

Whittingham C of E Primary PSHE Education KS 2(Year 5 and 6) Plans -A and B together prior to Staff CPD session September 2020)

<p>There are 3 Core Themes in the new 'HERE' aspects of PSHE</p> <p>CORE THEME 1:</p> <p>Health and Wellbeing - Healthy Lifestyles (physical wellbeing)</p> <p>Also link to Thrive (BA Thrive Practitioner)</p> <p>Link to Science DT and PE</p>	<p>From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS 2 Learning opportunities in Health and Wellbeing -</p> <p>Pupils learn...</p> <p><u>Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices - Nutrition and Exercise</u></p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g.walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><u>Mental health -</u></p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H22. to recognise that anyone can experience mental ill health; that most</p> <p>difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Sleep Hygiene</u></p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><u>Mental health -</u></p> <p>https://youngminds.org.uk/resources/school-resources</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><u>Ourselves, growing and changing -</u></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><u>Drugs, alcohol and tobacco - TITLE?????</u></p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Marvellous Medicines</u></p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can can be prevented by vaccinations and immunisations; how allergies can how allergies can be managed</p> <p><u>Mental Health -</u></p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings;</p> <p>how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change,</p> <p>including the transition to new schools</p> <p><u>Ourselves, growing and changing -</u></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>
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	<p>discuss feelings with a trusted adult</p> <p><u>Ourselves, growing and changing</u></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p><u>Keeping Safe -</u></p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>H36. strategies to manage transitions between classes and key stages</p> <p><u>Keeping Safe -</u></p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
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<p>CORE THEME 2:</p> <p>Relationships</p>	<p><u>KS 2 Learning Opportunities in Relationships Pupils learn:</u></p> <p><u>Friendships</u></p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><u>Managing hurtful behaviour and bullying -</u></p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships -</u></p>	<p><u>Families and close positive relationships -</u></p> <p>Also Stonewall resources in cupboard outside Class3</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Friendships -</u></p> <p><u>Safe Relationships - cover in E Safety topic</u></p> <p><u>Respecting self and others -</u></p>	<p><u>Families and close positive relationships</u></p> <p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p> <p><u>R19.</u> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe Relationships</u></p> <p><u>Respecting self and others -</u></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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<p>CORE THEME 3:</p> <p>Living in the Wider World</p>	<p><u>KS 1 Learning Opportunities in Living in the Wider World. Pupils learn:</u></p> <p><u>Shared responsibilities – Class Charter</u></p> <p><u>Economic wellbeing: Money –</u></p>	<p><u>Shared responsibilities – School Pets</u></p> <p><u>Media literacy and digital resilience – Link to E Safety Topic</u></p> <p>positively and negatively</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><u>Economic wellbeing: Aspirations work and career – bring your 'parent' to school week (different jobs)</u></p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career</p>	<p><u>Shared responsibilities –</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p><u>Communities</u></p> <p>L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

		<p>choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><u>Economic wellbeing: Money-</u></p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
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