

**PSHE Scheme of Work – Primary Year 1**

<b>Citizenship and Economic Wellbeing</b>	<b>Relationships Education / Growing Up</b>	<b>Healthy Lifestyles</b>	<b>Staying Safe</b>
<b>Baseline Assessment Introduction</b> <b>Group Agreement</b> - Use this session to discuss what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon.</b>	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b>	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b>
<b>School Rules</b> - Know and Follow Rules Book	<b>My Body</b> - naming the body parts - same and different	<b>Needle Safety</b> Household products and medicines <b>Links with School Nurse</b>	<b>Strangers and People who can help me?</b> - recognise professionals / Role Play <b>Links with Jet &amp; Ben (Police)</b>
<b>Respect</b> - I Don’t Care Book Scenarios & Role Play	<b>Daily Routine</b> - Keeping clean	<b>Sun Safety</b> - Sun cream, hats, glasses etc...	<b>Pants Rule</b> - judge what kind of physical contact is un/acceptable, un/comfortable -know who and how to tell.
<b>Honesty</b> - It Wasn’t Me Book Scenarios and Role Play	<b>Families and Care</b> my family network (around my hand) My family is important because...	<b>Dental Hygiene</b> - teeth cleaning - loosing teeth <b>Links with Dentist &amp; School Nurse</b>	<b>Road Safety</b> - zebra crossing - crossing patrol - traffic lights
<b>Responsibility</b> - I’ll Do It Book Scenarios and Role Play	<b>Same and Different inc. LGBT lesson</b> -to know they are all unique. - what do we have in common with others	<b>Managing Feelings</b> Role Play what they look like and how to manage them	<b>First Aid</b> -Emergency situations
<b>Money Matters</b> - Saving Money - Set a target to save for	<b>Friendships – Lucinda and Godfrey</b> What do they look like How do they make you feel Why are you a good friend?	<b>Diet &amp; Exercise</b> - healthy eating (draw a plate) - Exercise (What is it)	<b>Risk Taking</b> - What is a risk? - How do we prevent?
<b>Environment</b> - Recycling - -Litter	<b>Tummy Bugs &amp; Butterflies</b> - Identify & manage feelings - Secret / surprise what’s the difference	<b>Body Image</b> - What will I look like in 10 / 20/ 50 years?	<b>Hazards</b> - What are they? - How do we make them safe?
<b>What is Community?</b> - Display of local area, visit to local place <b>Links available with library, community centre, religious buildings</b>	<b>Bullying / Teasing</b> - What is it? - Is it right or wrong? - Where can you get help / how can you help?	<b>Personal Hygiene / Germ Spreading</b> - hand washing Links with school nurse	<b>Fire Safety</b> - Fireworks <b>Links with Fire Safety</b>
<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>





**PSHE Scheme of Work – Primary Year 4**

<b>Citizenship and Economic Wellbeing</b>	<b>Relationships Education / Growing Up</b>	<b>Healthy Lifestyles</b>	<b>Staying Safe</b>
<b>Baseline Assessment Introduction</b> <b>Group Agreement</b> - Use this session to discuss personal boundaries. What and who are they willing to share things with and their right to privacy.	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon.</b>	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b>	<b>Baseline Assessment Introduction</b> <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b>
<b>School Rules &amp; Responsibilities</b> - What are they and why do we have them?	<b>My Body</b> - Growing and changing recognising the life cycle	<b>Drugs</b> - What is legal / illegal? - What is the impact of using them? <b>Links with School Nurse</b>	<b>Strangers and People who can help me.</b> Someone to tell if... Identify situations where you might need support about strangers and who you would go to
<b>Democracy</b> - What is it, how does it exist here? <b>Links with school council</b>	<b>Life Cycle</b> -how needs change, look at the needs of a baby, child, teenager, adult, OAP.	<b>Smoking</b> - What are the risks of smoking - What is passive smoking?	<b>Pants Rule</b> - judge what kind of physical contact is un/acceptable, un/comfortable -know who and how to tell.
<b>School Inspection</b> Carry out a school inspection as pupils. Molly Potter PSHE & Citizenship book p56	<b>Relationships</b> Identify and explore different kinds of relationships that exist how relationships end and why including bereavement.	<b>Dental Hygiene</b> - What is good? - What is bad? <b>Links with Dentist &amp; School Nurse</b>	<b>Road Safety and first aid</b> - Train lines and level crossings and scenarios or role play, what to do when...
<b>Can You Believe It?</b> - Advertising, what is it? - What is it for?	<b>Feelings including LGBT lesson</b> Scenario based activities around situations with feelings attached and how they impact on people. Link to the cycle of Self Esteem	<b>Diet / Healthy Eating inc.g energy drinks</b> - Create a healthy eating plan - Why should we not have energy drinks?	<b>E-safety</b> NSPCC – Lucy and the boy Discuss social media and the reason for age limits. Who has social media?
<b>Money Matters</b> - Where does it come from - What do we do with it?	<b>Feelings</b> -Identify positive qualities individually or as a group. I feel good when... etc. TTS Catalogue Say Something Special Mirror	<b>Exercise</b> - What kind of exercise do you do? - Who does / doesn't class survey <b>Link with PE / Numeracy</b>	<b>Risk Taking Lucinda and Godfrey</b> - What is a risk? - Ladder of risk activity (storyboard the outcomes)
<b>Environment</b> - Discuss and debate issues that impact on the environment, locally ,inter/ nationally.	<b>Compliments</b> - What are they? - Why are they important? - How do they make us feel?	<b>Body Image</b> - Create the ideal male / female this age and as adults what is realistic?	<b>Feeling Safe &amp; Hazards</b> - What are they? - How do we make them safe?
<b>Going Green</b> - What does this mean? <b>Link with Go Givers resources</b>	<b>Bullying</b> -What is acceptable in a relationship? <b>Link with Expect Respect Toolkit</b>	<b>Personal Hygiene / Germ Spreading</b> - How do you keep clean? - Why is it important?	<b>Fire Safety</b> - Setting fires good or bad... <b>Links with Fire Safety</b>
<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>	<b>Summative Assessment</b> <b>I can statements...</b> <b>I think / feel / believe</b> <b>I know...</b>

**PSHE Scheme of Work – Primary Year 5**

<b>Citizenship and Economic Wellbeing</b>	<b>Relationships Education / Growing Up</b>	<b>Healthy Lifestyles</b>	<b>Staying Safe</b>
<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement-</b> Use this session to discuss personal boundaries. What and who are they willing to share things with and their right to privacy.</p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon.</b></p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b></p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b></p>
<p><b>School Rules &amp; Responsibilities</b>            What are they and why do we have them?            What are the consequences of not having them?</p>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>- Growing and changing</li> <li>- Our bodies – including naming body parts &amp; keeping clean</li> </ul> <p><b>Links with RESH Coordinator &amp; School Nurse</b></p>	<p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>- How can we keep healthy while our bodies change / develop?</li> </ul>	<p><b>Internet Safety – Share Aware NSPCC I’ve seen your willy</b>            Cyberbullying and responsible use of the internet including mobile phones. Knowing how to manage the request for images.</p>
<p><b>Respect and Honesty</b></p> <ul style="list-style-type: none"> <li>- What is it, how does it exist here?</li> </ul>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>- Physical and emotional changes in puberty</li> </ul> <p><b>Links with RESH Coordinator &amp; School Nurse</b></p>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>- Why is it important, even more so during puberty?</li> <li>- How can we do it?</li> </ul>	<p><b>Internet Safety</b>            -Social Networking and being able to examine what is presented to them knowing it could be misleading. What should they share/forward?  <b>JIGSAW resource from CEOP and Police</b></p>
<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- Where does it exist?</li> </ul> <p><b>Go Givers Website voting kit</b></p>	<p><b>Relationships</b>            What is healthy / unhealthy?            It’s ok to... including forced marriage (criminal offence and where to get help)</p>	<p><b>Puberty Lucinda and Godfrey</b></p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- What changes and why?</li> </ul>	<p><b>Risk Taking</b>            - Scenario based risks to solve, base around dealing with peer pressure</p>
<p><b>Decision Making – Court Room Game or have a topical debate.</b>  <b>Link Go Givers or Expect Respect Toolkit Yr 5 resource</b></p>	<p><b>Feelings</b>            How do I feel about growing and changing, link with primary audit tools and Molly Potter KS2 resources</p>	<p><b>Diet / Healthy Eating</b>            Why is healthy eating important            What are the long term implications?</p>	<p><b>People Who Can Help</b>            - What does my support network look like, who would I go to for...</p>
<p><b>Money Matters</b>            - Fundraising, why do we do it?</p>	<p><b>Body Image</b>            How does the media affect how we feel about ourselves? How does it portray men/ women? Is it realistic?</p>	<p><b>Exercise and energy drinks</b>            Why is it important?            Why are energy drinks not for us? What are the long term implications?</p>	<p><b>Pants rule and consent.</b>            NSPCC pants resource and signpost for where to get help.            Flash card game for consent.</p>
<p><b>Environment</b>            - What impact does the media have on how we treat the environment?</p>	<p><b>Anti Social Behaviour</b></p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- Local picture</li> </ul> <p><b>Links with the police / ABS team</b></p>	<p><b>Body Image</b>            - Create a collage of fantasy Vs reality from media images, what is realistic and what isn’t, what impact does that have?</p>	<p><b>River Safety and First Aid</b>            Emergency situations including choking            What are the risks / consequences?            What do you do if...</p>
<p><b>Going Green</b>            How can we do it as school &amp; at home?</p>	<p><b>Bullying / Racism</b></p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- What is right or wrong?</li> </ul>	<p><b>Emotional Health &amp; Well being</b></p> <ul style="list-style-type: none"> <li>- What does this mean?</li> <li>- How do you look after yours?</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>- What are the risks for you with fire?</li> <li>- How do we manage these?</li> </ul>
<p><b>Summative Assessment I can statements... I think / feel / believe I know...</b></p>	<p><b>Summative Assessment I can statements... I think / feel / believe I know...</b></p>	<p><b>Summative Assessment I can statements... I think / feel / believe I know...</b></p>	<p><b>Summative Assessment I can statements... I think / feel / believe I know...</b></p>

**PSHE Scheme of Work – Primary Year 6**

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement</b>- Use this session to discuss personal boundaries. What and who are they willing to share things with and their right to privacy.</p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon.</b></p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b></p>	<p><b>Baseline Assessment Introduction</b>  <b>Group Agreement – Revisit group agreement and add/remove anything the children discuss and decide upon</b></p>
<p><b>Rules &amp; Responsibilities</b>            What are they and why do we have them?            What are the consequences of not having them?</p>	<p><b>My Body Lucinda and Godfrey</b>            Growing and changing            Our bodies – including naming body parts &amp; keeping clean  <b>Links with RESH Coordinator &amp; School Nurse</b></p>	<p><b>Keeping Healthy</b>            How can we keep healthy while our bodies change / develop?            Create a display / campaign to inform others</p>	<p><b>Internet Safety – Share Aware</b>  <b>NSPCC I’ve seen your willy</b>            Cyberbullying and responsible use of the internet including mobile phones. Knowing how to manage the request for images. Risks and consequences.</p>
<p><b>Respect and Honesty</b>            What is it, how does it exist for me?</p>	<p><b>My Body Lucinda and Godfrey</b>            - Physical and emotional changes in puberty            - Am I Normal? Resource  <b>Links with RESH Coordinator &amp; School Nurse</b></p>	<p><b>Personal Hygiene</b>            - Why is it important, even more so during puberty?            - How can we do it?</p>	<p><b>Internet Safety</b>            -Social Networking, Are your friends your friends? Sharing photos, Privacy settings, Using chat networks, being able to examine what is presented to them knowing it could be misleading. What should they share/forward?  <b>JIGSAW resource from CEOP and Police</b></p>
<p><b>Democracy</b>            - What is it?            - Where does it exist?  <b>Go Givers Website voting kit</b></p>	<p><b>Relationships</b>            What is healthy / unhealthy?            Create a Bill of Rights            It’s ok to... including forced marriage (criminal offence and where to get help)</p>	<p><b>Diet / Healthy Eating</b>            Why is healthy eating important? What are the long term implications? Who is a health celebrity? Do crash / fad diets work?</p>	
<p><b>Decision Making – Court Room Game</b>  <b>Link Go Givers or Expect Respect Toolkit Yr 5 resource</b></p>	<p><b>Feelings</b>            - Being sensitive to others,            - Problem page scenarios</p>	<p><b>Smoking</b>            - Risks and dealing with peer pressure</p>	<p><b>Risk Taking &amp; Transition</b>            - identify risks associated with moving to a new school and how to manage them, include dealing with peer pressure</p>
<p><b>Money Matters</b>            - When you gain it, what do you do with it?</p>	<p><b>Body Image</b>            How does the media affect how we feel about ourselves? How does it portray men / women? Is it realistic?</p>	<p><b>Exercise and energy drinks</b>            Why is it important?            Why are energy drinks not for children?            Create an exercise plan / programme</p>	<p><b>Pants rule and Victims</b>  <b>NSPCC pants rule resource</b>            - What is a victim            - What to do if you are a victim</p>
<p><b>Environment</b>            How does the media messages present information on the environment?            What impact does this have?</p>	<p><b>Anti Social Behaviour</b>            What is it? Local picture            Consequences / punishments  <b>Links with the police / ABS team</b></p>	<p><b>Drugs</b>            - Risks &amp; consequences</p>	<p><b>Going Out</b>            - identify risks associated with being out alone / with friends and how to manage them. Emergency situations, getting help.</p>
<p><b>Going Green</b>            - How can we do it as school &amp; at home?</p>	<p><b>Bullying / Racism</b>            - What does it look like?            - How do we prevent it?</p>	<p><b>Emotional Health &amp; Well being</b>            - Recognising and managing stress</p>	<p><b>Preparing for Transition</b>  <b>Links with local schools &amp; Transition Choices</b></p>
<p><b>Summative Assessment</b>  <b>I can statements...</b>  <b>I think / feel / believe</b>  <b>I know...</b></p>	<p><b>Summative Assessment</b>  <b>I can statements...</b>  <b>I think / feel / believe</b>  <b>I know...</b></p>	<p><b>Summative Assessment</b>  <b>I can statements...</b>  <b>I think / feel / believe</b>  <b>I know...</b></p>	<p><b>Summative Assessment</b>  <b>I can statements...</b>  <b>I think / feel / believe</b>  <b>I know...</b></p>

