



KIRK MERRINGTON PRIMARY SCHOOL

PSHE- 2020-2022

School Drivers		
<p>21st Century Citizens Understanding of the Wider World Multicultural awareness British values Sense of community- Rights and Responsibilities Understanding of the wider world</p>	<p>Independent Learner Independent Resilient Able to solve problems Able to think critically</p>	<p>Healthy Living Healthy Eating Being active Healthy mind Healthy relationships</p>

PSHE Cycle A- 2020/21 - Cycle B- 2021/22

Reception	Core learning: Self-Regulation Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions Managing Self Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. Building Relationships Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs. Vocabulary Angry, Sad, Trying, Challenge, Clean, Right and wrong	Core learning: Self-Regulation Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions Managing Self Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. Building Relationships Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs. Vocabulary Share, Take turns, Healthy food, Kind Help, Friends Suggested Texts: Self-Regulation	Core learning: Self-Regulation Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions Managing Self Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. Building Relationships Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs. Vocabulary Happy, Helpful, Listening, Care, Play, Right and wrong

	<p>Suggested Texts: Self-Regulation Feelings by Richard Jones and Libby Walden How Are You Feeling Today by Molly Potter Managing Self Small Elephant's Bath time by Tatyana Feeny Tissue, Please! by Lisa Kopelke Building Relationships The Snatchabook by Helen Docherty Hug by Jez Alborough</p>	<p>Odd Dog Out by Rob Biddulph Giraffes can't dance by Giles Andreae How are you feeling today by Molly Potter Managing Self No Dragons for tea by Jean Perziwol Dirty Bertie by David Roberts Building Relationships Oliver by Birgitta Sif The Invisible String by Patrice Karst Bubble Trouble by Tom Percival</p>	<p>Suggested Texts Self-Regulation Elmer by David McKee The Huge Bag of Worried by Virginia Ironside The Feeling Flower by Leah Dakroub Managing Self Me and my amazing body by Joan Sweeney Brush your teeth please by Leslie McGuire Building Relationships GRRRRR! BY Rob Biddulph On Sudden Hill by Linda Sarah and Benji Davies</p>
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<p>Year 1</p>	<p>Relationships What is the same and different about us? Core learning: What they like/dislike and are good at What makes them special and how everyone has different strengths How their personal features or qualities are unique to them How they are similar or different to others, and what they have in common</p> <p>Vocabulary Same, Different, Personal, Unique, Main body parts (features legs, arms, chest, head, eyes, bottoms, penis and vagina)</p> <p>Suggested Texts: All Are Welcome by Alexandra Penfold Same, Same But Different by Jenny Kosteci-Shaw PSHE Association - Inclusion, belonging and addressing extremism (KS1) Sameness and Difference NSPCC - The Underwear rule resources (PANTS)</p>	<p>Relationships What makes a good friend? Core learning: How to make friends with others How to recognise when they feel lonely and what they could do about it How people behave when they are being friendly and what makes a good friend How to resolve arguments that can occur in friendship Show to ask for help if a friendship is making them unhappy</p> <p>Vocabulary: Friend, Lonely, Argument, Resolve, Unhappy, Managing, Good</p> <p>Suggested Texts: BBC Bitesize How to make a good friend The Red Tree by Shaun Tan Superwrom by Julie Donaldson</p>	<p>Health and wellbeing What helps us stay healthy? Core learning: What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) That things people put into or onto their bodies can affect how they feel How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy Why hygiene is important and how simple hygiene routines can stop germs from being passed on What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>Vocabulary: Healthy, Medicines, Difference medical, professionals (doctors, dentists, school nurses), Vaccinations/immunisations, Hygiene, Routine</p>	<p>Health and wellbeing Who helps to keep us safe? Core learning: That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say How to respond safely to adults they don't know What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> <p>Vocabulary: Community, Safety, Key workers (fire fighters, police, ambulance) Support, Accident, Emergency</p>	<p>Living in the wider world What can we do with money? Core learning: What money is - that money comes in different forms How money is obtained (e.g. earned, won, borrowed, presents) How people make choices about what to do with money, including spending and saving The difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p> <p>Vocabulary: Money, Earned, Borrowing, Present, Savings, Spending</p> <p>Suggested Texts: Decision (5-8) - Money Matters Natwest Money Sense Lily Learns about Wants and Needs (Cloverleaf Books: Money Basics)</p>	<p>Living in the wider world How can we look after each other and the world? Core learning: How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively The responsibilities they have in and out of the classroom How people and animals need to be looked after and cared for What can harm the local and global environment; how they and others can help care for it How people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group</p> <p>Vocabulary: Unkind, Polite, Responsibilities, Local, Global, Feelings, Change in needs</p> <p>Suggested Texts:</p>
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Year 2	<p>Relationships Who is special to us? Core learning: That family is one of the groups they belong to, as well as, for example, school, friends, clubs About the different people in their family / those that love and care for them What their family members, or people that are special to them, do to make them feel loved and cared for How families are all different but share common features - what is the same and different about them About different features of family life, including what families do/enjoy together That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p> <p>Vocabulary Trusted, Love, Care, Relationship, Care, Family</p> <p>Suggested Texts: Medway Public Health Directorate - Primary RSE</p>	<p>Relationships What is bullying? Core learning: How words and actions can affect how people feel How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable How to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p> <p>Vocabulary: Bully, Physical, Uncomfortable, Trusted, Cyber bullying, Safety</p> <p>Suggested Texts: 1decision (5-8) - Relationships BBC Bitwise - Bullying We're all wonders by R J Palacio</p>	<p>Health and wellbeing What can help us grow and stay healthy? Core learning: That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest That eating and drinking too much sugar can affect their health, including dental health That there are different ways to learn and play; how to know when to take a break from screen-time How sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>Vocabulary: Balanced, Healthy, Exercise, Screen-time, Vitamins, Rest, Dental</p> <p>Suggested Texts: Decision (5-8) Keeping healthy/staying safe BBC Bitesize - Healthy Cbeebies - Sun Safety Gregory, the Terrible Eater by Mitchell Sharmat The Dragon Who Couldn't Do Sporty Things By Anni Axworthy</p>	<p>Health and wellbeing How do we recognise our feelings? Core learning: How to recognise, name and describe a range of feelings What helps them to feel good, or better if not feeling good How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) Ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>Vocabulary: Mood, Feelings, (angry, sad, happy, confused, unhappy), Manage important times that can change feelings, (death, big life changes e.g. new class, new house), Sharing</p> <p>Suggested Texts:</p>	<p>Health and wellbeing What helps us stay safe? Core learning: How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety) How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets How not everything they see online is true or trustworthy and that people can pretend to be someone they are not How to tell a trusted adult if they are worried for themselves or others,</p> <p>Vocabulary: Rules, Restrictions, (look specifically at fire, water and road), Risky, Pressure, Trust, Sharing, Secret (discuss good and bad secret keeping)</p>	<p>Living in the wider world What jobs do people do? Core learning: How jobs help people earn money to pay for things they need and want About a range of different jobs, including those done by people they know or people who work in their community How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life</p> <p>Vocabulary: Job (nurse, doctor, teacher ect.), Strength, Interest, Wage, Spending, Necessities, Online jobs (e.g. online coach - Body Coach)</p> <p>Suggested Texts: BBC Teach - What is my job? Lessons about keeping Money Safe Little Explored: When I Grow Up by Dynamo Ltd. When I grow up by Jon Hales</p>

	<p>Lesson (KS1) Lesson 1 - My Special People. Metro Charity, KS1 Love and respectful relationships The Great Big Book of Families by Mary Hoffman Families, Families, Families by Suzanne Lang</p>	<p>The Big Umbrella by Amy June Bates</p>		<p>PSHE Association - Mental Health and wellbeing lessons (KS1) Decisions (5-8) - Feelings and emotions BBC Bitesize - Feeling Sad No longer Alone by Joseph Coelho</p>	<p>Suggested Texts: Islington Healthy Schools Team - Drug Wise 1decision (5-8) Computer Safety / Hazard Watch Red Cross - Life: Live it - Stay Safe BBC - Personal Safety Spendlow & Amy Bradley. Ruby's Worry by Tom Percival</p>	
<p>Year 3/4 A</p>	<p>Relationships - How do we treat each other with respect? Core learning: How people's behaviour affects themselves and others, including online How to model being polite and courteous in different situations About the relationship between rights and responsibilities About the right to privacy and how to recognise when a confidence or secret should be kept The rights that children have and why it is important to protect these That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns</p> <p>Vocabulary: Privacy, Respect, Responsibility, Secrets (both good and bad), Aggressive, Inappropriate (online and physical contact - what it means), Polite</p> <p>Suggested Texts: Premier League Primary Stars - Play the right way/inclusion 1decision - Being responsible / A world without judgement Alzheimer's Society - Creating a dementia-friendly generation (KS2) The Lost Thing by Shaun Tan</p>	<p>Health and wellbeing How can we manage our feelings? Core learning: How everyday things can affect feelings How feelings change over time and can be experienced at different levels of intensity The importance of expressing feelings and how they can be expressed in different ways How to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change How to access advice and support to help manage their own or others' feelings</p> <p>Vocabulary: Feelings, Puberty (how emotions change), Behaviour, Grief, Intensity, Everyday things changing feelings (e.g. school, arguments with friends/family)</p> <p>Suggested Texts: PSHE Association - Mental Health and wellbeing lessons (KS2 - Y3/4) The Colour of Home by Mary Hoffman and Karin Littlewood The Red Tree by Shaun Tan The Darkest Dark by Chris Hadfield</p>	<p>Health and wellbeing - How can we manage risk in different places? Core learning: How to recognise, predict, assess and manage risk in different situations How to keep safe in the local environment and less familiar locations How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence How people's online actions can impact on other people How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online How to report concerns, including about inappropriate online content and contact That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p> <p>Vocabulary: Predict and assess, Risk, Peers, Influence, Impact, Personal information, Inappropriate online contact, Law</p> <p>Suggested Texts: PHSE Association and GambleAware - Exploring risk (KS2) Google & Parentzone - Be Internet Legends NSPCC - Share Aware Islington Healthy Schools Team - Drug Wise RSE KS2: Keeping my self safe Dot.Common Sense by Ben Hubbard, Journey by Arron Becker</p>			

<p>Year 3/4 B</p>	<p>Relationships How can we be a good friend? Core learning: How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded How to recognise if others are feeling lonely and excluded and strategies to include them How to build good friendships, including identifying qualities that contribute to positive friendships That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>Vocabulary: Identify, Excluded, Lonely, Friendship, Dispute, Reconcile, Uncomfortable</p> <p>Suggested Texts: Medway Public Health Directorate - Primary RSE lessons (KS2-Y3) Friendship PSHE KS2: Friendship Struggles Stick and Stone by Beth Ferry Ruby's Worry by Tom Percival The Suitcase by Chris Naylor-Ballesteros</p>	<p>Health and wellbeing Why should we eat well and look after our teeth? Core learning: How to eat a healthy diet and the benefits of nutritionally rich Foods How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health How people make choices about what to eat and drink, including who or what influences these How, when and where to ask for advice and help about healthy eating and dental care</p> <p>Vocabulary: Diet, Nutritious, Oral hygiene, Balance diet, Positive choices, Health checks, Advertisement</p> <p>Suggested Texts: BBC - What is a balanced diet? Professor Astrp Cat's Human Body Odysseys by Dominic Walliman & Ben Newman The Monster Health Book: A guide to eating healthy, being active & feeling great monsters and kids by Edward Miller Open Wide by Laurie Keller</p>	<p>Health and wellbeing What keeps us safe? Core learning: How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Vocabulary: Rules, Restrictions (look specifically at fire, water and road), Risky, Trust, Sharing Secret (discuss good and bad secret keeping), Pressure</p> <p>Suggested Texts: NSPCC - The Underwear rule resources (PANTS) Red Cross - Life. Live it. Stay safe. Islington Healthy Schools Team - Drug Wise Some Secrets should never be kept by Jayneen Sanders Dot.Common Sense by Ben Hubbard</p>
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<p>Year 4/5 A</p>	<p>Health and wellbeing What strengths, skills and interests do we have? Core learning: How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements How their personal attributes, strengths, skills and interests contribute to their self-esteem How to set goals for themselves How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>Vocabulary: Individuality, Self-worth, Strengths, Skills, Self-esteem, Goals, Set back (how to manage), Mistakes</p> <p>Suggested Texts: Premier League Primary Stars - Self-esteem/resilience The Most Magnificent Thing by Ashley Spires Exclamation Mark by Amy Krouse Rosenthal & Tom Lichtenheld</p>	<p>Relationships How can friends communicate Safely? Core learning: About the different types of relationships people have in their lives How friends and family communicate together; how the internet and social media can be used positively How knowing someone online differs from knowing someone face-to-face About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family Inappropriate contact or concerns about personal safety</p> <p>Vocabulary: Communication, Independence, Online, Safe to share, Pressure, Inappropriate contact, Social media, Relationship (discuss risks friendships and boyfriend/girlfriend), Consent</p> <p>Suggested Texts: The Red Prince by Chalrie Roscoe On Sudden Hill by Linda Sarah The Internet Sleuths by A. M. Marcus</p>	<p>Living in the wider world - How can our choices make a difference to others and the environment? Core learning: How people have a shared responsibility to help protect the world around them How everyday choices can affect the environment How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues How to show care and concern for others (people and animals) How to carry out personal responsibilities in a caring and compassionate way</p> <p>Vocabulary: Environment, Money, How choices affect others (fair trade, single use plastic, charity), Care, Concern, Personal responsibility, Compassion</p> <p>Suggested Texts: Premier League Primary Stars/Sky Ocean Rescue - Tackling plastic pollution RSPCA - Compassionate classroom lessons Team Margot - Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision - Being responsible/The working world Zoo by Anthony Browne The Tin Forest by Helen Ward and Wayne Anderson A River by Mark Martin The Rabbits by John Marsden and Shaun Tan</p>
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<p>Year 4/5 B</p>	<p>Relationships What are families like? <i>Core learning:</i> How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays How people within families should care for each other and the different ways they demonstrate this How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p><i>Vocabulary:</i> Family, Structure, Celebrations, Demonstrating, Worried, Different family structure (single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p><i>Suggested Texts:</i> Coram Life Education - Adoptable Schools Toolkit RSE KS2: Different Families, same love My Family: Love and Care, Give and Share by Lisa Bullard Harold Loves His Woolly Hat by Vern Kousky</p>	<p>Health and wellbeing Why should we keep active and sleep well? <i>Core learning:</i> How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p> <p><i>Vocabulary:</i> Physical activities, Regular activities, mood, rest, active, influence</p> <p><i>Suggested Texts:</i> BBC - Importance of sleep BBC - Rod's Bad Day Ruby's Worry by Tom Percival I don't wasn't to sleep by Sigal Adler</p>	<p>Living in the wider world - What makes a community? <i>Core learning:</i> How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community; how different groups make up the wider/local community around the school How the community helps everyone to feel included and values the different contributions that people make How to be respectful towards people who may live differently to them</p> <p><i>Vocabulary:</i> Job, (nurse, doctor, teacher ect.), Strength, Interest, Wage, Spending, Necessities, Online jobs (e.g. online coach - Body Coach)</p> <p><i>Suggested Texts:</i> PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y3/4) Belonging to a community Premier League Primary Stars - Diversity Worcester University - Moving and moving home (KS2) All Kinds of Families by Mary Ann Hoberman Windows by Julia Denos and E. B. Goodale</p>
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<p>Year 5/6 A</p>	<p>Health and wellbeing What makes up our identity? <i>Core learning:</i> How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, gender) How individuality and personal qualities make up someone's identity (including that gender) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others</p> <p><i>Vocabulary:</i> Gender, Stereotypes, Personal identity e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes, Common, Biological, Gender identify, Transgender, homosexuality, Discrimination</p> <p><i>Suggested Texts:</i> PSHE Association - Inclusion, belonging and addressing extremism (KS2-Y5/6) Stereotypes Premier League Primary Stars - Developing Values Metro Charity KS2 - Gender The Worst Princess by Anna Kemp Dogs don't do ballet by Anna Kemp</p>	<p>Living in the wider world - What decisions can people make with money? <i>Core Learning:</i> How people make decisions about spending and saving money and what influences them How to keep track of money so people know how much they have to spend or save How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) How to recognise what makes something 'value for money' and what this means to them That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p> <p><i>Vocabulary:</i> Wages, Savings account, Current, accounts, Loans, Credit cards, Banks, Risks with money e.g. it can be won, lost or stolen</p> <p><i>Suggested Texts:</i> 1decision (5-8) - Money Matters Natwest Money Sense Lily Learns about Wants and Needs (Cloverleaf Books: Money Basics) Visit from Natwest (Workshop section on the Natwest Link)</p>	<p>Health and wellbeing How can we help in an accident or emergency? <i>Core learning:</i> How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions That if someone has experienced a head injury, they should not be moved When it is appropriate to use first aid and the importance of seeking adult help The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p><i>Vocabulary:</i> First aid, Trauma, Emergencies, Basic illnesses e.g. burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions, Appropriate adult support</p> <p><i>Suggested Texts:</i> Red Cross - Life. Live it. Help save lives/Emergency action BBC Bitesize The Kids' Guide to First Aid by Karen Buhler Gale</p>	<p>Health and wellbeing How will we grow and change? (Nurse Talk) <i>Core learning:</i> About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings How personal hygiene routines change during puberty How to ask for advice and support about growing and changing and puberty</p> <p><i>Vocabulary:</i> Erection, Wet dream, Menstruation, Emotions, Puberty (body changes during - voice break, hair growth), Hygiene, Growing, Changes</p> <p><i>Suggested Texts:</i> Medway Public Health Directorate - Primary RSE lessons (Y4/5) Puberty Betty - It's perfectly natural What Happened to by Sister? By Simona Ciralol</p>	<p>Health and wellbeing How can drugs common to everyday life affect health? <i>Core learning:</i> How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) That some drugs are legal and other drugs are illegal How laws surrounding the use of drugs exist to protect them and others Why people choose to use or not use different drugs How people can prevent or reduce the risks associated with them How organisations help people to stop smoking and the support available to help people if they have concerns How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p><i>Vocabulary:</i> Smoking, Tobacco, Vaping, Alcohol, Drugs, Legal, Protect Illegal, Habit, Concerns, Worried, Trusted, Laws</p> <p><i>Suggested Texts:</i> Islington Healthy Schools Team - Drug wise 1decision - Keeping/Staying healthy BBC - What are medicines?</p>	<p>Living in the wider world What jobs would we like? <i>Core learning:</i> That there is a broad range of different jobs and people often have more than one during their careers That some jobs are paid more than others and some may be voluntary About the skills, attributes, qualifications and training needed for different jobs That there are different ways into jobs and careers, including college, apprenticeships and uni How people choose a career/job and what influences their decision, How to question and challenge stereotypes about the types of jobs people can do How they might choose a career/job for themselves and what might influence their decisions</p> <p><i>Vocabulary:</i> Jobs, Career, Interviews, Different job pays and why (volunteers, graduate jobs), Skills, Degree, Apprenticeships, University, Gender, roles/stereotypes</p> <p><i>Suggested Texts:</i> BBC - Careers and the world of work Franklin's Flying Bookshop by Jen Campbell The Bear and the Piano by David Linchfield</p>
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<p>Year 5/6 B</p>	<p>Relationships What will change as we become more independent? <i>Core learning:</i> How growing up and becoming more independent comes with increased opportunities and responsibilities That there are ways to prevent a baby being made² About the reproductive organs and process - how babies are conceived and born and how they need to be cared for How puberty relates to growing from childhood to adulthood That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p><i>Vocabulary:</i> Forced/arranged marriage, Puberty, Reproduction (same vocab as previous years but add womb, testicles, semen, ovaries), Opportunities, Prevention (contraceptives e.g. condoms - look at culture behind this how different cultures think differently about this), Forced/arranged marriage</p> <p><i>Suggested Texts:</i> Medway Public Health Directorate - Primary RSE Lessons (Y6) Betty - It's perfectly natural Childline: Forced Marriage</p>	<p>Relationships How do friendships change as we grow? <i>Core learning:</i> How to manage change, including moving to secondary school How friendships may change as they grow and how to manage That people have different kinds of relationships in their lives, including romantic or intimate relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; That adults can choose to be part of a committed relationship or not</p> <p><i>Vocabulary:</i> Relationships, Friendships, Manage Attraction Faith, LGBT, Love</p> <p><i>Suggested Texts</i> NSPCC - Making sense of relationships (KS2) PHSE Association - Mental health and wellbeing (KS2 - Y5/6) Lesson 3, Feelings and common anxieties - secondary school Rise Above - Transition to secondary school BBC Bitesize - Relationships Marshall Armstrong is New to our School by David Mackintosh Once Upon an Ordinary School Day by Colin McNaughton</p>	<p>Health and wellbeing How can we keep healthy as we grow? <i>Core learning:</i> How mental and physical health are linked How positive friendships and being involved in activities and community groups support wellbeing How to make choices that support a healthy, balanced lifestyle including: How to plan a healthy meal, How to stay physically active How to maintain good dental health, including oral hygiene, food and drink choices, How to benefit from and stay safe in the sun How and why to balance time spent online with other activities How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep How to manage the influence of friends and family on health Strategies to help change or break an unhealthy habit</p> <p><i>Vocabulary:</i> Mental health - what is it and who to speak to, Physical health - what is it and who to speak to, Friendships - discuss what a positive friendship, Balanced lifestyle</p> <p><i>Suggested Texts:</i> PSHE Association and - The sleep factor (KS2) Rise Above - Sleep (KS2) Imaginary Fred by Eoin Colfer & Oliver Jeffers Cloud Boy by Marcia Williams The Heart and the Bottle by Oliver Jeffers</p>	<p>Health and wellbeing How can we keep healthy as we grow? <i>Core learning:</i> How legal and illegal drugs can affect health and how to manage situations involving them How to recognise early signs of physical or mental ill-health and what to do about this That health problems, including mental health problems, can build up if they are not recognised, That anyone can experience mental ill-health and to discuss concerns with a trusted adult That mental health difficulties can usually be resolved or managed with the right strategies and support That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p> <p><i>Vocabulary:</i> Healthy/unhealthy habits, Drugs, Strategies, FGM</p> <p><i>Suggested Texts:</i> Rise Above - Social Media (KS2) BBC - What do humans need to stay healthy? Brave Molly by Brooke Boynton-Hughes</p>	<p>Living the wider world How can the media influence people? <i>Core learning:</i> How the media, including online experiences, can affect people's wellbeing That not everything should be shared online or social media and rules about the distribution of images That mixed messages in the media exist and that these can influence opinions and decisions How text and images can be manipulated or invented To evaluate how reliable different types of online content and media are To recognise unsafe or suspicious content online and what to do about it</p> <p><i>Vocabulary:</i> Media, Social media rules, Manipulation, Reliability - of media contents</p> <p><i>Suggested Texts:</i> PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y5/6) Extremism PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise Lesson 3, 5 and 6 BBFC - Let's watch a film - making choices about what to watch</p>	<p>Living the wider world How can the media influence people? <i>Core learning:</i> How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them How to make decisions about the content they view online or in the media and know if it is appropriate for their age range How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have To discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p><i>Vocabulary:</i> Influence, Suspicious/unsafe, Gambling, Appropriate of age range of games and media</p> <p><i>Suggested Texts:</i> Childnet - Trust me Islington Healthy Schools Team Drug wise Rise Above - Social Media Ada Twist, Scientist by Andrea Beaty</p>
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