



Bricknell Primary School

PSHE Medium Term Plan



PSHE is taught through units which enable pupils to become conscientious and respectful citizens. They cover all aspects of personal, social and health education; social, moral, spiritual and cultural education; British values and the rule of law and all aspects of the statutory relationships and sex education. The PSHE curriculum is taught around 6 Key Concepts which are revisited and developed as pupils progress through school.

Key concepts: A range of these ideas are explored through each PSHE unit and provide lenses through which to consider different aspects of this area of the pupil's personal development.

- **Being me in my world** (Who am I? Understanding my own identity and how I fit well in the class, school and global community)
- **Understanding Diversity** (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
- **Dreams and goals** (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
- **Healthy me** (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
- **Relationships** (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
- **Changing me** (Change, transition, relationships and Sex Education)

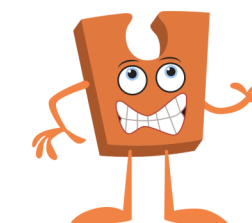
Second order concepts: These are PSHE / life skills that are taught and applied through each unit of the PSHE curriculum. These skills build progressively as pupils move through the school.

- **Emotional literacy** – (Self-awareness, social skills, empathy, motivation, managing feelings)
- **Responsibility** – (Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)
- **Resilience** – (Developing strategies for resilience, ambition, personal best, managing emotions)
- **Written and oral expression:** (Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

SMSC, British Values and **Protected Characteristics** are key strands that are embedded across the whole PSHE curriculum and are revisited in most lessons. Therefore, the following concepts are explored through the PSHE curriculum.



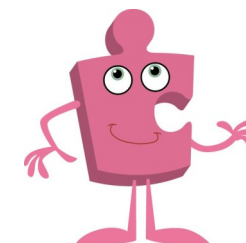
As Global Citizens in Year 1, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: <ul style="list-style-type: none"> ◊ Self-identity ◊ Understanding feelings ◊ Being in a classroom ◊ Being gentle ◊ Rights and responsibilities 	Children should know about: <ul style="list-style-type: none"> ◊ Identifying talents ◊ Being special ◊ Families ◊ Where we live ◊ Making friends ◊ Standing up for yourself 	Children should know about: <ul style="list-style-type: none"> ◊ Challenges ◊ Perseverance ◊ Goal-setting ◊ Overcoming obstacles ◊ Seeking help ◊ Jobs ◊ Achieving goals 	Children should know about: <ul style="list-style-type: none"> ◊ Exercising bodies ◊ Physical activity ◊ Healthy food ◊ Sleep ◊ Keeping clean ◊ Safety 	Children should know about: <ul style="list-style-type: none"> ◊ Family life ◊ Friendships ◊ Breaking friendships ◊ Falling out ◊ Dealing with bullying ◊ Being a good friend 	Children should know about: <ul style="list-style-type: none"> ◊ Bodies ◊ Respecting my body ◊ Growing up ◊ Growth and change ◊ Fun and fears ◊ Celebrations
Key Vocabulary	Safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed, illustration.	Similarity, similar, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebration, special, unique.	Proud, success, achievement, goal, learning, stepping stones, process, dreams, working together, team work, achievement, celebrate, challenge, feelings, obstacle, overcome, celebration, internal treasure chest.	Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, hygienic, safe, medicine, trust, Green Cross Code, keeping clean.	Family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feeling, confidence, praise, qualities, skills, self-belief, incredible, proud, celebrate, relationships, special appreciate.	Changes, life-cycle, baby, adulthood, grown-up, mature, change, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.
PSHE learning intentions	◊ I can explain why my class is a happy and safe place to learn.	◊ I can tell you some ways that I am different and similar to other people in my class and why this makes us all special.	◊ I can explain how I feel when I am successful and how this can be celebrated positively.	◊ I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	◊ I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.	◊ I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use correct names for my body parts and give reasons why they are private.
Social and emotional development learning intention	◊ I can give different examples where I or others make my class happy and safe.	◊ I can explain what bullying is and how being bullied might make somebody feel.	◊ I can say why my internal treasure chest is an important place to store positive feelings.	◊ I can give examples where being healthy can help me feel happy.	◊ I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	◊ I can explain why some changes I might experience might feel better than others.
Outcomes	<ul style="list-style-type: none"> ◊ Feeling special and safe ◊ Being part of a class ◊ Rights and responsibilities ◊ Rewards and feeling proud ◊ Consequences ◊ Owning the learning charter 	<ul style="list-style-type: none"> ◊ Similarities and differences ◊ Understanding bullying and knowing how to deal with it ◊ Making new friends ◊ Celebrating differences in everyone 	<ul style="list-style-type: none"> ◊ Setting goals ◊ Identifying successes and achievements ◊ Learning styles ◊ Working well and celebrating achievement with a partner ◊ Tackling new challenges ◊ Identifying and overcoming obstacles ◊ Feelings of success 	<ul style="list-style-type: none"> ◊ Keeping myself healthy ◊ Healthier lifestyle choices ◊ Keeping clean ◊ Being safe ◊ Medicines safety / safety with household items ◊ Road safety ◊ Linking health and happiness 	<ul style="list-style-type: none"> ◊ Belonging to a family ◊ Making friends / being a good friend ◊ Physical contact preferences ◊ People who help us ◊ Qualities as a friend and person ◊ Self acknowledgement ◊ Being a good friend to myself ◊ Celebrating special relationships 	<ul style="list-style-type: none"> ◊ Life cycles—animals and human ◊ Changes in me ◊ Changes since being a baby ◊ Differences between male and female bodies (correct terminology) ◊ Linking growing and learning ◊ Coping with change ◊ Transition



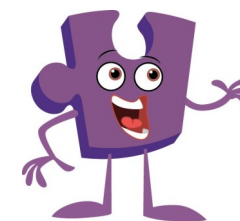
As Global Citizens in Year 2, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: <ul style="list-style-type: none"> ◊ Feeling special and safe ◊ Being part of a class ◊ Rights and responsibilities ◊ Rewards and feeling proud ◊ Consequences ◊ Owning the learning charter 	Children should know about: <ul style="list-style-type: none"> ◊ Similarities and differences ◊ Understanding bullying and knowing how to deal with it ◊ Making new friends ◊ Celebrating differences in everyone 	Children should know about: <ul style="list-style-type: none"> ◊ Setting goals ◊ Identifying successes and achievements ◊ Learning styles ◊ Working well and celebrating achievement with a partner ◊ Tackling new challenges ◊ Identifying and overcoming obstacles ◊ Feelings of success 	Children should know about: <ul style="list-style-type: none"> ◊ Keeping myself healthy ◊ Healthier lifestyle choices ◊ Keeping clean ◊ Being safe ◊ Medicines safety / safety with household items ◊ Road safety ◊ Linking health and happiness 	Children should know about: <ul style="list-style-type: none"> ◊ Belonging to a family ◊ Making friends / being a good friend ◊ Physical contact preferences ◊ People who help us ◊ Qualities as a friend and person ◊ Self acknowledgement ◊ Being a good friend to myself ◊ Celebrating special relationships 	Children should know about: <ul style="list-style-type: none"> ◊ Life cycles—animals and human ◊ Changes in me ◊ Changes since being a baby ◊ Differences between male and female bodies (correct terminology) ◊ Linking growing and learning ◊ Coping with change ◊ Transition
Key Vocabulary	Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, cooperate, learning charter, problem solving.	Boys, girls, similarities, assumptions, stereotypes, differences, special, bully, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, fairness, kindness, diversity, value, special, unique, friends.	Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, achievement, partner, team work, problem-solve, dream.	Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.	Family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, conflict, point of view, positive problem-solving, friends, secret, surprise, telling, trust, frightened, trustworthy, honesty, reliability, complements, celebrate, positive, negative, appreciate.	Change, grow, life-cycle, control, baby, adult, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious.
PSHE Learning intention	◊ I can explain why my behaviour can impact on other people in my class.	◊ I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.	◊ I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.	◊ I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.	◊ I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.	◊ I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
Social and emotional development learning intention	◊ I can compare my own and my friends' choices and can express why some choices are better than others.	◊ I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	◊ I can explain how it felt to be part of a group and can identify a range of feelings about group work.	◊ I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	◊ I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	◊ I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
Outcomes	<ul style="list-style-type: none"> ◊ Hopes and fears for the year ◊ Rights and responsibilities ◊ Rewards and consequences ◊ Safe and fair learning environment ◊ Valuing contributions ◊ Choices ◊ Recognising feelings 	<ul style="list-style-type: none"> ◊ Assumptions and stereotypes about gender ◊ Understanding bullying ◊ Standing up for self and others ◊ Making new friends ◊ Gender diversity ◊ Celebrating difference and remaining friends 	<ul style="list-style-type: none"> ◊ Achieving realistic goals ◊ Perseverance ◊ Learning strengths ◊ Learning with others ◊ Group co-operation ◊ Contributing to and sharing success 	<ul style="list-style-type: none"> ◊ Motivation ◊ Healthier choices ◊ Relaxation ◊ Healthy eating and nutrition ◊ Healthier snacks and sharing food 	<ul style="list-style-type: none"> ◊ Different types of family ◊ Physical contact boundaries ◊ Friendships and conflict ◊ Secrets ◊ Trust and appreciation ◊ Expressing appreciation for special relationships 	<ul style="list-style-type: none"> ◊ Life cycles on nature ◊ Growing from young to old ◊ Increasing independence ◊ Differences in female and male bodies (correct terminology) ◊ Assertiveness ◊ Preparing for transition



As Global Citizens in Year 3, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: <ul style="list-style-type: none"> ◊ Hopes and fears for the year ◊ Rights and responsibilities ◊ Rewards and consequences ◊ Safe and fair learning environment ◊ Valuing contributions ◊ Choices ◊ Recognising feelings 	Children should know about: <ul style="list-style-type: none"> ◊ Assumptions and stereotypes about gender ◊ Understanding bullying ◊ Standing up for self and others ◊ Making new friends ◊ Gender diversity ◊ Celebrating difference and remaining friends 	Children should know about: <ul style="list-style-type: none"> ◊ Achieving realistic goals ◊ Perseverance ◊ Learning strengths ◊ Learning with others ◊ Group co-operation ◊ Contributing to and sharing success 	Children should know about: <ul style="list-style-type: none"> ◊ Motivation ◊ Healthier choices ◊ Relaxation ◊ Healthy eating and nutrition ◊ Healthier snacks and sharing food 	Children should know about: <ul style="list-style-type: none"> ◊ Different types of family ◊ Physical contact boundaries ◊ Friendships and conflict ◊ Secrets ◊ Trust and appreciation ◊ Expressing appreciation for special relationships 	Children should know about: <ul style="list-style-type: none"> ◊ Life cycles on nature ◊ Growing from young to old ◊ Increasing independence ◊ Differences in female and male bodies (correct terminology) ◊ Assertiveness ◊ Preparing for transition
Key Vocabulary	Welcome, valued, achievements, proud , pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmares, fears, worries, solutions, support, rights, responsibilities, learning charter, nightmare, dream, behaviour, rewards, consequences, actions, feelings, rights, fairness, choices, cooperate, group dynamics, team work, view point, ideal school, belong	Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, similarity,	Perseverance, challenges, success, obstacles, dreams, goals, future, ambitions, aspirations, garden, decoration, team work, enterprise, design, cooperation, challenge, product, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, review, learning, self-review, celebrate, evaluate	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, healthy, safe, choice,	Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe risky, internet, social media, private messaging (PM), gaming, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendships, family, thank you, appreciation	Changes, birth, animals, babies, mother, growing up, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ ova, vagina, stereotypes, task, roles, challenge, excited, nervous, anxious, happy
PSHE Skills Objective	◊ I can explain how my behaviour can affect how others feel and behave.	◊ I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	◊ I can explain the different ways that help me learn and what I need to do to improve.	◊ I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.	◊ I can explain how my life is influenced positively by people I know and also by people from other countries.	◊ I can explain how boys' and girls' bodies change on the inside/ outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
Social and emotional development learning intention	◊ I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	◊ I can tell you how being involved with a conflict make same feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	◊ I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	◊ I can express how being anxious/ scared and unwell feels.	◊ I can explain why my choices might affect my family, friendships and people around the world who I don't know.	◊ I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Outcome	<ul style="list-style-type: none"> ◊ Setting personal goals ◊ Self-identity and worth ◊ Positivity in challengers ◊ Rules, right and responsibilities ◊ Rewards and consequences ◊ Responsible choices ◊ Seeing things from others' perspectives 	<ul style="list-style-type: none"> ◊ Families and their differences ◊ Family conflict and how to manage it (child-centred) ◊ Witnessing bullying and how to solve it ◊ Recognising how words can be hurtful ◊ Giving and receiving compliments 	<ul style="list-style-type: none"> ◊ Difficult challenges and achieving success ◊ Dreams and ambitions ◊ New challenges ◊ Motivation and enthusiasm ◊ Recognising and trying to overcome obstacles ◊ Evaluating learning processes ◊ Managing feelings ◊ Simple budgeting 	<ul style="list-style-type: none"> ◊ Exercise ◊ Fitness challenge ◊ Food labelling and healthy swaps ◊ Attitudes towards drugs ◊ Keeping safe and why it's important online and off line scenarios ◊ Respect for myself and others ◊ Healthy and safe choices 	<ul style="list-style-type: none"> ◊ Family roles and responsibilities ◊ Friendship and negotiation ◊ Keeping safe online and who to go to for help ◊ Being a global citizen ◊ Being aware of how my choices affect others ◊ Awareness of how other children have different lives ◊ Expressing appreciation for family and friends 	<ul style="list-style-type: none"> ◊ How babies grow ◊ Understanding a baby's needs ◊ Outside body changes ◊ Inside body changes ◊ Family stereotypes ◊ Challenging my ideas ◊ Preparing for transition



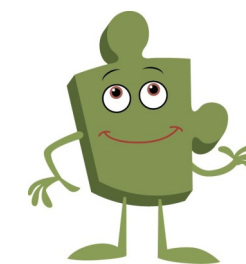
As Global Citizens in Year 4, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: ◊ Setting personal goals ◊ Self-identity and worth ◊ Positivity in challengers ◊ Rules, right and responsibilities ◊ Rewards and consequences ◊ Responsible choices ◊ Seeing things from others' perspectives	Children should know about: ◊ Families and their differences ◊ Family conflict and how to manage it (child-centred) ◊ Witnessing bullying and how to solve it ◊ Recognising how words can be hurtful ◊ Giving and receiving compliments	Children should know about: ◊ Difficult challenges and achieving success ◊ Dreams and ambitions ◊ New challenges ◊ Motivation and enthusiasm ◊ Recognising and trying to overcome obstacles ◊ Evaluating learning processes ◊ Managing feelings ◊ Simple budgeting	Children should know about: ◊ Exercise ◊ Fitness challenge ◊ Food labelling and healthy swaps ◊ Attitudes towards drugs ◊ Keeping safe and why it's important online and off line scenarios ◊ Respect for myself and others ◊ Healthy and safe choices	Children should know about: ◊ Family roles and responsibilities ◊ Friendship and negotiation ◊ Keeping safe online and who to go to for help ◊ Being a global citizen ◊ Being aware of how my choices affect others ◊ Awareness of how other children have different lives ◊ Expressing appreciation for family and friends	Children should know about: ◊ How babies grow ◊ Understanding a baby's needs ◊ Outside body changes ◊ Inside body changes ◊ Family stereotypes ◊ Challenging my ideas ◊ Preparing for transition
Key Vocabulary	Included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic, decisions, rights, responsibilities, voting, authority, learning charter, contribution, observer, decisions, choices, UN convention on Rights of Child	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, different, characteristics, physical features, impression, changed, accept	Dream, hope, goal, determination, perseverance, resilience, positive attitude, dreams, goals, hopes, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, commitment, team work, enterprise, design, cooperation, positive attitude, review, learning, strengths, success, celebrate, evaluate	Friendships, healthy, emotions, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, opinion, right, wrong	Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care	Personal, unique, characteristics, parents, sperm, egg, ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, apprehensive, jealous, excited, peaceful, empty, scared, nervous, disappointed, frustrated, unsure, uncertain, confused, control, change, acceptance, looking forward, anxious, happy
PSHE Skills Objective	◊ I can explain why being listened to and listening to others is important in my school community.	◊ I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	◊ I can plan and set new goals even after a disappointment.	◊ I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	◊ I can recognise how people are feeling when they miss a special person or animal.	◊ I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
Social and emotional development learning intention	◊ I can explain why being democratic is important and can help me and others feel valued.	◊ I can explain why it is good to accept myself and others for who we are.	◊ I can explain what it means to be resilient and have a positive attitude.	◊ I can identify feelings of anxiety and fear associated with peer pressure.	◊ I can give ways that might help me manage my feelings when missing a special person or animal.	◊ I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.
Outcomes	◊ Being part of a class team ◊ Being a school citizen ◊ Rights, responsibilities and democracy (school council) ◊ Rewards and consequences ◊ Group decision-making ◊ Having a voice ◊ What motivates behaviour	◊ Challenging assumptions ◊ Judging by appearance ◊ Accepting self and others ◊ Understanding influences ◊ Understanding bullying ◊ Problem-solving ◊ Identifying how special and unique everyone is ◊ First impressions	◊ Hopes and dreams ◊ Overcoming disappointment ◊ Creating new, realistic dreams ◊ Achieving goals ◊ Working in a group ◊ Celebrating contributions ◊ Resilience ◊ Positive attitudes	◊ Healthier friendships ◊ Group dynamics ◊ Smoking ◊ Alcohol ◊ Assertiveness ◊ Peer pressure ◊ Celebrating inner strength	◊ Jealousy ◊ Love and loss ◊ Memories of loved ones ◊ Getting on and falling out ◊ Girlfriends and boyfriends ◊ Showing appreciation to people and animals	◊ Being unique ◊ Having a baby ◊ Girls and puberty ◊ Confidence in change ◊ Accepting change ◊ Preparing for transition ◊ Environmental change



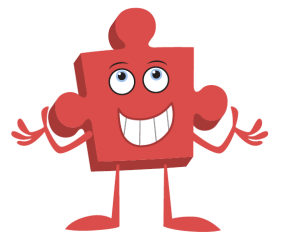
As Global Citizens in Year 5, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: <ul style="list-style-type: none"> ◊ Being part of a class team ◊ Being a school citizen ◊ Rights, responsibilities and democracy (school council) ◊ Rewards and consequences ◊ Group decision-making ◊ Having a voice ◊ What motivates behaviour 	Children should know about: <ul style="list-style-type: none"> ◊ Challenging assumptions ◊ Judging by appearance ◊ Accepting self and others ◊ Understanding influences ◊ Understanding bullying ◊ Problem-solving ◊ Identifying how special and unique everyone is ◊ First impressions 	Children should know about: <ul style="list-style-type: none"> ◊ Hopes and dreams ◊ Overcoming disappointment ◊ Creating new, realistic dreams ◊ Achieving goals ◊ Working in a group ◊ Celebrating contributions ◊ Resilience ◊ Positive attitudes 	Children should know about: <ul style="list-style-type: none"> ◊ Healthier friendships ◊ Group dynamics ◊ Smoking ◊ Alcohol ◊ Assertiveness ◊ Peer pressure ◊ Celebrating inner strength 	Children should know about: <ul style="list-style-type: none"> ◊ Jealousy ◊ Love and loss ◊ Memories of loved ones ◊ Getting on and falling out ◊ Girlfriends and boyfriends ◊ Showing appreciation to people and animals 	Children should know about: <ul style="list-style-type: none"> ◊ Being unique ◊ Having a baby ◊ Girls and puberty ◊ Confidence in change ◊ Accepting change ◊ Preparing for transition ◊ Environmental change
Key Vocabulary	Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibilities, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant, wealth, poverty, prejudice, privilege, deprive, rewards, consequences, choices, learning charter, cooperation, collaboration, participation, motivation	Culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, culture, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, indirect, direct, happiness, continuum, developing world, celebration, artefacts, display, presentation	Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference	Choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, pressure, debate, opinion, fact, motivation	Characteristics, personal qualities, attributes, self-esteem, responsibility, being responsible, age-limit, social network, community, online, offline, responsibilities, rights, risky, community, violence, appropriate, grooming, trolled, gambling, betting, trustworthy, devices, screen time, mental health, physical health, personal information, safe, choices, vulnerable, risk	Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovaries, vagina, oestrogen, vulva, womb, uterus, sperm, semen, testicles, testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF)
PSHE Skills Objective	◊ I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	◊ I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	◊ I can compare my hopes and dreams with those of young people from different cultures.	◊ I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	◊ I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	◊ I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
Social and emotional development learning intention	◊ I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	◊ I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	◊ I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	◊ I can summarise different ways that I respect and value my body.	◊ I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	◊ I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
Outcomes	<ul style="list-style-type: none"> ◊ Planning the forthcoming year ◊ Being a citizen ◊ Rights and responsibilities ◊ Rewards and consequences ◊ How behaviour affects groups. ◊ Democracy, having a voice, participating 	<ul style="list-style-type: none"> ◊ Cultural differences and how they can cause conflict ◊ Racism ◊ Rumours and name-calling ◊ Types of bullying ◊ Material wealth and happiness ◊ Enjoying and respecting other cultures 	<ul style="list-style-type: none"> ◊ Future dreams ◊ The importance of money ◊ Jobs and careers ◊ Dream job and how to get there ◊ Goals in different cultures ◊ Supporting others (charity) ◊ Motivation 	<ul style="list-style-type: none"> ◊ Smoking, including vaping ◊ Alcohol ◊ Alcohol and anti-social behaviour ◊ Emergency aid ◊ Body image ◊ Relationships with food ◊ Healthy choices ◊ Motivation and behaviour 	<ul style="list-style-type: none"> ◊ Self-recognition and self-worth ◊ Building self-esteem ◊ Safer online communities ◊ Rights and responsibilities online ◊ Online gaming and gambling ◊ Reducing screen time ◊ Dangers of online grooming ◊ SMARRT internet safety rules 	<ul style="list-style-type: none"> ◊ Self and body image ◊ Influence of online and media on body image ◊ Puberty for girls ◊ Puberty for boys ◊ Conception ◊ Growing responsibility ◊ Coping with change ◊ Preparing for transition



As Global Citizens in Year 6, we will learn...



	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Prior Learning	Children should know about: <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups. Democracy, having a voice, participating 	Children should know about: <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	Children should know about: <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	Children should know about: <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	Children should know about: <ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	Children should know about: <ul style="list-style-type: none"> Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
Key Vocabulary	Global citizenship, Goals, worries, fears, value, welcome, choice, Ghana, West Africa, Cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, choices, behaviour, responsibilities, rewards, consequences, empathise, learning charter, obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation, motivation, democracy, decision, proud	Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, para Olympian, achievement, accolade, disability, sport, perseverance, admiration, stamina, celebration, difference, conflict	Dream, hope, goal, learning, strengths, stretch, achievement, personal, unrealistic, realistic, feeling, achievement, success, criteria, learning steps, money, global, issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition	Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress	Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, strategies, risks, pressure, influences, self-control, real, fake, true, untrue, assertiveness, judgement, communication, technology, power, control, cyberbullying, abuse, safety,	Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, puberty, pubic hair, voice breaking, menstruation, semen, hips widening, growing taller, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towels, clitoris, testicles, sperm, underarm hair, penis, moody, vagina, womb, fallopian tube, vulva, pregnancy, embryo, foetus, placenta, umbilical cord, labour, cervix, contractions, midwife, attraction, relationship, pressure, love, sexting, negative body-talk, choice, emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement
PSHE Skills Objective	<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. 	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
Social and emotional development learning intention	<ul style="list-style-type: none"> I can empathise with others in my community and globally and explain how this can influence the choices I make. 	<ul style="list-style-type: none"> I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration 	<ul style="list-style-type: none"> I can explain what motivates me to make the world a better place. 	<ul style="list-style-type: none"> I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure 	<ul style="list-style-type: none"> I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. 	<ul style="list-style-type: none"> I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
Outcomes	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making an difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriend/girlfriends Sexting Transition