)      | Diverse Britain (Living in the Wider World)  | Be Yourself (Relationships)            | It's My Body (Health and Wellbeing)   | Aiming High (Living in the Wider World)      |
| 2  | VIPs (relationships)   | Safety First (Health and Wellbeing)        | One World (Living in the Wider World)  | Digital Wellbeing (relationships)      | Money Matters (living in the wider world)   | Growing Up (health and wellbeing)            |
| KS 1 Small Class   | Following the EYFS Curriculum, adapting to the needs of the children 2023/4                  |  |  |  |   |  |
| 3  | LKS2 Team (Relationships)  | LKS2 Think Positive (Health and Wellbeing) | LKS2 Diverse Britain (Living in the Wider World)   | LKS2 Be Yourself (Relationships)       | LKS2 It's My Body (Health and Wellbeing)  | LKS2 Aiming High (Living in the Wider World) |
| 4  | LKS2 VIPs (relationships)  | LKS2 Safety First (Health and Wellbeing)   | LKS2 One World (Living in the Wider World)   | LKS2 Digital Wellbeing (relationships) | LKS2 Money Matters (living in the wider world)  | LKS2 Growing Up (health and wellbeing)       |
| Lower KS2 Small Class  |  |  |  |  |   |  |
| 5  | UKS2 Team (Relationships)  | UKS2 Think Positive (Health and Wellbeing) | UKS2 Diverse Britain (Living in the Wider World)   | UKS2 Be Yourself (Relationships)       | UKS2 It's My Body (Health and Wellbeing)  | UKS2 Aiming High (Living in the Wider World) |
| 6  | UKS2 VIPs (relationships)  | UKS2 Safety First (Health and Wellbeing)   | UKS2 One World (Living in the Wider World)   | UKS2 Digital Wellbeing (relationships) | UKS2 Money Matters (living in the wider world)  | UKS 2 Growing Up (health and wellbeing)      |



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|                          |  |  |  |  |  |  |
| Upper KS2<br>Small Class |  |  |  |  |  |  |

## PSHCE EYFS

At Acre Hall we plan teaching and learning in our specific subjects in the afternoons, during topic weeks eg PSHCE week. The children can access provision in both Reception classrooms. They are encouraged to participate in a daily topic session and enhancements and challenges in the provision link to that days/weeks teaching as part of the subject in focus that week. We endeavor to cover every subject each half term.

PSHE in the early years is taught **through a variety of adult led and child initiated activities** which are linked to:

- **Healthy eating**
- **Cultural celebrations and the similarities/differences of these**
- **Understanding feelings**
- **How to be a good friend**

At Acre Hall in Early Years we take a 'Planning in the moment approach'. This follows the children's natural interests, this is added to retrospectively throughout the year; previous examples include looking at the story of *Colour Monsters* and then creating our own feelings Monsters.

Children in Nursery and Reception will cover the same topics but in differing levels of detail, to ensure that by the end of EYFS, our children are confident, resilient and know how to identify and manage risk. They will have developed skills which enable them to respect themselves, others and celebrate diversity whilst managing and communicating their own emotions.

### Curriculum

### EYFS development matters statements

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

- Develop their sense of responsibility and membership of a community.
- 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. 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.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing

### Reception ELG

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



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|   |   |
|---|---|
|   | <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul> |
| <b><u>Books linked to teaching</u></b>        | <p><b>What makes me</b><br/><b>Same Same Different</b><br/><b>Colour Monsters</b><br/><b>The selfish crocodile</b><br/><b>The Great Big Book of Families</b></p>  |
| <b>Component Knowledge by the end of EYFS</b> | Component knowledge should align with the Early Learning Goals of PSED.   |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



Year One

|  | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|--|------------|------------|------------|------------|------------|------------|
|--|------------|------------|------------|------------|------------|------------|



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| Topic Enquiry Question: | TQ: TEAM   | TQ: Think positive  | TQ: Diverse Britain  | TQ: Be yourself   | TQ: It's my body   | TQ: Aiming high  |
|-------------------------|--|---|--|---|--|--|
| Lesson Key Questions:   | <p>KQ1: Can you talk about the different team's that you belong to?</p> <p>KQ2: Why is being a good listener important?</p> <p>KQ3: Can you discuss what it means to be kind?</p> <p>KQ4: what does bullying look like?</p> <p>KQ5: What is a growth mind-set?</p> <p>KQ6: How does our behaviour affect others?</p> | <p>KQ1: How does having a positive mind-set affect us?</p> <p>KQ2: What impact do our choices have on our own emotions and those of others?</p> <p>KQ3: What goals are important to me?</p> <p>KQ4: Who can you speak to if you're feeling big emotions?</p> <p>KQ5: What are you thankful for?</p> <p>KQ6: Can you think of coping strategies to help when feeling big emotions?</p> | <p>KQ1: How can I be a helpful member of my school community?</p> <p>KQ2: What makes me a good neighbour?</p> <p>KQ3: What is harmful to our community environment?</p> <p>KQ4: Can you describe our country?</p> <p>KQ5: What makes you different from everybody else?</p> <p>KQ6: What are you favourite things about our country?</p> | <p>KQ1: What makes me, me?</p> <p>KQ2: What different emotions do we feel?</p> <p>KQ3: What makes me smile?</p> <p>KQ4: What makes me frown?</p> <p>KQ5: What changes/losses do we experience whilst we grow up?</p> <p>KQ6: Who has got the loudest voice?</p> | <p>KQ: Who makes decisions and choices about our bodies?</p> <p>KQ2: What would happen if we slept all day and never exercised?</p> <p>KQ3: McDonalds or a Salad, or both?</p> <p>KQ4: How to stay squeaky clean</p> <p>KQ5: What food and drink is safe for us?</p> <p>KQ6: Who makes decisions about our bodies? (recap)</p> | <p>KQ: what makes me a star?</p> <p>KQ2: Why is a positive learning attitude important?</p> <p>KQ3: Can you predict my future career?</p> <p>KQ4: Could my teacher be a farmer?</p> <p>KQ5: How many goals can I tick off before I turn 20?</p> <p>KQ6: What will be different for me 20 years from now?</p> |



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| <b>Component knowledge</b><br><br><b>By the end of the unit, children should be able to</b> |  | <ul style="list-style-type: none"><li>• talk about the different teams they belong to</li><li>• describe how we can listen to others</li><li>• list some ways we can show kindness to others</li><li>• discuss examples of friendly joking, teasing and bullying behaviours</li><li>• identify helpful and not-so-helpful thoughts</li><li>• talk about different choices we can make within our team.</li></ul> |  | <ul style="list-style-type: none"><li>• identify and discuss feelings and emotions, using simple terms</li><li>• describe things that make them feel happy and unhappy</li><li>• understand that they have a choice about how to react to things that happen</li><li>• talk about personal achievements and goals</li><li>• describe difficult feelings and what might cause these feelings</li><li>• discuss things for which they are thankful</li><li>• focus on an activity, remaining calm and still••</li></ul> |  | <ul style="list-style-type: none"><li>• identify groups and communities that they belong to</li><li>• explain how to be a good neighbor</li><li>• pick out things that harm and things that help a neighbourhood</li><li>• describe what it is like to live in Britain</li><li>• identify similarities and differences between British people</li><li>• talk about what makes them feel proud of being British.</li></ul> |  | <ul style="list-style-type: none"><li>• identify their own special traits and qualities</li><li>• identify and name common feelings</li><li>•select times and situations that make them feel happy</li><li>•talk about what makes them feel unhappy or cross</li><li>• explain how change and loss make them feel</li><li>• understand the importance of sharing thoughts and feelings</li></ul> |  | <ul style="list-style-type: none"><li>• explain how much sleep they need;</li><li>• discuss why exercise is good for them;</li><li>• understand they can choose what happens to their bodies;</li><li>• list healthy snacks;</li><li>• know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</li><li>• demonstrate hygienic ways to look after their bodies.</li></ul> |  | <ul style="list-style-type: none"><li>• discuss their star qualities; identify what a positive learning attitude is;</li><li>• talk about jobs they can do when they grow up;</li><li>• discuss what skills and interests are needed for different jobs;</li><li>• talk about hopes they have for the future;</li><li>• discuss what they are looking forward to about next year.</li></ul> |  |
| <b>NC PSHE Links</b>  |  | <b>Key Stage 1</b>   |  | <b>Key Stage 1</b>  |  | <b>Key Stage 1</b>  |  | <b>Key Stage 1</b>   |  | <b>Key Stage 1</b>   |  | <b>Key Stage 1</b>  |  |
|   |  |  |  | L1. about what rules are, why they are needed, and why different rules are  |  | H21. to recognise what makes them special   |  |  |  |  |  | H21. to recognise what makes them special   |  |



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|  | <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that</p> | <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> | <p>needed for different situations</p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> | <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> | <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H9.</b> about different ways to learn and play; recognising the</p> | <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>L14.</b> that everyone has different strengths</p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>L14.</b> that everyone has different strengths</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p> |
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|  | <p>people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>L14.</b> that everyone has different strengths</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> | <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> | <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> <p><b>L4.</b> about the different groups they belong to</p> | <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> | <p>importance of knowing when to</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> |  |
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**H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

**H24.** how to manage when finding things difficult

**R7.** about how to recognise when they or someone else feels lonely and what to do

**R25.** how to talk about and share their opinions on things that matter to them

**H11.** about different feelings that humans can experience

**H12.** how to recognise and name different feelings

**R25.** how to talk about and share their opinions on things that matter to them

**H13.** how feelings can affect people's bodies and how they behave

**H18.** different things they can do to manage big feelings, to help calm themselves

**H8.** how to keep safe in the sun and protect skin from sun damage






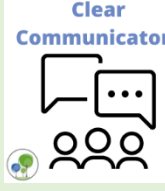
**H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

**R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought



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|---|---|--|--|---|---|---|
|   |   | down and/or change their mood when they don't feel good  |  |   |   |   |
| <b>Cross curricular Links</b>           | English- Speaking and Listening   | English- Speaking and Listening  | English- Speaking and Listening Geography- Continents and countries  | English- Speaking and Listening   | English- Speaking and Listening Science – Plants and animals including humans   | English- Speaking and Listening   |
| <b>Revisit and review opportunities</b> | EYFS- building relationships  | EYFS- Understanding feelings   | EYFS- Understanding the world  | EYFS- Managing self   | EYFS- Managing self   | EYFS- Understanding the world   |
| <b>Curriculum Driver Links</b>          |    |   |   |    |    |    |
|   | <p>Clear communicator: Children learn how to engage with each other practising turn taking in conversations and being respectful of others opinions. Children are encouraged to communicate their thoughts and feeling and take part in respectful debates in a safe learning environment.</p> <p>Healthy advocate: When focusing on the holistic view of the child, children must learn how to manage the pressures of a fluid society and facilitate strategies to build resilience and flourish. Children will gain consciousness of mental wellbeing and children will explore methods to problem solve thus enabling them to gain confidence when dealing with challenging</p> | <p>Global citizens: Children learn how to respect a variety of cultural norms and learn how to abide by rules and laws. Minority groups are discussed and the importance of diversity in communities is highlighted. Children also learn what it means to be a British Citizen including studying the ideology of citizenship.</p> | <p>Aspirational learners: Children know how to convey a positive attitude towards learning and appreciate that a person's mentality can impact their achievements. The idea of goal setting and constructing plans to improve on their personal best is a focus in PSHE lessons.</p> |   |   |   |
| <b>Vocabulary</b>                       | <u>Autumn 1</u><br>community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite,  | <u>Autumn 2</u><br>achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, focus, frightened,  | <u>Spring 1</u><br>accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, harm, helpful,  | <u>Spring 2</u><br>angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, kind, like, loss, memories, | <u>Summer 1</u><br>bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, | <u>Summer 2</u><br>achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, learn, positive, progress, |



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|  | positive, safe, secure,<br>special, support, team,<br>teasing, thoughtful,<br>unkind | frustrated, future, goal,<br>gratitude, helpful, lonely,<br>mind, mindful, negative,<br>nervous, new, past,<br>perseverance, positive,<br>prefer, relaxed, resilience,<br>respond, sad, safe, shocked | island, kindness, lakes,<br>listen, live, local area,<br>mountain, natural, respect,<br>responsibility, right, river,<br>safe, same, share, similarity,<br>town, United Kingdom | mental health, nervous,<br>opinions, qualities, safe,<br>secure, share, skills, speak,<br>talents, talk, thoughts,<br>uncomfortable, worried | germs, healthy, heart, illness,<br>medicine, muscles, permission,<br>pharmacist, poisonous,<br>protect, Safe, secret, serious,<br>sleep, spread, strength, sugar,<br>surprise, touch, treat, , virus,<br>warning, wash | qualification, routine, skill, star<br>qualities, strength, success, training |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



## Year Two

|                                | Autumn One  | Autumn Two   | Spring One   | Spring Two  | Summer One   | Summer Two   |
|--------------------------------|---|--|--|---|--|--|
| <b>Topic Enquiry Question:</b> | TQ: VIP's   | TQ: Safety First   | TQ: One World  | TQ: Digital Wellbeing   | TQ: Money Matters  | TQ: Growing up   |
| <b>Lesson Key Questions:</b>   | KQ1: who is special to you?<br><br>KQ2: Why are families important?<br><br>KQ3: What makes someone a good friend?<br><br>KQ4: What to do if you fall out with a friend?<br><br>KQ5: Is there an I in team?<br><br>KQ6: How can you show someone that you care about them? | KQ1: How do I stay safe?<br><br>KQ2: What could make me unsafe at home?<br><br>KQ3: How do I stay safe when I am out and about?<br><br>KQ4: What is stranger danger?<br><br>KQ5: What secrets are okay to keep?<br><br>KQ6: Who are my go to adults? | KQ1: What makes a family?<br><br>KQ2: Is your family the same as mine?<br><br>KQ3: Are all schools the same around the world?<br><br>KQ4: Is our living environment the same as someone on the other side of the world?<br><br>KQ5: What resources do we use to help us live a healthy life?<br><br>KQ6: How can we be a planet protector? | KQ1: How does the internet help us?<br><br>KQ2: How much is too much screen time?<br><br>KQ3: Can we stay safe online?<br><br>KQ4: Why is online privacy important?<br><br>KQ5: Does our online behaviour effect real life?<br><br>KQ6: Do you know the difference between true of false? | KQ1: Can you explain the different types of money?<br><br>KQ2: where does money come from?<br><br>KQ3: How do we keep money safe?<br><br>KQ4: How much money do you have?<br><br>KQ5: Is it a want or a need?<br><br>KQ6: What happens when I go shopping? | KQ1: Can you name the parts of a girl/boys body?<br><br>KQ2: How do we respect our/others bodies?<br><br>KQ3: Is it okay to be different?<br><br>KQ4: Who is in your family?<br><br>KQ5: What will change as you get older?<br><br>KQ6: What events could occur in your life as you get older? |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



|   |  |  |  |   |  |  |
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| <b>Component knowledge</b><br><br><b>By the end of the unit, children should be able to</b> | <ul style="list-style-type: none"><li>• explain who the special people in their lives are</li><li>• talk about the importance of families</li><li>• describe what makes someone a good friend</li><li>• know how to resolve an argument in a positive way</li><li>• know the skills involved in successful cooperation</li><li>• identify a way to show others that they care.</li></ul> | <ul style="list-style-type: none"><li>• identify some everyday dangers</li><li>• understand some basic rules that help keep people safe</li><li>• know what to do if they feel in danger</li><li>• identify some dangers in the home</li><li>• identify some dangers outside</li><li>• identify which information they should never share on the Internet</li><li>• know that their private body parts are private</li><li>• recall the number to call in an emergency</li><li>• list some people who can help them stay safe.</li></ul> | <ul style="list-style-type: none"><li>• talk about special people in their life and say why they are special</li><li>• talk about different homes around the world and identify how they are the same as and different from their own; describe what their school is like</li><li>• explain what an environment is</li><li>• explain what natural resources are and identify how people use them</li><li>• say what they love about the world in which they live and describe how they would feel if these things disappeared.</li></ul> | <ul style="list-style-type: none"><li>• identify ways we use the Internet</li><li>• talk about different activities they like to do both online and offline</li><li>• discuss some of the risks that are present when we go online</li><li>• explain how to get help if anything online frightens them</li><li>• give examples of personal information and understand that we keep it private</li><li>• talk about ways people communicate online and explain what to do if something they see worries them</li><li>• understand that not everything we</li></ul> | <ul style="list-style-type: none"><li>• discuss things they can buy in the shops</li><li>• talk about different sources that money can come from</li><li>• identify things they want</li><li>• identify things they need</li><li>• talk about ways we can keep track of what we spend</li><li>• discuss ways they can keep money safe</li><li>• discuss some methods of payment.</li></ul> | <ul style="list-style-type: none"><li>• talk about their own likes and dislikes</li><li>• understand that different people like different things</li><li>• understand that girls and boys can like different things, or the same things</li><li>• describe how they have changed since they were a baby</li><li>• understand that peoples' needs change as they grow older</li><li>• talk about things they would like to do when they are older</li><li>• discuss some changes that people might go through in life</li></ul> |
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Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  |  |  |  | see on the Internet<br>is true. |  | <ul style="list-style-type: none"><li>• talk about their family and ask others questions about their family.</li></ul> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| NC PSHE Links | Key Stage 1   | Key Stage 1   | Key Stage 1   | Key Stage 1   | Key Stage 1  | Key Stage 1   |
|---------------|---|---|---|---|--|---|
|               | <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>R6.</b> about how people make friends and what makes a good friendship</p> | <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> | <p><b>H2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the</p> | <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> | <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> | <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  | <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> | <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical</p> | <p>responsibilities of caring for them</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> | <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>L9.</b> that not all information seen online is true</p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>L9.</b> that not all information seen online is true</p> |  | <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan


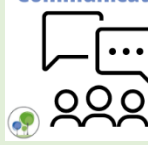


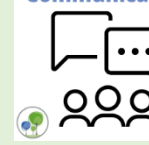



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|   | <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> | <p>contact makes them feel uncomfortable or unsafe</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p> |  |   |   |   |
| <b>Cross curricular Links</b>           | <b>ENGLISH- Speaking and listening</b>   | <b>ENGLISH- Speaking and listening</b><br><b>ICT- Online Safety</b>  | <b>ENGLISH- Speaking and listening</b>     | <b>ENGLISH- Speaking and listening</b><br><b>ICT- online safety</b> | <b>ENGLISH- Speaking and listening</b><br><b>MATHS- problem solving</b> | <b>ENGLISH- Speaking and listening</b><br><b>SCIENCE- Plants and animals including humans</b> |
| <b>Revisit and review opportunities</b> | EYFS- PSED<br>Year 1 – Relationships   | EYFS- Understanding the world<br>Year 1- Health and wellbeing  | EYFS- PSED<br>Year 1- Health and wellbeing | EYFS- Understanding the world<br>Year 1- Health and wellbeing       | EYFS- Understanding the world<br>Year 1 – Health and wellbeing          | EYFS- Managing self<br>Year 1 – Health and wellbeing  |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| Curriculum Driver Links | <div>Healthy Advocates</div>    | <div>Clear Communicators</div>    | <div>Global Citizens</div>    | <div>Healthy Advocates</div>   | <div>Clear Communicators</div>    | <div>Aspirational Learners</div>    |
|-------------------------|--|--|--|---|--|--|
|                         | <p>Clear communicator: Children will show respect to another and wait to take their turn in discussions and debates. Children are also aware of what it means to be a British citizen and can communicate how human and rights democracy protect them.</p> <p>Healthy advocate: Children learn how to act in emergency situations as well knowing about drugs, and how to handle medication responsibly.</p> | <p>Global citizens: Children share knowledge of how to stay safe and healthy and learn what this looks in other countries. Children become empowered to exercise best practise when protecting characteristics of equality to promote an inclusive society. Also, with a view to secure their future financially, children will develop a sense of money and consider how to protect their finances and invest sensibly. Money as such will contribution to the economy.</p> |  | <p>Aspirational learners: Children influence others to make the right choices: including how to spend money wisely and how to promote equality to promote the notion of a fair society for all.</p>   |  |  |
| Vocabulary              | <u>Autumn 1</u><br>achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult   | <u>Autumn 2</u><br>999, bum, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer, stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water   | <u>Spring 1</u><br>affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world | <u>Spring 2</u><br>access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted | <u>Summer 1</u><br>bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work | <u>Summer 2</u><br>adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  |  |  |  | adult, uncomfortable,<br>video call |  |  |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



## Year Three

|                                | Autumn One   | Autumn Two  | Spring One   | Spring Two   | Summer One   | Summer Two  |
|--------------------------------|--|---|--|--|--|---|
| <b>Topic Enquiry Question:</b> | <b>TQ: Team</b>  | <b>TQ: Think positive</b>   | <b>TQ: Diverse Britain</b>   | <b>TQ: Be yourself</b>   | <b>TQ: It's my body</b>  | <b>TQ: Aiming high</b>  |
| <b>Lesson Key Questions:</b>   | <p><b>What makes a successful team?</b></p> <p>KQ1. How might changes make you feel?</p> <p>KQ2. How can a team work well?</p> <p>KQ3. How can my actions and behaviour affect my team?</p> <p>KQ4. How do you respond considerately to others?</p> <p>KQ5. What strategies can be used to resolve disputes?</p> | <p><b>How can I promote positive well-being?</b></p> <p>KQ1. Why is having a positive attitude good for your mental health?</p> <p>KQ2. How can you manage positive and negative thoughts effectively?</p> <p>KQ3. Which strategies can be used to cope with difficult changes?</p> <p>KQ4. What techniques can you use to keep calm?</p> <p>KQ5. How can you manage uncomfortable emotions?</p> <p>K6. How can you apply a positive attitude towards learning?</p> | <p><b>What does it mean to be British?</b></p> <p>KQ1. What it is like to live in the British Isles?</p> <p>KQ2. Why is democracy important?</p> <p>KQ3. How do rules and laws help us?</p> <p>KQ4. What does liberty mean for a British person?</p> <p>KQ5. Why is a diverse society important?</p> <p>KQ6. How might your interpretation of being British vary with somebody else?</p> | <p><b>Why is it important to be true to yourself?</b></p> <p>KQ1. What sort of things could you be proud of?</p> <p>KQ2. How do emotions impact your feelings?</p> <p>KQ3. What can you do to manage uncomfortable feelings?</p> <p>KQ4. How can you be assertive?</p> <p>KQ5. How can the media be an unreliable source of information?</p> <p>KQ6. What should you do if you make a mistake?</p> | <p><b>What can you do to follow a healthy lifestyle?</b></p> <p>KQ1. How can you keep yourself safe?</p> <p>KQ2. How can you keep a healthy body?</p> <p>KQ3. Why is it important to get enough sleep?</p> <p>KQ4. What do you do if you are unwell?</p> <p>KQ5. How do you handle medicine and drugs safely?</p> <p>KQ6. Why is it beneficial to create healthy habits?</p> | <p><b>How can you plan for the future?</b></p> <p>KQ1. What are your strengths?</p> <p>KQ2. How can you achieve your best?</p> <p>KQ3. How does your attitude impact your outcomes?</p> <p>KQ4. What skills do you need for the job you want to do?</p> <p>KQ5. Why is it important for all people to have equality of opportunity?</p> <p>KQ6. What can you do to increase your employability?</p> |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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| <b>Component knowledge</b><br><br><b>By the end of the unit, children should be able to</b> | <p>some good and not-so-good feelings that might happen when things change.</p> <p>how to be a team player.</p> <p>that everyone in a team can be affected by one person's actions.</p> <p>how to respond to others considerately.</p> <p>why people might fall out with their team members.</p> <p>I am responsible in a team.</p> | <p>mental health is and a positive attitude.</p> <p>unhelpful thoughts are and know ways to deal with them.</p> <p>changes such as moving house can be difficult.</p> <p>that being relaxed and calm will help me to manage situations.</p> <p>I am responsible for how I act.</p> <p>how to be positive when facing new challenges.</p> | <p>to show kindness to all people and celebrate differences.</p> <p>what democracy is and why it is important.</p> <p>why laws in Britain are made.</p> <p>British people have the right of Liberty.</p> <p>what discrimination is and understand tolerance.</p> <p>The benefits of living in a diverse community.</p> | <p>the difference between being proud and showing off.</p> <p>I know emotions can cause certain expressions.</p> <p>different ways to cope with any uncomfortable feelings</p> <p>what 'being assertive' means</p> <p>the media can influence the way we feel.</p> | <p>what sort of touch I am happy with and what sort I am not happy with.</p> <p>what I can do to keep my head, heart, teeth, muscles and mind healthy.</p> <p>what to avoid to get good quality sleep</p> <p>what to do if I am worried about my health.</p> <p>I know how to take medicine safely.</p> <p>how to deal with habits that are unhelpful.</p> | <p>identify achievements and suggest how my actions can help me to achieve.</p> <p>identify my own personal goals for the future.</p> <p>what a positive learning attitude is.</p> <p>identify some skills that would be important for each job.</p> <p>we should all have equal opportunities to follow our career ambitions.</p> <p>my strengths and how I might use these in the future.</p> |
|---|---|--|--|--|--|---|



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| NC PSHE Links | Year 3   | Year 3   | Year 3   | Year 3   | Year 3  | Year 3  |
|---------------|--|--|--|--|---|---|
|               | <p><b><u>Relationships:</u></b></p> <p><b>Respecting Self and Others</b></p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p><b><u>Living in the Wider World</u></b></p> <p><b>Economic wellbeing: Aspirations, work and career</b></p> <p>L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> | <p><b><u>Health And Wellbeing:</u></b></p> <p><b>Mental Health</b></p> <p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><b><u>Health and Wellbeing</u></b></p> <p><b>Ourselves, growing and changing</b></p> <p>H36. Strategies to manage transitions between classes and key stages.</p> <p><b><u>Relationships:</u></b></p> <p><b><u>Friendships</u></b></p> | <p><b><u>Living in the Wider World:</u></b></p> <p><b>Shared Responsibilities</b></p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L3. About the relationship between rights and responsibilities.</p> | <p><b><u>Health and Wellbeing:</u></b></p> <p><b>Mental Health</b></p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> | <p><b><u>Health and Wellbeing:</u></b></p> <p><b>Healthy Lifestyles</b></p> <p>H1. How to make informed decisions about health.</p> <p>H2. About the elements of a balanced, healthy lifestyle.</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H8. 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 learn.</p> | <p><b><u>Health and Wellbeing:</u></b></p> <p><b>Ourselves growing and changing</b></p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b><u>Living in the Wider World</u></b></p> <p><b>Economic wellbeing: Aspirations, work and career</b></p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



R13. The importance of seeking support if feeling lonely or excluded.

## Cross curricular Links

English Spoken Language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

Y2 Computing systems and networks 1: What is a computer?

Y3 A1 Computing systems and networks

English Spoken Language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

Y3 A2 Science – Animals including humans

Y1/2 Music How does music make us feel?

English Spoken Language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

History – Romans Y3 Sum

British Values  
Democracy, liberty, respect, law

English spoken Language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

Y3 A1 English build a varied vocabulary

Y1/2 Music How does music make us feel?

English spoken language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

Y3 DT Spring One - Food: Eating seasonally

Y4 DT SPR 2  
Food: Adapting a recipe

Y5 AUT 1- Food (What could be healthier?)

Y6 SUM1-Food (Come dine with me)

PE – how to look after your body







English Spoken Language  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates  
Listen and respond  
Ask relevant questions

PE – personal achievements



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|----------------------------------|--|---|--|---|--|---|---|
|                                  |  |   |  | Y3 RE A1 What do different people believe about God?  | Science Animals including humans   |   |   |
| Revisit and review opportunities | Year 1- Relationships (TEAM)   | Year 1- Health and Wellbeing (Think positive)   | Year 1 – Living in the wider world (Diverse Britain)   | Year 1- Relationships (Be yourself)   | Year 1 – Health and wellbeing (It’s my body)   | Year 1- Living in the wider world (Aiming high)   |   |
| Curriculum Driver Links          | <div>Clear Communicators</div> <div></div>  | <div>Healthy Advocates</div> <div></div>   |  | <div>Global Citizens</div> <div></div>   | <div>Healthy Advocates</div> <div></div>  | <div>Clear Communicators</div> <div></div>   | <div>Aspiration Learners</div> <div></div> |
|                                  | <p>Clear communicator:<br/>Children learn how to engage with each other practising turn taking in conversations and being respectful of others opinions. Children are encouraged to communicate their thoughts and feeling and take part in respectful debates in a safe learning environment.</p> <p>Healthy advocate: When focusing on the holistic view of the child, children must learn how to manage the pressures of a fluid society and facilitate strategies to build resilience and flourish. Children will gain consciousness of mental wellbeing and children will explore methods to problem solve thus enabling them to gain confidence when dealing with challenging situations throughout their life. Additionally, children are encouraged to independently make positive choices and lead a healthy lifestyle.</p> |   | <p>Global citizens:<br/>Children learn how to respect a variety of cultural norms and learn how to abide by rules and laws. Minority groups are discussed and the importance of diversity in communities is highlighted. Children also learn what it means to be a British Citizen including studying the ideology of citizenship.</p> |   | <p>Aspirational learners:<br/>Children know how to convey a positive attitude towards learning and appreciate that a person’s mentality can impact their achievements. The idea of goal setting and constructing plans to improve on their personal best is a focus in PSHE lessons.</p> |   |   |
| Vocabulary                       | <u>Autumn 1</u><br><br>Change, transition, attitude, teamwork, benefit, team, communication, helpful, unhelpful, behaviours, scenarios, group, achieve, consequences, actions, impact, team mates, individuals, effect, communication, listening, reflect, emotion, facial expression, body language, responding, considerate,   | <u>Autumn 2</u><br><br>Positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins helpful, unhelpful, | <u>Spring 1</u><br><br>Multicultural, difference, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition, democracy, equality, government, rules, law, enforce,   | <u>Spring 2</u><br><br>feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing, uncomfortable, comfortable, happy, cross, worried, nervous, | <u>Summer 1</u><br><br>choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem, healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins,   | <u>Summer 2</u><br><br>achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, accomplish, strive, target, improve, positive, learning, develop, learn, improve, strength, build, |   |





# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  | dispute, resolve, conflict, negotiation, compromise, feelings, interpret, responsibility, collaboratively, goals, actions, ripple, effect | unpleasant, changes, difficult, sudden, exciting, small, experience, different, emotions, uncomfortable, deal, cope, manage, prepare mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus, occupy, distract, healthy, positive, control, weather, symbol, represent, emotion, feeling. uncomfortable, unpleasant, control, positive, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, challenge, resilience, perseverance, success, failure, mistakes, determination, practise, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem | help, safe, parliament, rights, responsibilities, human rights, society, protect, liberty, freedom, polite, stereotype, challenge, rights-respecting, similarity, tolerance, national, regional, United Kingdom, diverse, discrimination, prejudice, celebrate, kindness, values, customs, discuss, debate, citizen, common rights, diversity, celebrate, care, concern | calm, hide, share, talk, secret, coping strategies, assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind, media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited, mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact | minerals, sleep, eat, drink, sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy, disease, germ, contagious, spread, hygiene, wash, immunisation, vaccinations, infection, allergies, routine, illness, drugs, legal, illegal, tobacco, nicotine, alcohol, caffeine, restricted, addiction, habit, cigarettes, e-cigarettes, vaping, medicines, prescription, healing, harmful, health, risk, antibiotics, immune, emergency, syringe, pills, tablets, consent, choice, habit, resilience, structure, planning, balance, pros, cons, consequences | strengthen, resilience, job, role, skill, attribute, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities, ambition, goal, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race, growth mindset, obstacles, set-backs, resilience, determination, succeed, success |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



## Year Four

|                                | Autumn One  | Autumn Two  | Spring One  | Spring Two   | Summer One  | Summer Two  |
|--------------------------------|---|---|---|--|---|---|
| <b>Topic Enquiry Question:</b> | TQ: VIP's   | TQ: Safety First  | TQ: One World   | TQ: Digital Wellbeing  | TQ: Money Matters   | TQ: Growing up  |
| <b>Lesson Key Questions:</b>   | <p>How can you promote an inclusive environment?</p> <p>KQ1. How can you show respect to family and friends?</p> <p>KQ2. What does it mean to be a good friend?</p> <p>KQ3. Who is in your support network?</p> <p>KQ4. How can you resolve conflicts with friends?</p> <p>KQ5. What actions can you take to stop bullying?</p> | <p>What can you do to keep yourself and others safe?</p> <p>KQ1. How can you stay safe and healthy?</p> <p>KQ2. How can you act responsibly in risky situations?</p> <p>KQ3. What should you do if someone is making you feel uncomfortable?</p> <p>KQ4. What can you do to stay safe when you are out and about?</p> <p>KQ5. How can dangerous substances affect the human body?</p> <p>KQ6. What should you do in an emergency situation?</p> | <p>How can you help people in other countries?</p> <p>KQ1. How is your life similar and different to somebody else's?</p> <p>KQ2. How can you respect other people's opinions?</p> <p>KQ3. How do other people live?</p> <p>KQ4. What can I do to make the world a fairer place?</p> <p>KQ5. How does climate change impact people's lives?</p> <p>KQ6. How might people in challenging situations seek help?</p> | <p>Why is it important to promote acceptable use of the internet?</p> <p>KQ1. What are the positive and negatives of being online?</p> <p>KQ2. How can you contribute to making the internet a safer place?</p> <p>KQ3. What actions should you take if you do not feel safe online?</p> <p>KQ4. What can you do to check the reliability of an online resource?</p> <p>KQ5. What things are unacceptable to share online?</p> <p>KQ6. How can technology affect your wellbeing?</p> | <p>How can you handle money responsibly?</p> <p>KQ1. What Skills do you need for the job you want to do?</p> <p>KQ2. How many different ways can you pay for things?</p> <p>KQ3. What problems can occur when you borrow money?</p> <p>KQ4. What can you do to make sure you spend your money wisely?</p> <p>KQ5. How can adverts influence how you spend your money?</p> <p>KQ6. What can you do to keep on track of what you spend?</p> | <p>What can you do to respect changes that people experience throughout their lives?</p> <p>KQ1. What are male and female body parts used for?</p> <p>KQ2. How do boys bodies change as they go through puberty?</p> <p>KQ3. How do girls bodies change as they go through puberty?</p> <p>KQ4. What feelings can you experience as you grow up?</p> <p>KQ5. How do families differ from one another?</p> <p>KQ6. How are babies made and born?</p> |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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| <p><b>Component knowledge</b></p> <p><b>By the end of the unit, children should be able to</b></p> | <p>to show my VIPs respect.</p> <p>ways to treat my friends to ensure we stay friends.</p> <p>how to access my support network if a relationship doesn't feel good.</p> <p>strategies for resolving conflicts.</p> <p>the impact that bullying can have on the victim and the bully.</p> <p>ways to stand up to bullying.</p> | <p>To make good choices to stay safe and healthy.</p> <p>the terms 'risk', 'hazard' and 'danger</p> <p>when I am being pressured into doing something.</p> <p>the dangers we might encounter when out and about</p> <p>the impact drugs, cigarettes and alcohol have on the body.</p> <p>ways to make myself and others safe in emergency situations</p> | <p>What inequality is and what this looks like in various countries</p> <p>what a stereotype is and how these are harmful</p> <p>show empathy for someone else's situation</p> <p>how the sugar trade works and think about the impact of it on the sugar farmers.</p> <p>actions that can be taken to reduce climate change and its effects.</p> <p>different organisations that help people in different countries who are in challenging situations</p> | <p>that there are some negatives to using the Internet</p> <p>what to do if I experience or see bullying online.</p> <p>to communicate with people online in a responsible way.</p> <p>Information online is not always reliable</p> <p>why we shouldn't share passwords and private information.</p> <p>technology can affect our wellbeing in different ways</p> | <p>reasons why people might go to work.</p> <p>People pay for things in different ways</p> <p>People might need to borrow money for different reasons</p> <p>people have different priorities in how they spend their money.</p> <p>how adverts try to influence our spending.</p> <p>it is important to keep track of what we spend</p> | <p>why both a male and a female body are needed in human reproduction.</p> <p>differences between a boy's body and a man's body.</p> <p>differences between a girl's body and a woman's body.</p> <p>the range of feelings that people may experience as they go through puberty.</p> <p>what is needed to make a baby.</p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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| <b>NC PSHE Links</b> | <b>Relationships: friendships</b><br>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely | <b>Health and Wellbeing: Ourselves growing and changing</b><br>H35. about the new opportunities and responsibilities that increasing independence may bring<br><br><b>Health and Wellbeing: Keeping safe</b><br>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about | <b>Living in the Wider World: shared responsibilities</b><br>L2. to recognise there are human rights, that are there to protect everyone<br><br>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others<br><br><b>Living in the Wider World: Communities</b><br>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities<br><br>Living in the Wider World: Economic Wellbeing Money<br><br>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) | <b>Living in the Wider World: Media literacy &amp; digital resilience</b><br>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results<br><br>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information<br><br>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation | <b>Living in the Wider World: Economic Wellbeing</b><br>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)<br><br>L20. to recognise that people make spending decisions based on priorities, needs and wants<br><br>L21. different ways to keep track of money | <b>Health and Wellbeing: Healthy Lifestyles</b><br><br>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle<br><br>H5. about what good physical health means; how to recognise early signs of physical illness<br><br>H9. 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 it<br><br>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed<br><br>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan









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| <b>Cross curricular Links</b> | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions<br><br>Y4 A1 Computing<br>Collaborative learning | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions<br><br>Maths money<br>Addition and Subtraction<br>Multiplication and Division<br><br>Geography Y1 human and physical geography<br>Y3 A2 Geography - The UK<br>Y3 SP2 Geography Land use<br>Y4 SP Geography Exploring Scandinavia<br>Y5 Sum Geography Water World<br>Geography mapping the world<br>Y6 Aut Geog North America and Mexico<br><br>History Y6 Sum Britain<br><br>British values democracy liberty, law, respect<br><br>RE Y3 A1 What do different people believe about God? | English spoken language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions<br><br>Y4 A1 Computing<br>Collaborative learning<br>Y4 Computing HTML<br>Y5 A1 Computing Search Engines | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions<br><br>Computing<br><br>Maths money<br>Addition and Subtraction<br>Multiplication and Division<br><br>Y3 SP2 Geography Land use<br>Y4 Summer Rainforests<br>Y4 SP Geography Exploring Scandinavia<br>Y5 Sum Geography Water World<br>Y6 Aut Geog North America and Mexico<br><br>History Y6 Sum Britain | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions<br><br>Science – Bacteria<br><br>Science- Animals including humans<br><br>RE Y3 A1 What do different people believe about God? |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| Revisit and review opportunities | Year 2 – Relationships (VIP's)   | Year 2- Health and wellbeing- (Safety first)  | Year 2- Living in the wider world ( One world)   | Year 2 – Relationships (VIP's)  | Year 2- Health and wellbeing- (Safety first)  | Year 2- Living in the wider world ( One world)  |
|----------------------------------|--|---|--|---|---|---|
| Curriculum Driver Links          |   |    |   |    |    |    |
|                                  | <p>Clear communicator: Children will show respect to another and wait to take their turn in discussions and debates. Children are also aware of what it means to be a British citizen and can communicate how human and rights democracy protect them.</p> <p>Healthy advocate: Children learn how to act in emergency situations as well knowing about drugs, and how to handle medication responsibly.</p>   |   | <p>Global citizens: Children share knowledge of how to stay safe and healthy and learn what this looks in other countries. Children become empowered to exercise best practise when protecting characteristics of equality to promote an inclusive society. Also, with a view to secure their future financially, children will develop a sense of money and consider how to protect their finances and invest sensibly. Money as such will contribution to the economy.</p>           |   | <p>Aspirational learners: Children influence others to make the right choices: including how to spend money wisely and how to promote equality to promote the notion of a fair society for all.</p>   |   |
| Vocabulary                       | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|                                  | VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship, VIPs, friends, friendship, interests, hobbies, loyal, self preservation, respect, honest, anonymous, kind, complimenting, friends, acquaintances, relatives, families, dares, support, unhealthy, healthy, reflect, relationship, friendship, falling out, arguments, resolution, differences, alternatives, views, opinions, decisions, choices, strategies, | independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome, peer pressure, choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, safe, dangerous, local environment, unfamiliar place, road safety, pedestrian | similar, different, similarity, difference, Malawi, rural, urban, gender, inequality, local, global, communities, human right, respect, shared responsibility, care, compassion, diverse, air, unfair, stereotype, dilemma, challenge, harmful, rights, respect, reason, opinion, decision, impact, discuss, share, empathy, consider, human right, respect, shared responsibility, care, compassion, diversity, resources, sugar, trade, farmer, fair trade, actions, impact, choice, | online, Internet, social media, positive, negative, impact, healthy, balance, happy, safe, unsafe, consequences, share, forward, personal information, private, privacy, respect, kind, communication, online, Internet, relationships, kindness, respect, disrespect, bullying, cyberbullying, teasing, name calling, trolling, harassment, report, concerns, discrimination, behaviour, connection, pretending, fake, risks, harmful content, report, | Money, employment, work, job, payment, wages, spending, saving, gift, benefits, cash, coins, notes, credit, debit, contactless, bank account, bank, debt, owe, save, interest, borrow, debt, interest, loan, bank account, owe, borrow, repay, credit card, repayments, unmanageable, savings, want, need, priority, budget, spending, saving, ethical, environment, impact, influence, spending, advertising, advertisement, | reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm, vulva, puberty, male, penis, testes, testicles, sperm, erection, reproduction, species, Adam's apple, hormones, testosterone, puberty, female, genitals, breasts, uterus, womb, egg, period, genital, menstruation, reproduction, species, hormones, oestrogen, sex hormones, vulva, vagina, teenager, acne, ovaries, puberty, female, male, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, hormones, testosterone, oestrogen, parents, grandparents, offspring, siblings, |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  | <p>disputes, conflict, negotiation, compromise, resolving, support, bully, bullying, physical, teasing, cyber, behaviour, impact, support, victim, prejudice, prejudiced, discrimination, anti-bullying, bully, bullying, support network, help, techniques, prejudice, discrimination, prejudiced, equality, equity, diversity</p> | <p>crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, safe, unsafe, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock, safe, dangerous, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect</p> | <p>positive, negative, human right, care, climate change, effects, reduce, impact, harmful, care, compassion, organisation, charity, help, support, local, global, citizen, choice, consequence,</p> | <p>safely, safety, support, face-to-face, communicating ,online, report, reliability, information, reliable, reliable choices, search, results, ranking, targeted information, connected devices, information sharing, shared. images, manipulated, invented, created, strategies, misinformation, Internet, social media, safe, unsafe, consequences, share, forward, personal, information, passwords, private, privacy, images, videos, permission, online, Internet, social media, positive, negative, rules, restrictions, happy, safe, unsafe, consequences, share, forward, personal information, respect, kind, communication</p> | <p>profit, financial gain, consumer, receipt, record, keep track, change, balance, budget, spending</p> | <p>brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step, half, bisexual, blended family, commitment, gender, identity, biological sex, asexual, reproduction, male, female, penis, vagina, breasts, species, womb, uterus, ovaries, egg, embryo, foetus, umbilical cord, amniotic sac, baby, testicles, sperm</p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



## Year Five

|                                | Autumn One   | Autumn Two   | Spring One  | Spring Two   | Summer One  | Summer Two   |
|--------------------------------|--|--|---|--|---|--|
| <b>Topic Enquiry Question:</b> | TQ: Team   | TQ: Think positive   | TQ: Diverse Britain   | TQ: Be yourself  | TQ: It's my body  | TQ: Aiming high  |
| <b>Lesson Key Questions:</b>   | <p>What are the foundations of successful team work?</p> <p>KQ1. What are the characteristics of a good team member?</p> <p>KQ2. How should you react when you disagree with someone's opinion?</p> <p>KQ3. What actions can you take to contribute to a successful team?</p> <p>KQ4. How should you behave towards your team members?</p> <p>KQ5. What can you do to prevent hurtful behaviour?</p> <p>KQ6. Who is responsible for the success of the team?</p> | <p>How can you promote good mental health and wellbeing?</p> <p>KQ1. What is the link between our thoughts, feelings and behaviours?</p> <p>KQ2. What can you do to encourage yourself to think positively?</p> <p>KQ3. How can you manage uncomfortable feelings?</p> <p>KQ4. Why is it important to make good choices?</p> <p>KQ5. What are mindfulness techniques?</p> <p>KQ6. What can you do to practise a growth mind set daily?</p> | <p>What does it mean to be a British citizen?</p> <p>KQ1. How can you show respect to other faiths and ethnicities?</p> <p>KQ2. What does it mean to belong to a community?</p> <p>KQ3. What is the law and what happens if laws are broken?</p> <p>KQ4. How do human rights protect you?</p> <p>KQ5. How is democracy practised within your local government?</p> <p>KQ6. How do charity and voluntary groups support the community?</p> | <p>How can you be true to yourself?</p> <p>KQ1. Why should the uniqueness of every child an adult be celebrated?</p> <p>KQ2. Why should you express your thoughts and feelings?</p> <p>KQ3. How can you manage uncomfortable feelings?</p> <p>KQ4. How can you overcome the feeling of being shy and nervous?</p> <p>KQ5. When might you have to make different choices from your peers?</p> <p>KQ6. How can you rectify mistakes?</p> | <p>How are you in control of protecting yourself?</p> <p>KQ1. What should you do if somebody tries to make you do something that you do not want to do?</p> <p>KQ2. How does exercise and sleep affect your mind and body?</p> <p>KQ3. What can you do to take care of your body?</p> <p>KQ4. What can drugs do to your body?</p> <p>KQ5. What does the term 'positive body image' mean?</p> <p>KQ6. What can you do to look after your physical and mental health?</p> | <p>What goals can you set to achieve your desired job role?</p> <p>KQ1. How can you set targets to ensure that you achieve your best?</p> <p>KQ2. How does your attitude towards learning impact your outcomes?</p> <p>KQ3. What should you do to take advantage of educational and work related opportunities?</p> <p>KQ4. What are protected characteristics?</p> <p>KQ5. What career matches your skills and interests?</p> <p>KQ6. What do you need to do to accomplish your career goals?</p> |





# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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| <p><b>Component knowledge</b></p> <p><b>By the end of the unit, children should be able to</b></p> | <p>I know what is I like about a team</p> <p>To respect others opinions</p> <p>the importance of compromise and collaboration in a team</p> <p>how it feels to be valued and cared for</p> <p>some of the effects of unkind behaviour</p> <p>what would happen within a team if people did not carry out their shared responsibilities.</p> | <p>the impact negative thoughts can have on ourselves and others.</p> <p>some strategies to deal with unhelpful thoughts</p> <p>strategies to cope with uncomfortable emotions</p> <p>what it means to make an 'informed decision'.</p> <p>when different mindfulness techniques might be useful.</p> <p>the impact a positive attitude can have on my learning</p> | <p>talk about the range of faiths and ethnicities in Britain;</p> <p>explain how and why laws are made;</p> <p>explain what a community is;</p> <p>discuss some roles of local government;</p> <p>describe the basic structure of national government;</p> <p>talk about the role of charities and voluntary groups in the community.</p> | <p>the importance of individuality</p> <p>what the key aspects are to a healthy relationship</p> <p>how I am going to manage my own uncomfortable feelings</p> <p>situations that might make me feel shy or nervous.</p> <p>To sometimes make different choices to those around me.</p> <p>different strategies to re-frame unhelpful thinking after a setback</p> | <p>understand that they can choose what happens to their own bodies</p> <p>know where and how to get help if they are worried</p> <p>understand the importance of sleep, exercise and healthy eating</p> <p>identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies</p> <p>identify positive aspects about themselves</p> <p>discuss the choices related to health that they make each day</p> <p>identify choices that will benefit their health and provide a 'balanced lifestyle'</p> | <p>discuss their personal achievements and skills</p> <p>discuss different learning styles</p> <p>identify what a helpful learning attitude is</p> <p>talk about the range of jobs that people do</p> <p>understand what a stereotype is</p> <p>talk about skills employers look for in employees</p> <p>work with others in a team</p> <p>discuss the skills everyone needs to succeed.</p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  |  |  |  |  | identify ways to protect their bodies from ill health. |  |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| NC PSHE Links | Relationships: managing hurtful behaviour  | Health and Wellbeing: Healthy lifestyles   | Relationships: Managing hurtful behaviour and bullying   | Health and Wellbeing: Healthy lifestyles   | Health and Wellbeing: healthy lifestyles   | Living in the Wider World: Economic wellbeing: Aspirations, work and career   |
|---------------|--|--|--|--|--|---|
|               | Relationships: Mental health   | Relationships: Managing hurtful behaviour and bullying   | Health and Wellbeing: Mental health  | Relationships: Safe relationships  | Relationships: Safe relationships  | Relationships: Safe relationships   |
|               | <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. 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 support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>Relationships: respecting self and others</b></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship.</p> | <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>Health and Wellbeing: Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. 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</p> | <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>Living in the Wider World: shared responsibilities</b></p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p><b>Living in the Wider World: Communities</b></p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes</p> <p><b>Living in the Wider World: Communities</b></p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>Living in the Wider World: economic wellbeing: Aspirations, work and career</b></p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> | <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>Relationships: friendships</b></p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>Relationships: Safe relationships</b></p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> | <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>Health and Wellbeing: Ourselves growing and changing</b></p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p><b>Living in the Wider World: Communities</b></p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes</p> <p><b>Living in the Wider World: Media literacy &amp; digital resilience</b></p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> | <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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| <b>Cross curricular Links</b>           | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> <p>British Values – mutual respect, law, freedom, democracy</p> <p>Computing online safety<br/>Y1 Computing What is a computer<br/>Y3 Computing what is a network<br/>Y4 A1 Computing Collaborative learning<br/>Y5 A1 Computing Search Engines</p> | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> <p>DT Y5 AUT 1- Food (What could be healthier?)<br/>DT Y6 SUM1-Food (Come dine with me)</p> <p>Science – Animals including humans</p> <p>PE – Health and fitness</p> <p>Y1/2 Music How does music make us feel?</p> | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> <p>Computing Online safety<br/>Y4 A1 Computing Collaborative learning</p> <p>British values – democracy, liberty, freedom, respect, law</p> <p>Geog Y3 A2 The UK</p> <p>Religious Education – Islam Christianity, Hinduism, Judaism</p> <p>History Y3 Sum Romans<br/>History Y6 Sum Britain</p> | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> <p>Computing Y3 What is a network<br/>Computing Online safety</p> <p>DT Y3 Spring One - Food: Eating seasonally<br/>DT Y4 SPR 2<br/>Food: Adapting a recipe<br/>DT Y5 AUT 1- Food (What could be healthier?)<br/>DT Y6 SUM1-Food (Come dine with me)</p> | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> <p>Science animals including humans</p> <p>Y4 A1 Computing collaborative learning</p> <p>DT Y3 Spring One - Food: Eating seasonally<br/>DT Y4 SPR 2<br/>Food: Adapting a recipe<br/>DT Y5 AUT 1- Food (What could be healthier?)<br/>DT Y6 SUM1-Food (Come dine with me)</p> <p>RE Y3 A1 What do different people believe about God?</p> | <p>English Spoken Language<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, role play, improvisations and debates<br/>Listen and respond<br/>Ask relevant questions</p> |
| <b>Revisit and review opportunities</b> | <p>Year 1&amp;3- Relationships (TEAM)</p>   | <p>Year 1&amp;3- Health and Wellbeing (Think positive)</p>  | <p>Year 1&amp;3 – Living in the wider world (Diverse Britain)</p>   | <p>Year 1&amp;3- Relationships (Be yourself)</p>   | <p>Year 1&amp;3 – Health and wellbeing (It's my body)</p>  | <p>Year 1&amp;3- Living in the wider world (Aiming high)</p>  |
| <b>Curriculum Driver Links</b>          | <div data-bbox="398 1034 577 1220"> <p><b>Clear Communicators</b></p> </div> <p>Clear communicator: Children learn how to have a positive influence when working in teams and with this comes attributes such as respecting others opinions, criticising others with kindness and disagreeing respectfully. Strategies for rectifying mistakes and discussing uncomfortable feelings are also a component of this unit.</p>   |   | <div data-bbox="757 1034 900 1220"> <p><b>Healthy Advocates</b></p> </div> <p>Global citizens: Children learn why it is important to protect the planet and children can suggest ways of helping the environment such as recycling. What is more, children know that they are responsible not only for themselves but for others as well.</p>   |  | <div data-bbox="1384 1034 1527 1220"> <p><b>Healthy Advocates</b></p> </div> <div data-bbox="1675 1034 1818 1220"> <p><b>Aspirational Learners</b></p> </div> <div data-bbox="1877 1034 2020 1220"> <p><b>Clear Communicators</b></p> </div> <p>Aspirational learners: Children are encouraged to build resilience and withhold a positive mind-set when facing challenges. Children are made of how to achieve success when working with others. Children learn that everybody make mistakes and strategies are shared for overcoming any potential barriers to maintaining a positive growth mind set.</p>         |   |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



Healthy advocate: Children are made exposed to strategies for coping with challenging times (such as death) and with this children know how to build resilience.

## Vocabulary

| Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---|---|--|---|--|---|
| teamwork, team, attributes, admire, skills, successful, effective, collaboration, collage, contribute, compromise, collaborate, goal, achieve, patience, respectful, honesty, opinion, disagree, hurtful, kind, thoughts, listen, communicate understanding, opinions, decisions, outcome, success, care, valued, looked after, kindness, feelings, sensitive, health, physical, emotional, bullying, discrimination, teasing, upsetting, emotions, uncomfortable, unkind, harassment, excluding, trolling, social media, support, responsibilities, team, scenario, consequences, classroom, function, roles, teamwork | thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance, thoughts, positive, negative, helpful, unhelpful, comfortable, uncomfortable, feelings, behaviour, thoughts, positive, negative, helpful, unhelpful, uncomfortable, feelings, emotions, behaviour, coping, strategies, techniques, choices, decisions, positive, negative, feelings, emotions, behaviour, actions, consequences, impact, independent, responsible, safe, morals, pros, cons, mindful, mindfulness, present, focus, relaxed, calm, still, positive, thoughts, feelings, experience, techniques, positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques | faith, ethnicity, respect, similar, different, consequence, right, equal, responsibility, diversity, diverse, difference, community, society, community, community spirit, impact, consequence, positive, negative, diverse, diversity, human rights, shared responsibility, respect, protect, environment, laws, protect, parliament, enforce, police, consequence, society, democracy, discrimination, prejudice, human rights, democracy, human rights, local government, discrimination, prejudice, stereotypes, challenge, active citizenship, democracy, human rights, national government, roles, responsibilities, prime minister, politicians, members of parliament, discrimination, prejudice, stereotypes, charity, voluntary, community, needs, support, compassion, shared responsibility, care, concern, contribute, diversity, diverse | individual, unique, celebrate, acceptance, thoughts, feelings, comfortable, help, support, individuality, uniqueness, peer influence, peer approval, opinions, thoughts, feelings, conflict, emotions, communication, strategies, alternatives, sharing, express, change, loss, death, grief, bereavement, caring, relationships, respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, sharing experiences, problems, support, difficulties, online friendships, face-to-face relationships, feelings, manage, uncomfortable, situations, resisting, danger, help, support, unhealthy, anxious, pressure, intensity, confidence, shy, nervous, strategies, confident, body language, feelings, expressing feelings, setbacks, failure, perceived failures, choices, options, support, help, pressure, dangerous, unhealthy, uncomfortable, anxious, wrong, strategies, positive, apply, peer pressure, peer influence, mistakes, amends, sorry, apologise, emotions, guilt, positive, negative, unhelpful thoughts | autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, rights, choices, consequences, sleep, deprivation, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit, routine, health, wellbeing, care, habits, healthy eating, diet, exercise, physical, mental, teeth, oral, dental, body, sun exposure, illness, bacteria, virus, germs, infection, hygiene, medicines, allergies, responsibility, alcohol, cigarettes, tobacco, e-cigarettes, vaping, vapes, vape pens, medicine, nicotine, addictive, drugs, harmful, dangerous, substances, habit, healthy, unhealthy, damage, pressure, media, legal, illegal, age restrictions, choice, body image, beauty, self-confidence, looks, media, appearance, stereotype, advertising, pressure, perfect, health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, balanced lifestyle, emotional, body image, pressure, media, rest, consent, diet, exercise, cleanliness | achievements, aims, success, goal, learn, behaviour, action, accomplish, skills, strengths, interests, attributes, attitudes, mind-set, feedback, improve, perseverance, determination, practise, effort, resilience, self-worth, challenges, barriers, obstacles, strategies, mind-set, positive, helpful, unhelpful, attitudes, behaviours, success, failure, mistakes, learning, feedback, privilege, power, opportunities, future, goals, success, fortunate, achievements, skills, jobs, benefit, careers, stereotypes, equal, fair, gender, challenge, criteria, opportunities, rights, future, goals, success, ambition, achievements, skills, jobs, careers, discrimination, law, race, prejudice, social class, innovation, enterprise, business, employer, employee, skills, ideas, original, inventions, creativity, positivity, products, decisions, teamwork, collaborate, problem solving, listening, presenting, advertisement, college, further education, careers, routes, apprenticeship, university, future, goals, ambition, targets, aims, achievements, focus, practise, personal, individual, strengths, skills, responsible, positive |



# Acre Hall Primary School- PSHE Long Term Curriculum Plan



Year Six

|                                | Autumn One  | Autumn Two  | Spring One  | Spring Two   | Summer One  | Summer Two  |
|--------------------------------|---|---|---|--|---|---|
| <b>Topic Enquiry Question:</b> | TQ: VIP's   | TQ: Safety First  | TQ: One World   | TQ: Digital Wellbeing  | TQ: Money Matters   | TQ: Growing up  |
| <b>Lesson Key Questions:</b>   | <p>What can you do to encourage positive relationships with others?</p> <p>KQ1. What can you do to show someone that you care for them?</p> <p>KQ2. What strategies can be applied to calm yourself down?</p> <p>KQ3. How should you act if you disagree with someone's opinion?</p> <p>KQ4. How can you resist negative influences on your behaviour?</p> <p>KQ5. When should you break a secret?</p> <p>KQ6. What is an unhealthy relationship?</p> | <p>How can you keep yourself safe?</p> <p>KQ1. What can you do to keep yourself safe?</p> <p>KQ2. How can you reduce risks and stay safe?</p> <p>KQ3. What can you do to prevent yourself being involved in a risky situation?</p> <p>KQ4. What should you do in an emergency?</p> <p>KQ5. What can you do to stay safe at home?</p> <p>KQ6. What can you do to stay safe outdoors?</p> | <p>Why is it important to contribute in looking after the planet?</p> <p>KQ1. What can you do to be a responsible global citizen?</p> <p>KQ2. How can global warming be prevented?</p> <p>KQ3. What can you do to protect the environment?</p> <p>KQ4. Why is it important to use water responsibly?</p> <p>KQ5. Why should biodiversity be encouraged?</p> <p>KQ6. What can I do to make the world a better place?</p> | <p>What can you do to promote online safety?</p> <p>KQ1. How can you look after you digital wellbeing?</p> <p>KQ2. How do you stay safe when using digital technology?</p> <p>KQ3. What are the signs of potential unsafe and harmful relationships online?</p> <p>KQ4. How can you use social media responsibly ensuring everyone's wellbeing and rights are protected?</p> <p>KQ5. What can you do to prevent online bullying?</p> <p>KQ6. What can you do to assess if information that you see online is true?</p> | <p>How can you manage your finances?</p> <p>KQ1. How can you avoid financial risks?</p> <p>KQ2. How can retailers influence how you spend your money?</p> <p>KQ3. Why do other people spend their money differently to you?</p> <p>KQ4. Why can budgeting be useful?</p> <p>KQ5. What impact can money have on people's emotional wellbeing?</p> <p>KQ6. What impact does spending have on the environment?</p> | <p>KQ1. What happens to boys and girls when they go through puberty?</p> <p>KQ2. What can you do to manage your thoughts and feelings when going through puberty?</p> <p>KQ3. What makes you unique?</p> <p>KQ4. How many types of relationships do you know?</p> <p>KQ5. Who can have a sexual relationship?</p> <p>KQ6. How is a baby conceived and born?</p> |



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| <b>Component knowledge</b><br><br><b>By the end of the unit, children should be able to</b> | share ideas for ways we can care for our VIPs<br><br>identify some aspects of healthy and unhealthy relationships<br><br>discuss a range of calming techniques with support<br><br>discuss ways to handle a disagreement with support<br><br>explain ways to resist pressure with support<br><br>identify which secrets are OK to keep and which need to be shared with support<br><br>list factors that might show a relationship is unhealthy. | what being responsible means.<br><br>assess a situation to see whether it might be dangerous.<br><br>To manage pressure avoid risky situations.<br><br>where and how to get help in an emergency.<br><br>how to take responsibility to keep myself and others safe.<br><br>different strategies for keeping safe outdoors. | explain what a global citizen is<br><br>say what global warming is<br><br>understand that human energy use can harm the environment<br><br>understand the importance of not wasting water<br><br>understand what biodiversity is<br><br>understand that their choices can have far reaching consequences. | the positive and negative uses of the Internet.<br><br>ways to stay safe online and when using digital technology.<br><br>what inappropriate online behaviour and relationships might look like<br><br>what is appropriate to share on social media and what is not.<br><br>how to get help if I see or experience bullying online<br><br>how we can check if online information is reliable or not. | talk about what financial risk is.<br><br>discuss the ways advertisers try to influence consumers.<br><br>identify what it means to be a 'critical consumer'.<br><br>describe what 'value for money' means.<br><br>talk about what it means to budget.<br><br>discuss how money can affect people's emotions.<br><br>talk about ethical spending.<br><br>talk about what tax is. | name physical changes young people will experience during puberty<br><br>describe emotional changes young people might experience during puberty.<br><br>appreciate that there is no such thing as a perfect body.<br><br>list things that all loving relationships have in common.<br><br>explain what a sexual relationship is.<br><br>understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



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|  |  |  |  |  |  | <p>explain how babies are conceived and how they are born.</p> <p>identify someone they could talk to about their changing body, should they need to.</p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan



| NC PSHE Links | <p><b>Relationships: Families and close positive relationships</b><br/>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>Relationships: Families and close positive relationships</b><br/>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>Relationships: friendships</b><br/>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 necessary</p> <p><b>Relationships: safe relationships</b><br/>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R26. about seeking and giving permission (consent) in different situations</p> | <p><b>Health and wellbeing: Keeping safe</b><br/>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> | <p><b>Living in the Wider World: shared responsibilities</b><br/>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>Living in the Wider World: economic wellbeing (Money)</b><br/>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p><b>Living in the Wider World: Media literacy &amp; digital resilience</b><br/>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> | <p><b>Living in the Wider World: economic wellbeing (Money)</b><br/>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p><b>Health and wellbeing: ourselves growing and changing</b><br/>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> |
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# Acre Hall Primary School- PSHE Long Term Curriculum Plan









| Cross curricular Links | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions   | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions   | English Spoken Language<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Listen and respond<br>Ask relevant questions |
|------------------------|---|---|---|---|---|---|
|                        | <p>Computing online safety</p> <p>Y1/2 Music How does music make us feel?</p>   | <p>Geography – Human and physical geography</p> <p>DT Structures</p>  | <p>Computing online safety<br/>Y6 SP1 Computing Big data 1</p> <p>Geography Y1 human and physical geography<br/>Y3 A2 Geography - The UK<br/>Y3 SP2 Geography Land use<br/>Y4 SP Geography Exploring Scandinavia<br/>Y5 Sum Geography Water World<br/>Geography mapping the world<br/>Y6 Aut Geog North America and Mexico</p> <p>History Y6 Sum Britain</p> <p>Math</p> <p>DT food</p> <p>RE Y3 A1 What do different people believe about God?</p> <p>British Values respect, democracy, law</p> | <p>Computing online safety</p>  | <p>Maths money<br/>Addition and Subtraction<br/>Multiplication and Division</p> <p>Y3 A2 Geography - The UK<br/>Y3 SP2 Geography Land use<br/>Y4 SP Geography Exploring Scandinavia<br/>Y5 Sum Geography Water World<br/>Geography mapping the world<br/>Y6 Aut Geog North America and Mexico</p> <p>History Y6 Sum Britain</p> <p>RE Y3 A1 What do different people believe about God?</p> | <p>Science – life cycle</p> <p>Y3 Science Animals including humans</p>  |



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| Revisit and review opportunities | Year 2&4 – Relationships (VIP's)  | Year 2&4- Health and wellbeing- (Safety first)  | Year 2&4- Living in the wider world ( One world)   | Year 2&4 – Relationships (VIP's)   | Year 2&4- Health and wellbeing- (Safety first)   | Year 2&4- Living in the wider world ( One world)   |
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| Curriculum Driver Links          |    |    |   |   |   |   |
|                                  | <p>Clear communicator: Children will discuss and debate hot topics like how to spend their money wisely and how they can recognise and prevent dangerous situations.</p> <p>Healthy advocate: Children learn how stay safe within their home and across other environments. Children also know how to respect their bodies and how to develop safe, respectful relationships with others. The notion of mental wellbeing is prioritised and connections are made with positive digital wellbeing as children gain awareness of the impact of being unsafe online.</p>   |   | <p>Global citizens: Children know how to recognise danger in a variety of environments ad have strategies which they can share with other citizens regarding how to stay safe. Children learn how to use the world wide web safely and gain insight for positive use of the internet. With regards to money children are exposed to the impact spending can have on other countries and encouraged to protect and spend their finances wisely so they can contribute to society effectively.</p>               |  | <p>Aspirational learners: Positive self-esteem is a common theme which enables children to create a growth mind-set. Children learn how to manage changing thoughts and feelings: what is more, children will respect others thoughts and feelings and they will encourage others to to achieve success.</p>   |  |
| Vocabulary                       | <u>Autumn 1</u><br>love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help, emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences, disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite, pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy, | <u>Autumn 2</u><br>safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, consequence, safe, risk, danger, hazard, harm, action, responsible, independent, informed, decision, choice, consequence, situation, support, help, safe, risk, danger, hazard, harm, action, responsible, decision, choice, dare, peer pressure, media, social media, help, advice, smart, brave, mature, safe, danger, hazard, harm, action, emergency, accident, injury, responsible, sensible, first aid, emergency services, decision, choice, help, safe, unsafe, hazard, risk, independent, responsibility, fire, harm, | <u>Spring 1</u><br>citizen, global, citizenship, responsible, aware, impact, world, human right, respect, shared responsibility, care, compassion, global warming, effects, help, harm, prevent, persuade, encourage, environment, earth, global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve, waste, save, conserve, water, use, responsibly, drought, responsible, appreciate, biodiversity, environment, help, | <u>Spring 2</u><br>online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing, regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, tv programmes, films, online games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices, | <u>Summer 1</u><br>money, investment, gain, interest, risk, bankrupt, inflation, value, scam, steal, gamble, profit, save, future, money, manufacturer, retailer, advertise, influence, critical consumer, money, value, cost, amount, retail, availability, price, ethical spending, environment, impact, fair trade, producer, manufacturer, labour, minimum wage, want, need, luxury, necessity, wages, income, outgoings, spending, prioritise, budget, emotional wellbeing, priorities, want, need, afford, comfortable, uncomfortable, borrow, | <u>Summer 2</u><br>reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions, puberty, male, female, emotions, feelings, hormones, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush, body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society, sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual |



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|  | uncomfortable, wrong, secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship, healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending | injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult, safe, hazard, risk, danger, environment, unfamiliar, road safety, pedestrian crossing, zebra crossing, traffic, cycling, pedestrian, driver, passenger, cyclist, railway, train, platform, danger, electricity, cables, water safety, swim, dive, depth, fireworks, sparklers, burn, responsibility, independence | protect, encourage, important, future, world, global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto | storage, sharing, personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers, positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate, inappropriate, share, rules, image distribution, right, respect, shared responsibility, wellbeing, digital footprint, privacy settings, benefit, risk, bullying, cyberbullying, online, impact, consequences, hurtful behaviour, teasing, name calling, bullying, trolling, harassment, excluding, report, concerns, help, discrimination, kindness, respectful, information, sources, reliability, online, safe, choices, text, image, manipulation, evaluate, assess, misinformation, wellbeing, misleading, intention, reputable, secure sites, echo chambers, Internet cookies | spending, choice, decision, tax, payment, income tax, council tax, contribute, society, spending, ethical spending, fair trade, plastic pollution, single-use, charity | orientation, society, race, age, civil partnership, commitment, sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact, conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord |
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