



# Manland Primary School-Long Term Curriculum Plan

## Overview of Skills – PSHE



### Purpose of Study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

### Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

### Jigsaw

“Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
	<p><b><u>Pupils will know that:</u></b>            *There are special things about themselves            *Some people are different from themselves            *Happiness and sadness can be expressed            *Hands can be used kindly and unkindly            *Being kind is good            *They have a right to learn and play, safely and happily</p> <p><b><u>Pupils will learn to:</u></b>            *Identify feelings associated with belonging            *Identify feelings of happiness and sadness            *Use and develop skills to play cooperatively with others            *Be able to consider others' feelings            *Be responsible in the setting</p> <p><b><u>Key Vocabulary:</u></b>            Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>	<p><b><u>Pupils will know that:</u></b>            *People can be proud of different things and know what being proud means.            *People can be good at different things            *Unique has a meaning            *Families can be different            *People have different homes and why they are important to them            *There are different ways of making friends            *There are different ways to stand up for myself            *There are names of some emotions such as happy, sad, frightened, angry            *They don't have to be 'the same as' to be a friend            *There are reasons having friends is important            *There are some qualities of a positive friendship</p> <p><b><u>Pupils will learn to:</u></b>            *Identify feelings associated with being proud            *Identify things they are good at            *Be able to vocalise success for themselves and about others successes            *Identify some ways they can be different and the same as others            *Recognise similarities and differences between their family and other families            *Identify and use skills to make a friend            *Identify and use skills to stand up for themselves</p>	<p><b><u>Pupils will know that:</u></b>            *There is a meaning for the word - challenge            *Trying is important            *There are goals, how to set goals and work towards them            *There are words which are kind            *There are some jobs that they might like to do when they are older            *They must work hard now in order to be able to achieve the job they want when they are older            *They can achieve and recognise when they have achieved a goal</p> <p><b><u>Pupils will learn to:</u></b>            *Understand that challenges can be difficult            *Recognise some of the feelings linked to perseverance            *Talk about a time that they kept on trying and achieved a goal            *Be ambitious            *Build resilience            *Recognise how kind words can encourage people            *Feel proud            *Celebrate success</p> <p><b><u>Key Vocabulary:</u></b>            Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p>	<p><b><u>Pupils will know that:</u></b>            *There are names for some parts of their body            *The word 'healthy' has a meaning            *There are some things that they need to do to keep healthy            *They need to exercise to keep healthy            *There are ways to help themselves go to sleep and that sleep is good for them            *They need to know when and how to wash their hands properly            *There are things they can do if they get lost            *There are ways to say No to stranger</p> <p><b><u>Pupils will learn to:</u></b>            *Recognise how exercise makes them feel            *Recognise how different foods can make them feel            *Explain what they need to do to stay healthy            *Give examples of healthy food            *Explain how they might feel if they don't get enough sleep            *Explain what to do if a stranger approaches them</p> <p><b><u>Key Vocabulary:</u></b>            Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p><b><u>Pupils will know that:</u></b>            *There are different types of family and what a family is            *Different people in a family have different responsibilities (jobs)            *There are some characteristics of healthy and safe friendship            *That friends sometimes fall out            *There are some ways to mend a friendship            *Unkind words can never be taken back and they can hurt            *There are ways to use Jigsaw's Calm Me to help when feeling angry            *There are some reasons why others get angry</p> <p><b><u>Pupils will learn to:</u></b>            *Identify what jobs they do in their family and those carried out by parents/carers and siblings            *Suggest ways to make a friend or help someone who is lonely            *Use different ways to mend a friendship            *Recognise what being angry feels like            *Use Calm Me when angry or upset</p> <p><b><u>Key Vocabulary:</u></b>            Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>	<p><b><u>Pupils will know that:</u></b>            *There are names and functions of some parts of the body (see vocabulary list)            *We grow from baby to adult            *There are people who to talk to if they are feeling worried            *Sharing how they feel can help solve a worry            *Remembering happy times can help us move on</p> <p><b><u>Pupils will learn to:</u></b>            *Identify how they have changed from a baby            *Say what might change for them when they get older            *Recognise that changing class can elicit happy and/or sad emotions            *Say how they feel about changing class/ growing up            *Identify positive memories from the past year in school/ home</p> <p><b><u>Key Vocabulary:</u></b>            Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>



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		<p>*Recognise emotions when they or someone else is upset, frightened or angry</p> <p><b>Key Vocabulary:</b> Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>				
Year 1	<p><b>Being Me in My World</b></p> <p><b>Pupils will know that:</b> *There are rights and responsibilities of being a member of a class *Their views are important *Their choices have consequences *They have their own rights and responsibilities with their classroom</p> <p><b>Pupils will learn to:</b> *Understand that they are special *Understand that they are safe in their class *Identify helpful behaviours to make the class a safe place *Identify what it's like to feel proud of an achievement</p>	<p><b>Celebrating Differences</b></p> <p><b>Pupils will know that:</b> *People have differences and similarities *There can be bullying and understand what it means *There are people they can tell if they or someone else is being bullied or is feeling unhappy *There are skills to make friendships *People are unique and that it is OK to be different</p> <p><b>Pupils will learn to:</b> *Recognise ways in which they are the same as their friends and ways they are different *Identify what is bullying and what isn't *Understand how being bullied might feel</p>	<p><b>Dreams and Goals</b></p> <p><b>Pupils will know that:</b> *They can set simple goals *They can achieve a goal *They can work well with a partner *They can tackle a challenge can stretch their learning *They can identify obstacles which make achieving their goals difficult and work out how to overcome them *They can recognise when a goal has been achieved</p> <p><b>Pupils will learn to:</b> *Recognise things that they do well *Explain how they learn best *Celebrate an achievement with a friend *Recognise their own feelings when faced with a challenge</p>	<p><b>Healthy Me</b></p> <p><b>Pupils will know that:</b> *There is a difference between being healthy and unhealthy *There are some ways to keep healthy *There are ways to make healthy lifestyle choices *There are ways to keep themselves clean and healthy *Germs cause disease / illness *All household products, including medicines, can be harmful if not used properly *Medicines can help them if they feel poorly *There are ways to keep safe when crossing the road *There are people who can keep them safe</p> <p><b>Pupils will learn to:</b> *Feel good about themselves when they make healthy choices *Realise that they are special</p>	<p><b>Relationships</b></p> <p><b>Pupils will know that:</b> *Everyone's family is different *There are lots of different types of families *Families are founded on belonging, love and care *There are ways to make a friend *There are characteristics of healthy and safe friends *Physical contact can be used as a greeting *There are different people in the school community and how they help *There are people who they can ask for help in the school community</p> <p><b>Pupils will learn to:</b></p>	<p><b>Changing Me</b></p> <p><b>Pupils will know that:</b> *Animals including humans have a life cycle *Changes happen when we grow up *People grow up at different rates and that is normal *There are names of male and female private body parts *There are correct names for private body parts and nicknames, and when to use them *There are parts of the body which are private and that they belong to that person and that nobody has the right to hurt these *There are people who they can ask for help if they are worried or frightened *Learning brings about change</p>



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	<p>*Recognise feelings associated with positive and negative consequences *Understand that they have choices</p> <p><b>Key Vocabulary:</b> Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Rewards, Proud, Consequences, Upset, Disappointed,</p>	<p>*Know ways to help a person who is being bullied *Identify emotions associated with making a new friend *Verbalise some of the attributes that make them unique and special</p> <p><b>Key Vocabulary:</b> Similarity, Difference, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Celebrations, Special, Unique</p>	<p>*Recognise their own feelings when they are faced with an obstacle *Recognise how they feel when they overcome an obstacle *Know they can store feelings of success so that they can be used in the future</p> <p><b>Key Vocabulary:</b> Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Celebrate, Learning, Challenge, Feelings, Obstacle, Overcome, Dreams,</p>	<p>*Keep themselves safe *Recognise ways to look after themselves if they feel poorly *Recognise when they feel frightened and know how to ask for help *Recognise how being healthy helps them to feel happy</p> <p><b>Key Vocabulary:</b> Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	<p>*Express how it feels to be part of a family and to care for family members *Say what being a good friend means *Show skills of friendship *Identify forms of physical contact they prefer *Say no when they receive a touch they don't like *Praise themselves and others *Recognise some of their personal qualities *Say why they appreciate a special relationship</p> <p><b>Key Vocabulary:</b> Changes, Life cycles, Baby, Family, Belong, Same, Different, Friends, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p><b>Pupils will learn to:</b> *Understand and accept that change is a natural part of getting older *Identify some things that have changed and some things that have stayed the same since being a baby (including the body) *Express why they enjoy learning *Suggest ways to manage change e.g. moving to a new class</p> <p><b>Key Vocabulary:</b> Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vulva, Anus, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>
Year 2	<p><b>Being Me in My World</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *They can identify hopes and fears for the year ahead *There are rights and responsibilities of class members *It is important to listen to other people *Their own views are valuable</p>	<p><b>Celebrating Differences</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *There are stereotypes about boys and girls *It is OK not to conform to gender stereotypes *It is good to be yourself *Sometimes people get bullied because of difference *There is a difference between right and wrong</p>	<p><b>Dreams and Goals</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *They can choose a realistic goal and think about how to achieve it *It is important to persevere *They can recognise what working together well looks like *They can recognise what good group working looks like *They can share success with other people</p>	<p><b>Healthy Me</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *There are things that their body needs to stay healthy *There is a meaning to the term relaxed *There are things that makes them feel relaxed / stressed *There are medicines and how they work in their bodies *It is important to use medicines safely</p>	<p><b>Relationships</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *Everyone's family is different *Families function well when there is trust, respect, care, love and co-operation *There are lots of forms of physical contact within a family *There are ways to stay stop if someone is hurting them</p>	<p><b>Changing Me</b></p> <p><b>National Curriculum Content Area:</b> <b>Pupils will know that:</b> *Life cycles exist in nature *Aging is a natural process including old age *Some changes are out of an individual's control *Their bodies have changed from when they were a baby and that they will continue to change as they age</p>



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	<p>*There are rewards and consequences and that these stem from choices *Positive choices impact positively on self-learning and the learning of others</p> <p><b><u>Pupils will learn to:</u></b> *Recognise own feelings and know when and where to get help *Know how to make their class a safe and fair place *Show good listening skills *Recognise the feeling of being worried *Be able to work cooperatively</p> <p><b><u>Key Vocabulary:</u></b> Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p>	<p>and the role that choice has to play in this *Friends can be different and still be friends *There are places to get help if being bullied *There is a difference between a one-off incident and bullying</p> <p><b><u>Pupils will learn to:</u></b> *Understand that boys and girls can be similar in lots of ways and that is OK *Understand that boys and girls can be different in lots of ways and that is OK *Explain how being bullied can make someone feel *Choose to be kind to someone who is being bullied *Know how to stand up for themselves when they need to *Recognise that they shouldn't judge people because they are different *Understand that everyone's differences make them special and unique</p> <p><b><u>Key Vocabulary:</u></b> Similarities, Assumptions, Stereotypes, Special, Differences, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Male, Female, Diversity, Fairness, Friends, Unique, Value.</p>	<p><b><u>Pupils will learn to:</u></b> *Be able to describe their own achievements and the feelings linked to this *Recognise their own strengths as a learner *Recognise how working with others can be helpful *Be able to work effectively with a partner *Be able to choose a partner with whom they work well *Be able to work as part of a group *Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p><b><u>Key Vocabulary:</u></b> Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product</p>	<p>*There are healthy snacks and know how to make some healthy snacks *Healthy snacks are good for their bodies *There are foods which give their bodies energy</p> <p><b><u>Pupils will learn to:</u></b> *Desire to make healthy lifestyle choices *Identify when a feeling is weak and when a feeling is strong *Feel positive about caring for their bodies and keeping it healthy *Have a healthy relationship with food *Express how it feels to share healthy food with their friends</p> <p><b><u>Key Vocabulary:</u></b> Healthy choices, Lifestyle, Motivation, Relax, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>*There are some reasons why friends have conflicts *Friendships have ups and downs and sometimes change with time *There are ways to use the Mending Friendships or Solve-it-together problem-solving methods *There are good secrets and worry secrets and why it is important to share worry secrets *There is a meaning to the word trust and know what trust is</p> <p><b><u>Pupils will learn to:</u></b> *Identify the different roles and responsibilities in their family *Recognise the value that families can bring *Recognise and talk about the types of physical contact that is acceptable or unacceptable *Use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict *Identify the negative feelings associated with keeping a worry secret *Identify the feelings associated with trust *Identify who they trust in their own relationships *Give and receive compliments *Say who they would go to for help if they were worried or scared</p> <p><b><u>Key Vocabulary:</u></b></p>	<p>*There are physical differences between male and female bodies *There are correct names for private body parts *Private body parts are special and that no one has the right to hurt these *They know who to go to ask for help if they are worried or frightened *There are different types of touch and that some are acceptable, and some are unacceptable</p> <p><b><u>Pupils will learn to:</u></b> *Appreciate that changes will happen and that some can be controlled and others not *Be able to express how they feel about changes *Show appreciation for people who are older *Recognise the independence and responsibilities they have now compared to being a baby or toddler *Say what greater responsibilities and freedoms they may have in the future *Say who they would go to for help if worried or scared *Say what types of touch they find comfortable/uncomfortable *Be able to confidently ask someone to stop if they are being hurt or frightened *Say what they are looking forward to in the next year</p> <p><b><u>Key Vocabulary:</u></b></p>
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Year 3	<p><b>Being Me in My World</b></p> <p><b><u>Pupils will know that:</u></b>            *They are important            *There are personal goals they can set themselves            *There are challenges and know what a challenge is            *Rules are needed and know how these relate to choices and consequences            *Their actions can affect others' feelings            *Others may hold different views            *The school has a shared set of values</p> <p><b><u>Pupils will learn to:</u></b>            *Recognise self-worth            *Identify personal strengths            *Be able to set a personal goal            *Recognise feelings of happiness, sadness, worry and fear in themselves and others            *Make other people feel valued            *Develop compassion and empathy for others</p>	<p><b>Celebrating Differences</b></p> <p><b><u>Pupils will know that:</u></b>            *There are reasons why families are important            *Everybody's family is different            *Sometimes family members don't get along and some reasons for this            *Conflict is a normal part of relationships            *A witness can make the situation worse or better by what they do and know what it means to be a witness to bullying            *Some words are used in hurtful ways and that this can have consequences</p> <p><b><u>Pupils will learn to:</u></b>            *Be able to show appreciation for their families, parents and carers            *Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p>	<p><b>Dreams and Goals</b></p> <p><b><u>Pupils will know that:</u></b>            *There are specific people who have overcome difficult challenges to achieve success            *There are dreams and ambitions that are important to them            *There are ways that they can best overcome learning challenges            *They are responsible for their own learning            *They have their own strengths are as a learner            *There can be obstacles, how to identify these and how they can hinder achievement            *They can take steps to overcome obstacles            *They can evaluate their own learning progress and identify how it can be better next time</p> <p><b><u>Pupils will learn to:</u></b>            *Recognise other people's achievements in overcoming difficulties</p>	<p><b>Healthy Me</b></p> <p><b><u>Pupils will know that:</u></b>            *There are ways exercise affects their bodies            *There are reasons why their hearts and lungs are such important organs            *The amount of calories, fat and sugar that they put into their bodies will affect their health            *There are different types of drugs            *There are things, places and people that can be dangerous            *There are a range of strategies they can use to keep themselves safe            *They know when something feels safe or unsafe            *Their bodies are complex and need taking care of</p> <p><b><u>Pupils will learn to:</u></b>            *Be able to set themselves a fitness challenge            *Recognise what it feels like to make a healthy choice            *Identify how they feel about drugs            *Express how being anxious or scared feels</p>	<p><b>Relationships</b></p> <p><b><u>Pupils will know that:</u></b>            *Different family members carry out different roles or have different responsibilities within the family            *Gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc            *There are some skills of friendship, e.g. taking turns, being a good listener            *There are strategies for keeping themselves safe online            *Some of the actions and work of people around the world help and influence my life            *They and all children have rights (UNCRC)            *The lives of children around the world can be different from their own</p> <p><b><u>Pupils will learn to:</u></b>            *Identify the responsibilities they have within their family</p>	<p><b>Changing Me</b></p> <p><b><u>Pupils will know that:</u></b>            *In animals and humans lots of changes happen between conception and growing up            *In nature it is usually the female that carries the baby            *In humans a mother carries the baby in her uterus (womb) and this is where it develops            *Babies need love and care from their parents/carers            *There are some changes that happen between being a baby and a child            *The male and female body needs to change at puberty so their bodies can make babies when they are adults            *There are some outside body changes that happen during puberty            *There are some changes on the inside that happen during puberty</p> <p><b><u>Pupils will learn to:</u></b></p>



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	<p>*Be able to work collaboratively</p> <p><b>Key Vocabulary:</b> Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, Belong.</p>	<p>*Empathise with people who are bullied *Employ skills to support someone who is bullied *Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary *Be able to recognise, accept and give compliments *Recognise feelings associated with receiving a compliment</p> <p><b>Key Vocabulary:</b> Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solutions, Resolve, Consequences, Hurtful, Compliment, Unique.</p>	<p>*Imagine how it will feel when they achieve their dream / ambition *Break down a goal into small steps *Recognise how other people can help them to achieve their goals *Manage feelings of frustration linked to facing obstacles *Share their success with others *Store feelings of success (in their internal treasure chest) to be used at another time</p> <p><b>Key Vocabulary:</b> Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration,</p>	<p>*Take responsibility for keeping themselves and others safe *Respect their own bodies and appreciate what they do</p> <p><b>Key Vocabulary:</b> Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>*Use Solve-it-together in a conflict scenario and find a win-win outcome *How to access help if they are concerned about anything on social media or the internet *Empathise with people from other countries who may not have a fair job/less fortunate *Understand that they are connected to the global community in many different ways *Identify similarities in children’s rights around the world *Identify their own wants and needs and how these may be similar or different from other children in school and the global community</p> <p><b>Key Vocabulary:</b> Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Solution, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Inequality, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>	<p>*Express how they feel about babies *Describe the emotions that a new baby can bring to a family *Express how they feel about puberty *Say who they can talk to about puberty if they have any worries *Identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry *Identify changes they are looking forward to in the next year *Suggest ways to help them manage feelings during changes they are more anxious about</p> <p><b>Key Vocabulary:</b> Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>
Year 4	<p><b>Being me in my world</b></p> <p><b>Pupils will know that:</b> *There are individual attitudes and actions that</p>	<p><b>Celebrating differences</b></p> <p><b>Pupils will know that:</b> *Sometimes people make</p>	<p><b>Dreams and goals</b></p> <p><b>Pupils will know that:</b> *They know what their own hopes and dreams are</p>	<p><b>Healthy me</b></p> <p><b>Pupils will know that:</b> *There are ways different friendship groups are formed and how they fit into them</p>	<p><b>Relationships</b></p> <p><b>Pupils will know that:</b> *There are some reasons why people feel jealousy</p>	<p><b>Changing me</b></p> <p><b>Pupils will know that:</b> *Personal characteristics are inherited from birth parents and this is brought</p>



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	<p>can make a difference to a class          *There are different roles in the school community          *They have a place in the school community          *There is a democracy and what this is (applied to pupil voice in school)          *Their own actions affect themselves and others          *Groups work together to reach a consensus          *Having a voice and democracy benefits the school community</p> <p><b><u>Pupils will learn to:</u></b>          *Identify the feelings associated with being included or excluded          *Make others feel valued and included          *Be able to take on a role in a group discussion/task and contribute to the overall outcome          *Make others feel cared for and welcomed          *Recognise the feelings of being motivated or unmotivated          *Understand why the school community benefits from a Learning Charter          *Be able to help friends make positive choices          *Know how to regulate my emotions</p> <p><b><u>Key Vocabulary:</u></b>          Included, Excluded, Welcome, Valued, Team, Role, School Community, Responsibility, Rights, Democracy, Reward,</p>	<p>assumptions about a person because of the way they look or act          *There are influences that can affect how we judge a person or situation          *Some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying          *They know what to do if they think bullying is, or might be taking place          *There are reasons why witnesses sometimes join in with bullying and don't tell anyone          *First impressions can change</p> <p><b><u>Pupils will learn to:</u></b>          *Try to accept people for who they are          *Identify influences that have made them think or feel positively/negatively about a situation          *Identify feelings that a bystander might feel in a bullying situation          *Identify reasons why a bystander might join in with bullying          *Revisit the 'Solve it together' technique to practise conflict and bullying scenarios          *Identify their own uniqueness          *Be comfortable with the way they look          *Identify when a first impression they had was right or wrong          *Be non-judgemental about others who are different</p>	<p>*Hopes and dreams don't always come true          *Reflecting on positive and happy experiences can help them to counteract disappointment          *They can make a new plan and set new goals even if they have been disappointed          *There are ways to work out the steps they need to take to achieve a goal          *They know how to work as part of a successful group          *They are able to share in the success of a group</p> <p><b><u>Pupils will learn to:</u></b>          *Talk about their hopes and dreams and the feelings associated with these          *Identify the feeling of disappointment          *Identify a time when they have felt disappointed          *Be able to cope with disappointment          *Help others to cope with disappointment          *Identify what resilience is          *Have a positive attitude          *Enjoy being part of a group challenge          *Share their success with others          *Store feelings of success (in their internal treasure chest) to be used at another time</p> <p><b><u>Key Vocabulary:</u></b>          Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences,</p>	<p>*They know which friends they value most          *There are leaders and followers in groups          *They can take on different roles according to the situation          *There are facts about smoking and its effects on health          *There are some reasons some people may start to smoke          *There are facts about alcohol and its effects on health, particularly the liver          *There are some reasons some people may drink alcohol          *There are ways to resist when people are putting pressure on them          *They know what they think is right and wrong</p> <p><b><u>Pupils will learn to:</u></b>          *Identify the feelings that they have about their friends and different friendship groups          *Recognise how different people and groups they interact with impact on them          *Identify which people they most want to be friends with          *Recognise negative feelings in peer pressure situations          *Identify the feelings of anxiety and fear associated with peer pressure          *Tap into their inner strength and know how to be assertive</p> <p><b><u>Key Vocabulary:</u></b>          Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Pressure, Peers, Guilt, Advice, Anxiety, Fear, Believe, Opinion, Right, Wrong</p>	<p>*Jealousy can be damaging to relationships          *Loss is a normal part of relationships          *Negative feelings are a normal part of loss          *Memories can support us when we lose a special person or animal          *Change is a natural part of relationships/ friendship          *Sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p> <p><b><u>Pupils will learn to:</u></b>          *Can identify feelings and emotions that accompany jealousy          *Can suggest positive strategies for managing jealousy          *Can identify people who are special to them and express why          *Can identify the feelings and emotions that accompany loss          *Can suggest strategies for managing loss          *Can tell you about someone they no longer see          *Can suggest ways to manage relationship changes including how to negotiate</p> <p><b><u>Key Vocabulary:</u></b>          Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness,</p>	<p>about by an ovum joining with a sperm          *Babies are made by a sperm joining with an ovum          *There are names of the different internal and external body parts that are needed to make a baby          *The female and male body change at puberty          *Personal hygiene is important during puberty and as an adult          *Change is a normal part of life and that some cannot be controlled and have to be accepted          *Change can bring about a range of different emotions</p> <p><b><u>Pupils will learn to:</u></b>          *Appreciate their own uniqueness and that of others          *Express how they feel about having children when they are grown up          *Express any concerns they have about puberty          *Say who they can talk to about puberty if they are worried          *Apply the circle of change model to themselves to have strategies for managing change          *Have strategies for managing the emotions relating to change</p> <p><b><u>Key Vocabulary:</u></b>          Personal, Unique, Characteristics, Parents, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation,</p>
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# Manland Primary School-Long Term Curriculum Plan

## Overview of Skills – PSHE



	Consequence, Decisions, Voting, Authority,	<b>Key Vocabulary:</b> Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Plans, Cope, Help, Self-belief, Motivation, Commitment, Cooperation, Success, Celebrate, Evaluate.		Pain, Despair, Hope, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love	Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.
Year 5	<p><b>Being Me in My World</b></p> <p><b>Pupils will know that:</b> *There are ways to face new challenges positively *They are able to set personal goals *There are rights and responsibilities associated with being a citizen in the wider community and their country *There are ways an individual's behaviour can affect a group and the consequences of this *There is a democracy and having a voice benefits the school community *There are ways to contribute towards the democratic process</p> <p><b>Pupils will learn to:</b> *Be able to identify what they value most about school *Identify hopes for the school year *Empathy for people whose lives are different from their own</p>	<p><b>Celebrating Differences</b></p> <p><b>Pupils will know that:</b> *They know what culture means *There are differences in culture and this can sometimes be a source of conflict *They know what racism is and why it is unacceptable *There are reasons why rumour spreading is a form of bullying on and offline *There are external forms of support in regard to bullying e.g. Childline *Bullying can be direct and indirect *They know how their life is different from the lives of children in the developing world</p> <p><b>Pupils will learn to:</b> *Identify their own culture and different cultures within their class community *Identify their own attitudes about people</p>	<p><b>Dreams and Goals</b></p> <p><b>Pupils will know that:</b> *They will need money to help them to achieve some of their dreams *There are a range of jobs that are carried out by people I know *Different jobs pay more money than others *The types of job they might like to do when they are older *Young people from different cultures may have different dreams and goals *Communicating with someone from a different culture means that they can learn from them and vice versa *There are ways that they can support young people in their own culture and abroad</p> <p><b>Pupils will learn to:</b> *Verbalise what they would like their life to be like when they are grown up *Appreciate the contributions made by people in different jobs</p>	<p><b>Healthy Me</b></p> <p><b>Pupils will know that:</b> *There are health risks of smoking *There are ways smoking tobacco affects the lungs, liver and heart *Some of the risks linked to misusing alcohol, including antisocial behaviour *There are basic emergency procedures including the recovery position *They know how to get help in emergency situations *The media, social media and celebrity culture promotes certain body types *The different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure *They know what makes a healthy lifestyle</p> <p><b>Pupils will learn to:</b> *Make informed decisions about whether or not they choose to smoke when they are older</p>	<p><b>Relationships</b></p> <p><b>Pupils will know that:</b> *A personality is made up of many different characteristics, qualities and attributes *Belonging to an online community can have positive and negative consequences *There are rights and responsibilities in an online community or social network *There are rights and responsibilities when playing a game online *Too much screen time isn't healthy *There are ways to stay safe when using technology to communicate with friends</p> <p><b>Pupils will learn to:</b> *Suggest strategies for building self-esteem of themselves and others *Identify when an online community /social media group feels risky, uncomfortable, or unsafe</p>	<p><b>Changing Me</b></p> <p><b>Pupils will know that:</b> *They know what perception means and that perceptions can be right or wrong *They know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally *Sexual intercourse can lead to conception *There are some people who need help to conceive and might use IVF *Becoming a teenager involves various changes and also brings growing responsibility</p> <p><b>Pupils will learn to:</b> *Celebrate what they like about their own and others' self- image and body-image *Suggest ways to boost self-esteem of self and others *Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p>



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	<p>*Consider their own actions and the effect they have on themselves and others</p> <p>*Be able to work as part of a group, listening and contributing effectively</p> <p>*Understand why the school community benefits from a Learning Charter</p> <p>*Be able to help friends make positive choices</p> <p>*Know how to regulate my emotions</p> <p><b>Key Vocabulary:</b> Challenge, Goal, Attitude, Actions, Rights and Responsibilities, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>	<p>from different faith and cultural backgrounds</p> <p>*Identify a range of strategies for managing their own feelings in bullying situations</p> <p>*Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>*Be able to support children who are being bullied</p> <p>*Appreciate the value of happiness regardless of material wealth</p> <p>*Develop respect for cultures different from their own</p> <p><b>Key Vocabulary:</b> Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Bullying, Rumour, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Display, Presentation.</p>	<p>*Appreciate the opportunities learning and education can give them</p> <p>*Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>*Appreciate the differences between themselves and someone from a different culture</p> <p>*Understand why they are motivated to make a positive contribution to supporting others</p> <p><b>Key Vocabulary:</b> Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Communication, Support, Team Work, Cooperation, Difference.</p>	<p>*Make informed decisions about whether they choose to drink alcohol when they are older</p> <p>*Recognise strategies for resisting pressure</p> <p>*Identify ways to keep themselves calm in an emergency</p> <p>*Reflect on their own body image and know how important it is that this is positive</p> <p>*Accept and respect themselves for who they are</p> <p>*Respect and value their own bodies</p> <p>*Be motivated to keep themselves healthy and happy</p> <p><b>Key Vocabulary:</b> Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>	<p>*Suggest strategies for staying safe online/social media</p> <p>*Say how to report unsafe online / social network activity</p> <p>*Identify when an online game is safe or unsafe</p> <p>*Suggest ways to monitor and reduce screen time</p> <p>*Suggest strategies for managing unhelpful pressures online or in social networks</p> <p><b>Key Vocabulary:</b> Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information,</p>	<p>*Ask questions about puberty to seek clarification</p> <p>*Express how they feel about having a romantic relationship when they are an adult</p> <p>*Express how they feel about having children when they are an adult</p> <p>*Express how they feel about becoming a teenager</p> <p>*Say who they can talk to if concerned about puberty or becoming a teenager/adult</p> <p><b>Key Vocabulary:</b> Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, , Develops, Puberty, Growth spurt, Hormones, , Testosterone, Ovaries, Egg (Ovum), Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Hygiene, Age appropriateness, Laws, Responsible, Teenager, Rights.</p>
Year 6	<p><b>Being Me in My World</b></p> <p><b>Pupils will know that:</b></p> <p>*They can set goals for the year ahead</p> <p>*There are fears and worries and they understand what these are</p> <p>*There are children's universal rights (United</p>	<p><b>Celebrating Differences</b></p> <p><b>Pupils will know that:</b></p> <p>*There are different perceptions of 'being normal' and where these might come from</p> <p>*Being different could affect someone's life</p>	<p><b>Dreams and Goals</b></p> <p><b>Pupils will know that:</b></p> <p>*They have their own learning strengths</p> <p>*They can set realistic and challenging goals</p> <p>*There are learning steps that they need to take to achieve their goal</p>	<p><b>Healthy Me</b></p> <p><b>Pupils will know that:</b></p> <p>*There are ways to take responsibility for their own health</p> <p>*There can make choices that benefit their own health and well-being</p> <p>*There are different types of drugs and their uses</p>	<p><b>Relationships</b></p> <p><b>Pupils will know that:</b></p> <p>*It is important to take care of their own mental health</p> <p>*There are ways that they can take care of their own mental health</p> <p>*There are stages of grief and that there are different</p>	<p><b>Changing Me</b></p> <p><b>Pupils will know that:</b></p> <p>*They know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>*A baby develops from conception through the</p>



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	<p>Nations Convention on the Rights of the Child)          *They know about the lives of children in other parts of the world          *Personal choices can affect others locally and globally          *Their own choices result in different consequences and rewards          *There is a democracy and having a voice benefits the school community          *They can contribute towards the democratic process</p> <p><b><u>Pupils will learn to:</u></b>          *Be able to make others feel welcomed and valued          *Know own wants and needs          *Be able to compare their life with the lives of those less fortunate          *Demonstrate empathy and understanding towards others          *Demonstrate attributes of a positive role- model          *Take positive action to help others          *Be able to contribute towards a group task          *Know what effective group work is          *Know how to regulate my emotions</p> <p><b><u>Key Vocabulary:</u></b>          Goals, Worries, Fears, Value, Welcome, Choice, Rights, Community, Education, Wants, Needs, Empathy, Comparison, Opportunities, Education,</p>	<p>*Power can play a part in a bullying or conflict situation          *People can hold power over other individually or in a group          *There are reasons why some people choose to bully others          *People with disabilities can lead amazing lives          *Difference can be a source of celebration as well as conflict</p> <p><b><u>Pupils will learn to:</u></b>          *Empathise with people who are different and be aware of my own feelings towards them          *Identify feelings associated with being excluded          *Be able to recognise when someone is exerting power negatively in a relationship          *Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict          *Identify different feelings of the bully, bullied and bystanders in a bullying scenario          *Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens          *Appreciate people for who they are          *Show empathy</p> <p><b><u>Key Vocabulary:</u></b></p>	<p>*There a variety of problems that the world is facing          *There are ways to work with other people to make the world a better place          *There are some ways in which they could work with others to make the world a better place          *They know what their classmates like and admire about them</p> <p><b><u>Pupils will learn to:</u></b>          *Understand why it is important to stretch the boundaries of their current learning          *Set success criteria so that they know when they have achieved their goal          *Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances          *Empathise with people who are suffering or living in difficult situations          *Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p><b><u>Key Vocabulary:</u></b>          Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global          issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise,</p>	<p>*These different types of drugs can affect people's bodies, especially their liver and heart          *Some people can be exploited and made to do things that are against the law          *There are reasons why some people join gangs and the risk that this can involve          *They know what it means to be emotionally well          *Stress can be triggered by a range of things          *Being stressed can cause drug and alcohol misuse</p> <p><b><u>Pupils will learn to:</u></b>          *Be motivated to care for their own physical and emotional health          *Be motivated to find ways to be happy and cope with life's situations without using drugs          *Identify ways that someone who is being exploited could help themselves          *Suggest strategies someone could use to avoid being pressured          *Recognise that people have different attitudes towards mental health / illness          *Use different strategies to manage stress and pressure</p> <p><b><u>Key Vocabulary:</u></b>          Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Restricted, Illegal, , Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers,</p>	<p>types of loss that cause people to grieve          *Sometimes people can try to gain power or control them          *There are some dangers of being 'online'          *There are ways to use technology safely and positively to communicate with their friends and family</p> <p><b><u>Pupils will learn to:</u></b>          *Recognise that people can get problems with their mental health and that it is nothing to be ashamed of          *Help themselves and others when worried about a mental health problem          *Recognise when they are feeling grief and have strategies to manage them          *Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control          *Resist pressure to do something online that might hurt themselves or others          *Take responsibility for their own safety and well-being</p> <p><b><u>Key Vocabulary:</u></b>          Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair,</p>	<p>nine months of pregnancy and how it is born          *Being physically attracted to someone changes the nature of the relationship          *Self-esteem is important and what they can do to develop it          *They know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p> <p><b><u>Pupils will learn to:</u></b>          *Recognise ways they can develop their own self-esteem          *Can express how they feel about the changes that will happen to them during puberty          *Recognise how they feel when they reflect on the development and birth of a baby          *Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to          *Can celebrate what they like about their own and others' self- image and body-image          *Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p> <p><b><u>Key Vocabulary:</u></b>          Body-image, Self-image, Characteristics, Looks,</p>
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	<p>Behaviour, Responsibilities, Rewards, Consequences, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Participation, Motivation, Democracy, Decision, Proud.</p>	<p>Ability, Disability, Empathy, Perception, Medication, Male, Female, Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Admiration, Stamina, Celebration, Conflict.</p>	<p>Compliment, Contribution, Recognition.</p>	<p>Strategies, Managing stress, Pressure.</p>	<p>Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>	<p>Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Develops, Puberty, Growth spurt, Hormones, Testosterone, Ovaries, Egg (Ovum), Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, , Hygiene, Laws, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, transition, secondary, worries, excitement .</p>
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