

The logo for Spire Junior School is a circular emblem. The top half is light blue with the text "Spire Junior School" in a dark blue, sans-serif font. Below this, in a smaller font, is the tagline "Working for our children". The bottom half of the circle is light green, separated from the top by a thin blue vertical line that runs through the center. The entire logo is centered on a light blue rectangular background.

PSHE (Personal, Social, Health
Education) at Spire Junior
School

PSHE overview

At Spire Junior School, we use the units from the Derbyshire PSHE Matters scheme. Over the course of two years, the children cover 12 units in year 3 and 4, which are then repeated in more detail in year 5 and 6.

	Year 3/4	Year 5/6
Cycle A	<p>What they are covering</p> <p>Being healthy</p> <p>Relationships</p> <p>Exploring emotions</p> <p>Difference and diversity</p> <p>Bullying matters</p> <p><u>Any trips</u></p> <p>Supermarket</p> <p>Leisure centre</p> <p>Wheatbridge</p> <p>Police station</p> <p>Library</p>	<p>What they are covering</p> <p>Being healthy</p> <p>Relationships</p> <p>Exploring emotions</p> <p>Difference and diversity</p> <p>Bullying matters</p> <p><u>Any trips</u></p> <p>Mini police</p> <p>Westbridge</p> <p>Supermarket</p> <p>Charity shops</p> <p>Police/ fire/ ambulance station</p>

	<p>Local farm Care home Therapy dog Yoga studio Local mosque/ church/ synagogue/ temple Multicultural restaurant/ cooking workshop Disability awareness group/ sports for all</p>	<p>Local farm Queens park sports centre Care home Therapy dog Yoga studio Art gallery Music therapy workshop Local mosque/ church/ synagogue/ temple Multicultural restaurant/ cooking workshop Disability awareness group/ sports for all</p>
<p>Cycle B</p>	<p>What they are covering</p> <p>Drug education Growing up Changes Being me Money matters Being safe</p>	<p>What they are covering</p> <p>Drug education Growing up Changes Being me Money matters Being safe</p>

	<p><u>Any trips</u></p> <p>Bank</p> <p>Pharmacy visit</p> <p>Visit from a school nurse/ trip to health centre</p> <p>Fire station visit</p> <p>Community garden/ nature reserve</p> <p>Science museum</p> <p>Farm/ zoo</p> <p>Plan their own trip</p> <p>Talk with police</p> <p>Visit to/from sexual health at Wheatbridge</p> <p>Drama/ creative arts workshop</p> <p>Forest school/ outdoor adventure day</p> <p>Bank visit</p> <p>Supermarket budget challenge</p> <p>Local post office</p> <p>Charity shop visit</p> <p>Police station visit</p> <p>St. John Ambulance</p> <p>Apple store</p>	<p><u>Any trips</u></p> <p>Pharmacy visit</p> <p>Visit from a school nurse/ trip to health centre</p> <p>Fire station visit</p> <p>Community garden/ nature reserve</p> <p>Science museum</p> <p>Farm/ zoo</p> <p>Secondary school taster visit</p> <p>Drama/ creative arts workshop</p> <p>Forest school/ outdoor adventure day</p> <p>Bank visit</p> <p>Supermarket budget challenge</p> <p>Local post office</p> <p>Charity shop visit</p> <p>Police station visit</p> <p>St. John Ambulance</p> <p>Apple store</p>
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Progression of skills

	Year 3 /4			Year 5 /6		
	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>
Cycle A	<p><u>Being Healthy</u></p> <ul style="list-style-type: none"> - Explain what a healthy lifestyle is and why it is important. - Understand what a healthy, balanced diet may include. - Understand what an informed choice is. - Identify opportunities for physical activity within their everyday lives. - Describe some consequences of being physically inactive, on the mind and body. - Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health. - Explain what good dental health means, including how to brush and floss. - Identify the effects of different foods/ drinks on the teeth. - Identify the everyday hygiene routines that can limit the spread of infection. - Identify the benefits/risks of sun exposure. - Describe how the five ways to 	<p>Question asking and answering</p> <p>Expressing</p> <p>Talk through</p> <p>Thinking</p> <p>Practice decision making</p> <p>Explain why it is important to look after their bodies</p> <p>Identify what it means to be healthy</p> <p>Set goals</p>	<p>Mental health</p> <p>Feelings</p> <p>Emotions</p> <p>Behaviour</p> <p>Strategies</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Support</p> <p>Expression</p> <p>Tension</p> <p>Discussion</p> <p>Thoughts</p> <p>Healthy/ Unhealthy</p> <p>Exercise/ Physical activity</p> <p>Hygiene</p> <p>Bacteria</p>	<p><u>Being Healthy</u></p> <ul style="list-style-type: none"> - Identify things that can affect someone's physical/mental health. - Explain what constitutes a healthy diet and the risks associated with not having one. - Reflect on what may influence our choices to have a balanced lifestyle. - Identify what good physical health means and how to seek help if they are worried about their health. - Recognise habits that can have both positive/ negative effects on a healthy lifestyle. - Understand routines/strategies that support good quality sleep; the effects of lack of sleep. - Identify strategies and behaviours that support mental health. - Identify the everyday routines that improve dental health. - Identify the everyday routines/habits that can limit the spread of infection. - Understand the wider importance of personal hygiene and how to maintain it. - Explain how to keep safe from sun damage and reduce the risk of skin 	<p>Talking and listening</p> <p>Question asking and answering</p> <p>Expressing</p> <p>Talk through</p> <p>Thinking</p> <p>Understanding</p> <p>Resilience</p> <p>Identify risks</p> <p>Discuss mental health openly</p> <p>Reflect on their own lifestyle</p> <p>Recognise who to turn to for support</p>	<p>Mental health</p> <p>Healthy lifestyle</p> <p>Balanced/ unbalanced diet</p> <p>Positive</p> <p>Negative</p> <p>Physical illness</p> <p>Active/ inactive lifestyle</p> <p>Sleep</p> <p>Personal hygiene</p> <p>Sun damage</p> <p>Skin cancer</p> <p>Support</p>

	<p>wellbeing can be used as a tool to help keep a healthy balance.</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> - Identify what makes a positive healthy or unhealthy friendship. - Identifying strategies to build friendships. - Understand the difference between persuasion, influence and pressure. - Explain how kindness can support wellbeing. - Recognise there are different types of relationships. - Explain what can cause arguments with friends and describe some ways to resolve them. - Recognise the importance of asking for help if we feel worried, lonely or excluded. - Recognise that there are different types of family structures. - Explain what it means to be part of a family. <p><u>Exploring Emotions</u></p> <ul style="list-style-type: none"> - Use a wider vocabulary to describe how they feel. - Describe feelings that can be comfortable/ uncomfortable - Recognise that feelings can differ in intensity. - Explore how everyday things can 	<p>Recognise different relationships</p> <p>Open discussions</p> <p>Talking and listening</p> <p>Asking and answering questions</p> <p>Develop skills to manage conflict</p> <p>Show empathy</p> <p>Understand positive relationships</p> <p>Understand privacy and personal boundaries</p> <p>Identify and name a wider range of feelings</p> <p>Recognise how emotions show in the body</p> <p>Different situations</p>	<p>Peer pressure</p> <p>Addiction</p> <p>Friendship</p> <p>Friends</p> <p>Family</p> <p>Respect/ kindness/ caring</p> <p>Feeling/ emotions</p> <p>Belonging/ inclusion/ exclusion</p> <p>Conflict/ disagreement</p> <p>Compromise/ fairness/ sharing</p> <p>Empathy/ understanding</p> <p>Bullying/ unkind/ teasing</p> <p>Help/ support/ trusted adult</p> <p>Change/ upset/ problem</p>	<p>cancer.</p> <ul style="list-style-type: none"> - Identify the benefits of the internet and strategies for managing/balancing time online/offline. <p><u>Relationships</u></p> <ul style="list-style-type: none"> - Reflect on what the qualities of a good friendship/relationship are and are not. - Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. - Explore what a loving caring relationship means. - Understand what marriage and civil partnership means. - Understand that forced marriage is a crime. - Use strategies to positively resolve disputes and reconcile differences in friendships. - Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options. - Explore and respect that there are different family structures in society. - Reflect on how being part of a family provides stability and love. <p><u>Exploring Emotions</u></p> <ul style="list-style-type: none"> - Use a varied vocabulary when talking about feelings. - Understand that sometimes we can have conflicting feelings. - Explain that feelings can change over time and range in intensity. - Understand that feelings can impact our 	<p>Recognise healthy, respectful relationships</p> <p>Respecting differences in opinions, beliefs and backgrounds, promoting inclusion and diversity</p> <p>Understand personal boundaries</p> <p>Develop resilience</p> <p>Manage conflict</p> <p>Recognising feelings</p>	<p>Trust/ honesty/ respect/ kindness</p> <p>Compromise/ negotiation</p> <p>Bullying/ cyberbullying/ discrimination</p> <p>Inclusion/ diversity/ equality</p> <p>Stereotype/ prejudice</p> <p>Emotions/ feelings</p> <p>Positive emotions</p> <p>Challenging</p>
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<p>affect how we think, feel and behave.</p> <ul style="list-style-type: none"> - Describe what supports good mental/physical health. - Identify that not everyone feels the same about the same things. - Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. - Understand the importance of not bottling up how you are feeling. - Understand the importance of asking for help if feelings become too uncomfortable. - Explain how they can access help. <p><u>Difference and diversity</u></p> <ul style="list-style-type: none"> - Recognising the importance of self-respect and how to respect others. - Respecting and recognising the differences and similarities between people. - Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. - Understanding and challenging stereotypes. - Recognising behaviours/actions which discriminate against others. - Identifying what contributes to who we are. - Recognising their individuality and personal qualities. 	<p>trigger different emotions</p> <p>Recognise how actions affect other people's feelings</p> <p>Show empathy and kindness</p> <p>Ask for help if overwhelmed</p> <p>Express emotions using words and drawings</p> <p>Recognise that everyone is unique and has similarities and differences</p> <p>Differences make us special and should be valued</p> <p>Show respect for others' ideas, beliefs and feelings</p> <p>Understand that families, cultures and traditions may be different from their own</p> <p>Inclusive class and school community</p> <p>Ask for help</p>	<p>Calm down strategies/ coping</p> <p>Expression</p> <p>Empathy/ understanding</p> <p>Body signals</p> <p>Calm/ relaxed/ tired/ frustrated/ surprised/ jealous</p> <p>Happy/ sad angry/ excited/ scared/ worried/ lonely</p> <p>Similarities/ differences</p> <p>Respect/ kindness/ fairness</p> <p>Unique/ special/ individual</p> <p>Family/ community/ belonging</p> <p>Culture/ tradition/ belief</p> <p>Inclusion/ exclusion</p> <p>Celebration</p>	<p>mental and physical health.</p> <ul style="list-style-type: none"> - Recognise the importance of taking care of mental health and wellbeing. - Discuss the signs that someone may be struggling with their mental health. - Identify strategies that they could use to respond to feelings, including conflicting feelings. - Record strategies and behaviours that support mental health and wellbeing. - Explain how to seek support for themselves and others. <p><u>Difference and diversity</u></p> <ul style="list-style-type: none"> - Identifying strategies to respond to hurtful behaviours. - Describing what discrimination means and how to challenge it. - Recognising that our own behaviour can affect other people. - Describing how to respect others. - Respecting/recognising the differences/ similarities between people. - Debating topical issues with respect. - Identifying the importance of having compassion towards others. - Discussing diversity: what it means; the benefits of living in a diverse community. - Understanding prejudice. - Exploring how to make safe, reliable choices from search results. 	<p>change</p> <p>Identify strategies to manage and regulate strong emotions</p> <p>Practice empathy</p> <p>Discuss worries and anxieties</p> <p>Recognise that hiding or bottling up feelings can affect health and relationships</p> <p>Explore how external factors can influence emotions</p> <p>Develop resilience</p> <p>Recognise and celebrate similarities and differences</p> <p>Understand the importance of respecting and valuing diversity in communities and society</p> <p>Challenge stereotypes</p> <p>Know discrimination is wrong and against the law</p> <p>Discuss how prejudice, bullying or exclusion</p>	<p>Emotions</p> <p>Resilience/ coping strategies</p> <p>Self-regulation/ self-control</p> <p>Triggers</p> <p>Empathy/ compassion</p> <p>Expression/ communication</p> <p>Mental health/ wellbeing</p> <p>Similarities/ differences</p> <p>Diversity/ community/ society</p> <p>Respect/ inclusion/ belonging</p> <p>Stereotype</p> <p>Prejudice</p> <p>Discrimination</p> <p>Equality/ fairness/ rights</p> <p>Culture</p>
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	<p><u>Being Responsible</u></p> <ul style="list-style-type: none"> - Explain why rules and laws are important. - Explore the consequences of not having rules and laws or of breaking them. - Describe some basic human rights. - Understand that rights come with responsibilities. - Describe what climate change is and some ways we can all help to reduce the effects. - Explore what is meant by a community and the differences between needs and wants within a community. - Explore and identify the welfare needs of animals and humans. <p><u>Bullying matters</u></p> <ul style="list-style-type: none"> - Describe different types of bullying including the role of a bystander. - Recognise that our behaviour can affect others. - Identify how the body may react to unhappy or uncomfortable feelings. - Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable. - Explain positive strategies they can use if subject to bullying or hurtful 	<p>Recognise being responsible means making good choices</p> <p>Understand how their behaviour affects others</p> <p>Identify responsibilities</p> <p>Practice taking responsibilities</p> <p>Develop independence</p> <p>Explain rules and why they're important</p> <p>Work cooperatively</p> <p>Recognise what bullying is</p> <p>Identify different forms of bullying</p> <p>Understand how bullying makes people feel and its pact on wellbeing</p> <p>Differentiate between falling out, unkind</p>	<p>Understanding</p> <p>Responsibility/ responsible</p> <p>Choice/ decision/ consequence</p> <p>Rule/ law</p> <p>Independence/ self-control</p> <p>Behaviour/ action/ impact</p> <p>Fairness/ cooperation/ teamwork</p> <p>Promise/ trust</p> <p>Respect/ caring</p> <p>Community/ belonging</p> <p>Bullying</p> <p>Unkind/ teasing/ name-calling</p> <p>Hurtful/ mean</p> <p>Fair/ unfair</p> <p>Physical/ verbal/ social/ cyberbullying</p>	<ul style="list-style-type: none"> - Identifying what contributes to who we are. - Understanding that for some people gender identity does not correspond with their biological sex. - Recognising their individuality and personal qualities. - Identifying personal strengths, skills, achievements and interests. <p><u>Being Responsible</u></p> <ul style="list-style-type: none"> - Explore how law protects our rights and how to respond respectfully if something is not within the law. - Recognise that human rights are there to protect everyone. - Understand the relationship between rights and responsibilities, providing examples. - Explain the importance of protecting the environment and set personal everyday actions. - Recognise how we can support others within a community. - Identify diversity within a community and explore how we can celebrate this. - Recognise the importance of having compassion towards others and explain how to show care and concern. <p><u>Bullying Matters</u></p> <ul style="list-style-type: none"> - Explain what direct, indirect and 	<p>can affect people's wellbeing</p> <p>Develop empathy by listening to and valuing different perspectives and experiences</p> <p>Benefits of a diverse society</p> <p>Understand that responsibility grows as we get older</p> <p>Recognise the link between rights and responsibilities</p> <p>Explain how their choices affect others</p> <p>Demonstrate independence</p> <p>Take responsibility for their actions</p> <p>Explore responsibility in a digital space</p> <p>Understand responsibilities around money</p> <p>Show leadership</p> <p>Define bullying clearly</p> <p>Recognise different types of bullying, including</p>	<p>religion/ belief/ tradition</p> <p>Identity/ heritage</p> <p>Responsibility/ responsible</p> <p>Rights/ duties/ accountability</p> <p>Choice/ decision/ consequence</p> <p>Trust/ reliability/ honesty</p> <p>Independence/ self-discipline</p> <p>Community/ contribution/ leadership</p> <p>Fairness/ justice</p> <p>Bullying/ repeated behaviour/ power</p>
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	<p>behaviour on or offline.</p> <ul style="list-style-type: none"> - Recognise the importance of seeking support and identify how they might do this. 	<p>behaviour and bullying</p> <p>Demonstrate how to support others</p> <p>Explain why it is important to speak up about bullying</p> <p>Show respect and kindness to prevent bullying</p>	<p>Bystander/ witness</p> <p>Safe/ unsafe</p> <p>Respect/ kindness/ caring</p> <p>Feelings/ emotions</p> <p>Trusted adult/ support</p> <p>Inclusion/ belonging</p>	<p>cyberbullying means.</p> <ul style="list-style-type: none"> - Identify when banter or other behaviour becomes unkind. - Analyse ways to identify and manage uncomfortable feelings online/offline. - Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. - Identify positive strategies that may help to resolve disputes in friendships. - Describe some barriers to accessing support. - Recognise the importance of seeking support if feeling lonely, excluded or unsafe. 	<p>prejudice-based and online</p> <p>Understand the impact of bullying on mental, emotional and physical wellbeing</p> <p>Differentiate between conflict, unkind behaviour, and bullying</p> <p>Explore the role of the bystander</p> <p>Discuss how stereotypes and prejudice can lead to bullying behaviour</p>	<p>imbalance</p> <p>Physical/ verbal/ social/ cyberbullying</p> <p>Prejudice/ discrimination/ stereotype</p> <p>Racism/ sexism/ homophobia/ disability discrimination</p> <p>Harassment/ exclusion</p> <p>Victim/ target</p> <p>Perpetrator</p> <p>Bystander</p> <p>Respect/ inclusion/ equality</p>
	Year 3 /4					
	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>
Cycle B	<p><u>Drug Education</u></p> <ul style="list-style-type: none"> - Recognising that habits can have both positive/negative effects on a healthy lifestyle. - Understanding how medicines, when used responsibly, contribute to health. 	<p>Recognise that all medicines and household products can be helpful or harmful</p> <p>Understand that medicines are drugs</p>	<p>Medicine/ drug</p> <p>Safe/ unsafe/ dangerous</p> <p>Healthy/ unhealthy</p>	<p><u>Drug Education</u></p> <ul style="list-style-type: none"> -Recognising that habits can have both positive and negative effects on a healthy lifestyle. -How to respond in an emergency situation. -Exploring the risks/effects of legal drugs common to everyday life. 	<p>Understand what a drug is and recognise that drugs can be legal, illegal and harmful</p> <p>Explain the safe use of medicine and the role of health professionals</p>	<p>Drug/ substance</p> <p>Medicine/ prescription/ pharmacist</p> <p>Legal drugs</p>

<ul style="list-style-type: none"> - Identifying how to predict, assess and manage risk. - Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe. - Understanding the importance of taking medicines correctly and using household products safely. - Identifying strategies for keeping safe. - How to respond and react in an emergency. - Learning about the risks and effects of legal drugs common to everyday life <p><u>Growing Up</u></p> <ul style="list-style-type: none"> - Understanding that everyday hygiene routines can limit the spread of infection. - Identifying what contributes to who we are. - Recognising their individuality and personal qualities. - Identifying personal strengths, skills, achievements and interests. - Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Identifying the physical and emotional changes that happen when approaching/during puberty. - Identifying the importance of keeping clean and how to maintain personal hygiene. - Understanding the human life cycle. 	<p>Explain the role of adults in giving medicines safely</p> <p>Identify some risks in the home and community</p> <p>Practise saying "no" to unsafe offers of substances</p> <p>Recognise how to keep themselves safe around unknown substances</p> <p>Recognise they are growing and changing</p> <p>Identify things they can do now that they couldn't when they were younger</p> <p>Understand people grow and change</p> <p>Show respect for differences in how people grow and develop</p> <p>Explore feelings about change</p> <p>Understand that growing up is part of the human life cycle</p> <p>Develop independence in managing daily</p>	<p>Doctor/ nurse/ pharmacist</p> <p>Prescription/ dose</p> <p>Rules/ safety</p> <p>Household products</p> <p>Poison/ warning label</p> <p>Trusted adult/ help</p> <p>Choice/ consequence</p> <p>Growing/ changing</p> <p>Life cycle</p> <p>Independent/ independence</p> <p>Responsible/ responsibility</p> <p>Body/ healthy/ strong</p> <p>Feelings/ emotions</p> <p>Skills/ talents/ abilities</p> <p>Similarities/ differences</p> <p>Respect/ kindness</p>	<ul style="list-style-type: none"> - Recognising that there are laws surrounding the use of legal drugs. - Exploring why people choose to use or not use drugs. - Recognising the mixed messages in the media. - Identifying the people they can talk to if they have concerns. - Identifying strategies to manage peer influence and the desire for peer approval. <p><u>Growing Up</u></p> <ul style="list-style-type: none"> - Recognising their individuality and personal qualities. - Identifying personal strengths, skills, achievements and interests. - Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Identifying the physical and emotional changes that happen when approaching/ during puberty. - Identifying the importance of keeping clean and how to maintain personal hygiene. - Understanding the human life cycle. - Identifying where to get advice. 	<p>Recognise the effects of smoking, alcohol, and caffeine on the body and mind</p> <p>Identify risks linked to drug, alcohol, and tobacco use</p> <p>Understand peer pressure and practise strategies for saying "no" to risky behaviours</p> <p>Reflect on making responsible, healthy choices for their future</p> <p>Recognise physical and emotional changes that happen during puberty</p> <p>Understand that puberty happens at different times for people</p> <p>Discuss how to manage personal hygiene and self-care</p> <p>Recognise the link between physical health, emotional wellbeing and growing independence</p> <p>Prepare for transition</p>	<p>Illegal drugs</p> <p>Addiction/ habit/ dependence</p> <p>Peer pressure/ influence</p> <p>Choice/ risk/ consequence</p> <p>Health/ wellbeing/ mental health</p> <p>Support/ help/ trusted adult</p> <p>Law/ illegal/ age restriction</p> <p>Puberty/ adolescence</p> <p>Physical changes</p> <p>Hormones</p> <p>Menstruation/ periods</p> <p>Erections/ wet dreams</p> <p>Personal hygiene/ deodorant/ skincare</p> <p>Reproduction/ life cycle</p>
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<ul style="list-style-type: none"> -Understanding privacy and personal boundaries. -Recognising what seeking and giving permission (consent) means. -Explaining where to get advice or report concerns if worried. -Learning about stereotypes. <p><u>Changes</u></p> <ul style="list-style-type: none"> -Recognising that feelings can change over time, and range in intensity. - Identifying the everyday things that affect feelings, and the importance of expressing how we feel. -Using a varied vocabulary when talking about feelings. -Recognising the signs when someone may be struggling and understand how to seek support. -Discussing change and loss, and how these can affect feelings, thoughts and behaviours. -Identifying strategies for dealing with emotions, challenges and change. - Identifying strategies to manage transitions between classes and key stages. 	<p>routines and learning tasks</p> <p>Recognise that change is a normal part of life</p> <p>Identify different types of change</p> <p>Describe feelings linked to change</p> <p>Understand that people can feel differently about the same change</p> <p>Practice strategies for coping with change</p> <p>Develop resilience when facing new challenges</p> <p>Show empathy and support for others</p>	<p>trusted adult/ help</p> <p>change/ future</p> <p>Change/ different</p> <p>Feelings/ emotions</p> <p>Challenge/ new/ next step</p> <p>Friendship/ moving on</p> <p>Family/ school/ community</p> <p>Resilience/ coping/ bravery</p> <p>Support/ help/ trusted adult</p> <p>Worry/ hope/ future</p> <p>Adapt/ grow</p>	<ul style="list-style-type: none"> - Recognising the responsibilities growing up brings. -Recognising that people may be attracted to someone emotionally, romantically, and sexually. -Recognising what seeking and giving permission (consent) means. -Explaining where to get advice or report concerns if worried. -Recognising ways in which social media can be used positively and negatively. -Identifying how images on social media can be manipulated <p><u>Changes</u></p> <ul style="list-style-type: none"> -Recognising that feelings can change over time, and range in intensity. -Identifying the everyday things that affect feelings, and the importance of expressing how we feel. -Using a varied vocabulary when talking about feelings. -Recognising the signs when someone may be struggling and how to seek support. - Discussing change and loss, and how these can affect feelings, thoughts and behaviours. -Identifying strategies for dealing with emotions, challenges and change. - Identifying strategies to manage transitions between classes and key stages. 	<p>Reflect on hopes, dreams and goals for the future</p> <p>Identify who they can talk to if they feel worried, confused or need advice</p> <p>Show respect and sensitivity when talking about differences in growth and development</p> <p>Describe physical, emotional, and social changes linked to puberty and growing up.</p> <p>Explore changes in friendships and relationships as they get older.</p> <p>Identify strategies for managing worries, stress, and uncertainty during change.</p> <p>Develop resilience and confidence to face new situations (e.g. moving to secondary school).</p> <p>Prepare practically and emotionally for transition to secondary school.</p>	<p>Independence/ responsibility</p> <p>Self-esteem/ confidence/ identity</p> <p>Respect/ sensitivity/ privacy</p> <p>Transition/ change/ future/ goals</p> <p>Trusted adult/ support</p> <p>Change/ transition/ moving on</p> <p>Puberty/ adolescence</p> <p>Physical/ emotional changes</p> <p>Friendships/ relationships</p> <p>Feelings/ emotions</p> <p>Challenge/ resilience/ coping strategies</p> <p>Future/ goals/ opportunities</p>
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<p><u>Being Me</u></p> <ul style="list-style-type: none"> - Identifying the different groups that make up their community. - Identifying the different contributions that people/groups make to the community. - Explore diversity: what it means; the benefits of living in a diverse community. - Recognising behaviours/actions which discriminate against others. - Recognising positive things about themselves/achievements. - Identifying what contributes to who we are. - Recognising that our own behaviour can affect other people. - Recognising the differences and similarities between people. - Listening to and responding respectfully to a wide range of people. <p><u>Money Matters</u></p> <ul style="list-style-type: none"> - Understanding the different ways to pay for things. - Identifying that people's attitudes towards saving/spending is different. - Recognising that people's spending decisions can affect others and the environment. 	<p>Recognise their own strengths, qualities and achievements</p> <p>Describe what makes them unique and special</p> <p>Understand that everyone has similarities and differences</p> <p>Show respect for themselves and others</p> <p>Explore how their actions affect themselves and others</p> <p>Develop positive self-esteem</p> <p>Set simple personal goals and celebrate progress</p> <p>Recognise that mistakes are part of learning and growing</p> <p>Identify different ways money can be earned</p> <p>Understand the difference between wants and needs</p> <p>Explore choices and spending and saving money</p>	<p>Me/ unique/ special</p> <p>Strengths/ talents/ skills</p> <p>Similarities/ differences</p> <p>Respect/ kindness</p> <p>feelings/ emotions</p> <p>belonging/ community/ family/ friends</p> <p>self-esteem/ confidence</p> <p>mistakes/ learning/ growth</p> <p>choice/ responsibility</p> <p>money/ coins/ notes</p> <p>earning/ spending/ saving</p> <p>buying/ selling/ goods/ services</p> <p>wants/ needs</p> <p>choices/ decisions</p>	<p><u>Being Me</u></p> <ul style="list-style-type: none"> - Identifying the different groups that make up their community. - Describing the different contributions that people/groups make to the community. - Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities. - Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. - Recognising positive things about themselves/achievements and can set goals. - Identifying what contributes to who we are. - Recognising that our own behaviour can affect other people. - Respecting and recognising the differences and similarities between people. - Listening to and responding respectfully to a wide range of people. <p><u>Money Matters</u></p> <ul style="list-style-type: none"> - Understanding different ways to keep track of money. - Understanding the risks associated with money and ways of keeping money safe. - Identifying the risks involved in gambling activities. 	<p>Recognise their own identity, strengths, interests and areas of growth</p> <p>Understand that identity is shaped by a range of factors</p> <p>Explore how self-image and self-esteem can be affected by others' opinions and the media</p> <p>Discuss the importance of respecting diversity in people's identities and choices</p> <p>Show empathy and respect towards others</p> <p>Understand that mistakes and challenges contribute to learning and resilience</p> <p>Recognise different ways people earn money</p> <p>Understand the link between work, income, and lifestyle.</p> <p>Identify the difference between essential and non-essential spending.</p>	<p>Identity/ individuality</p> <p>Unique/ special</p> <p>Strengths/ talents/ aspirations</p> <p>Self-esteem/ confidence/ self-image</p> <p>Respect/ diversity/ inclusion</p> <p>Belonging/ community/ culture</p> <p>Influence/ role model</p> <p>Values/ beliefs</p> <p>Income/ earnings/ salary/ wages</p> <p>Spending/ saving/ budget</p> <p>Needs/ wants/ priorities</p>
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<p>-Recognising that people make spending decisions based on needs and wants.</p> <p>-Recognising different ways of keeping track of money.</p> <p>-Identifying the ways that money can impact on people's feelings.</p> <p>-Identifying some of the skills that may help them in their future careers.</p> <p><u>Being Safe</u></p> <p>-Identifying strategies for balancing time online/offline.</p> <p>-Identifying reasons for following age regulations and restrictions.</p> <p>-Identifying how to predict, assess and manage risk in different situations.</p> <p>-Understanding what they can do reduce risks and keep safe.</p> <p>-Identifying strategies for keeping safe in the local environment.</p> <p>-Identifying strategies for keeping safe online.</p> <p>-Demonstrating basic techniques for dealing with common injuries.</p> <p>-Understanding how to respond in an emergency situation.</p> <p>-Understanding privacy and personal boundaries.</p> <p>-Recognising on-line risks.</p>	<p>Recognise that money is limited and must be managed carefully</p> <p>Develop simple budgeting skills</p> <p>Understand that people may have different amounts of money and make different choices</p> <p>Recognise situations that may be safe or unsafe (at home, outside, online).</p> <p>Understand the importance of following safety rules.</p> <p>Identify trusted adults they can talk to if they feel unsafe or worried.</p> <p>Practise saying no or seeking help when something feels wrong.</p> <p>Develop awareness of safe and unsafe touches (introduction to consent and body boundaries in an age-appropriate way).</p> <p>Understand that they should never keep unsafe secrets.</p>	<p>budget/ plan</p> <p>pocket money/ jobs</p> <p>value/ cost/ price</p> <p>future/ goals</p> <p>respect/ belongings</p> <p>Safe/ unsafe/ risk/ danger</p> <p>Rules/ safety/ responsibility</p> <p>Road safety/ Fire safety/ Water safety</p> <p>Emergency/ help/ 999</p> <p>Trusted adult/ Teacher/ family/ Police</p> <p>Stranger/ Stranger danger</p> <p>Secrets/ telling/ protect</p> <p>Body boundaries/ private/ consent</p>	<p>-Identifying the ways that money can impact on people's emotions.</p> <p>-Recognising positive things about themselves and can set goals.</p> <p>-Identifying there is a broad range of different jobs/careers.</p> <p>-Exploring what is meant by stereotypes.</p> <p>-Recognising that there are many factors which may influence a person's job or career choice.</p> <p>-Recognising some of the skills that will help them in their future careers.</p> <p>-Identifying the kind of job that they might like to do when they are older.</p> <p>-Recognising a variety of routes into careers.</p> <p><u>Being Safe</u></p> <p>-Identifying how to predict, assess and manage risk in different situations.</p> <p>-Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>-Identifying strategies for keeping safe in the local environment or unfamiliar places.</p> <p>-Identifying strategies for keeping safe online.</p> <p>-Demonstrating basic techniques for dealing with common injuries.</p>	<p>Develop budgeting skills to plan for short-term and long-term needs.</p> <p>Explore the importance of saving, including for larger goals or emergencies.</p> <p>Recognise how money choices can affect wellbeing</p> <p>Understand that money can be borrowed and repaid, and that borrowing has consequences.</p> <p>Explore how advertising, social media, and peer pressure can influence money decisions.</p> <p>Recognise a wider range of risky situations</p> <p>Understand the difference between safe and unsafe secrets.</p> <p>Explain strategies for resisting pressure, saying no, and seeking help.</p> <p>Discuss body boundaries, consent, and the right to personal privacy.</p>	<p>Borrowing/ debt/ repay</p> <p>Value/ cost/ price/ afford</p> <p>Essential/ non-essential</p> <p>Bank/ account/ savings</p> <p>Influence/ advertising/ peer pressure</p> <p>Financial responsibility/ choices/ consequences</p> <p>Future goals/ security</p> <p>Safe/ unsafe/ risk/ danger/ hazard</p> <p>Pressure/ peer pressure/ influence</p> <p>Consent/ body boundaries/ privacy/ respect</p>
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	<ul style="list-style-type: none"> -Recognising acceptable/ unacceptable physical contact. -Understanding about seeking and giving permission -Recognising pressure from others. -Recognising ways in which the internet and social media can be used both positively/negatively. 	<p>Begin to identify basic online safety strategies (not sharing personal details, asking permission).</p> <p>Show how to call for help in an emergency.</p> <p>Build confidence in speaking up about concerns.</p>	<p>Online safety / personal details / permission</p>	<ul style="list-style-type: none"> -Demonstrating how to respond/react in an emergency situation. -Recognising on-line risks, harmful content/ behaviours and how to report concerns. -Can recognise pressure from others. -Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe. 	<p>Understand basic first aid and how to respond in an emergency.</p> <p>Apply online safety rules, including privacy, digital footprints, and cyberbullying.</p>	<p>Secret (safe vs unsafe)/ trust</p> <p>Emergency / first aid / 999 / paramedic</p> <p>Online safety / digital footprint / cyberbullying / password / privacy</p> <p>Independence / self-protection / awareness</p>
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SEND in PSHE

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> - Vocabulary - Organising thoughts and tasks - Memory and recall on previous lessons - Processing speed - Understanding abstract concepts - Organising thoughts and tasks - Generalising skills across contexts 	<ul style="list-style-type: none"> - Pre-teaching (lesson and vocab) - Giving choices with limited options - Clear structure and routine - visual time tables, step-by-step instructions, chunking activities - Repeated routines - Role play - Teaching strategies for self-regulation, turn-taking, eye contact (if appropriate) - Problem-solving activities - Decision making games to practise applying learning - Use of key vocabulary banks 	<ul style="list-style-type: none"> - Considering/ acknowledging feelings - Regulation - Struggle with turn-taking, sharing or group work - Difficulty understanding social rules and non-verbal cues - Struggles with turn-taking, sharing or group work - Limited vocabulary or expressive language - Anxiety in social situations - Difficulty managing frustration if not understood 	<ul style="list-style-type: none"> - Pre-teaching (lesson and vocab) - Simplify instructions and chunk information - Provide feelings/ emotion fans - Feelings check in boards - Visual supports: symbols, pictures and prompt cards - Use role-play and social stories to model conversations - Support pupils to recognise, name, and express feelings - Model and practise how to join in, make friends, or ask to help - Teach conflict resolution step-by-step - Encourage pupils to say when they don't understand - Build resilience with praise and scaffolds
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND

<ul style="list-style-type: none"> - Fatigue, pain or reduced mobility can affect participation - Sensory overload - Communication difficulties - Reduced independence in self-care or safety - Feeling different from peers, impacting confidence and friendships - Role play/ acting with others - Coping with physical objects to showcase the subject 	<ul style="list-style-type: none"> - Teach respect, empathy and acceptance of difference - Promote positive role models with disabilities - Use of visuals, symbols, sign, tactile resources - Adapt the classroom set-up - Encourage pupils to explain their needs - Role-play - Circle time discussions - Feelings check ins - Scenario cards 	<ul style="list-style-type: none"> - Difficulty regulating emotions (anger, sadness, worry) - Low self-esteem or confidence - Anxiety in social situations or with change/ transition - Struggles to form and maintain friendships - Impulsive or risky behaviour - Difficulty concentrating when upset or dysregulated - Understanding empathy - Sensory overload - Difficulty talking about feelings/ bad experiences - Difficulty understanding social rules and non-verbal cues 	<ul style="list-style-type: none"> - Teach pupils to recognise, label and manage emotions - Use tools like zones of regulation, feelings charts, worry jars - Self-regulation breathing techniques, movement breaks, calm-down corners - Problem-solving steps for when emotions run high - Celebrate small achievements - Encouraging growth mindset ("I can try again") - Teach respectful communication teamwork, and conflict resolution
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Assessment in the PSHE curriculum

Our Approach to assessing the retention of knowledge in PSHE

Formative Assessment

- We will ensure children have regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning.
- Our whole school approach to feedback ensures that children receive feedback on any work being produced throughout their designated learning time for that subject.
- Find out what pupils already know and understand before embarking on a theme.
- Share learning objectives and outcomes with pupils which will help them to understand the standard of knowledge and skills to aim for or achieve.
- Teach pupils self-assessment techniques and strategies so that they are able to assess their developing knowledge, understanding, attitudes and skills.
- Differentiate activities.
- Include time for reflection and action within the session.
- If pupils aren't achieving, consider which different strategies we can put in place to support them more effectively.

Examples of our PSHE assessment

Assessment Suggestion

Baseline:

List ways of dealing with uncomfortable emotions.

Summative:

Brainstorm all the ways they feel that they can deal with uncomfortable emotions now they have done the work.

PSHE Matters Passport Idea

Understanding emotions matters because...

Key Stage 2 THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials			
81 that there are different types of relationships.				
82 that people may be attracted to someone emotionally, romantically and sexually, and people may be attracted to someone of the same sex or different sex to them, that gender identity and sexual orientation are different.				
83 about marriage and civil partnerships as a legal declaration of commitment made by two adults who live and care for each other, which is intended to be lifelong.				
84 that having anyone to marry against their will is a crime.				
85 that people who live and care for each other can be in a committed relationship (e.g. marriage), being together, but may also be apart.				
86 that a feature of positive family life is caring relationships, where the different ways in which people care for one another.				
87 that there are different types of family structure that families of all types can give family members love, security and stability.				

Key Stage 2 THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials			
88 about the importance of Friendship, strategies for building positive friendships, how positive friendships support wellbeing.				
89 what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationships.				
90 about reasons to become someone's 'online' and how this differs from being someone's 'friend' in the real world of communicating online with others not known face-to-face.				
91 about the importance of seeking support if having trouble or excluded.				
92 that healthy friendships make people feel included, recognise when others may be lonely or excluded, strategies for how to include them.				
93 about strategies for recognizing and managing peer influence and a desire for peer approval in friendships, to recognise the effect of online actions on others.				
94 how friendships can change over time, about making new friends and the benefits of having different types of friends.				