

PSHE planning (created Sep 2025)

		Relationships + change	Community/ being a good citizen	Keeping healthy	Protecting & respecting the environment	Keeping myself & others safe	Aspirations/ economic awareness
EYFS	School values recap & anti-bullying	Super Me	The Big Get Together	Healthy habits (e.g. teeth brushing, personal hygiene)	Caring for Wildlife (RSPCA)/ Plant Safari (RSPB)	Early road safety	People who can help me
Class 1 Cycle A		Recognising emotions	Diversity & equality celebration	The kitchen garden	Our environment	Home safety	Aspirations & goal setting
Class 1 Cycle B		Random Acts of Kindness	The greeting challenge	The big workout	RSPB The Great British Bird Watch	999 emergency	Careers showcase
Class 2 Cycle A		What is a family?	The Great Debate	Growth mind-set	Reduce, re-use, recycle challenge	Staying safe (digitally & personally)	Inspirational people
Class 2 Cycle B		What makes a good friend?	French café morning	Basic Food hygiene (Lv 1)	Helping nature activities (RSPB)	Risks and emergencies	Money matters
Class 3 Cycle A		Restorative practice	BSL	Mental health & drug education	The Big Clean Up	Bikeability	STEM Fest
Class 3 Cycle B		'Wide eyed & wise' (Prevent, validity of info & peer pressure)	Parliament/ courts system	Sports Leader award/ coaching award	WWF Green Ambassadors	1 st Aid Training	Enterprise challenge (stalls for Whittingham Show)

Unit explanation in more detail

EYFS		
Unit name	Explanation of the unit	Possible resources
School values recap & anti-bullying	<p>The children will learn about the rules and routines around the classroom and school and why these are in place.</p> <p><u>Key focus points:</u> Being kind (with words and physically) Being collaborative (how to share, take turns and help one another) Being courageous (trying new things & exploring further to learn more)</p>	Pol Ed resources (see the link below).
Super Me	<p>Through consideration of the world around them and describing others (could be real and/or fictional characters), the children then focus on themselves and describe themselves and what they enjoy/ are good at.</p> <p><u>Key focus points:</u> -Understanding and exploring the world around them (people) -Building self-confidence and viewing themselves positively -To use words to describe their own emotions</p>	Use of books or family pictures to consider people/ characters. Optional use of super-hero fancy dress as a 'hook'.
The Big Get Together	<p>This unit is to enable the children to understand/ develop their understanding of what a community is and what that is for them. After establishing the idea of a community and understanding who is involved with the children, teaching staff can organise and hold an event to celebrate community – this could be a big picnic for the class and their families, holding an event at the church with the community etc.</p> <p><u>Key focus points:</u> -Learning to make friends, play with others, share, and take turns. -Displaying sensitivity to others' needs and feelings. -Becoming more outgoing in new, safe social situations. -Developing a sense of responsibility within their community.</p>	(Various options for teaching staff.)
Healthy Habits	<p>Children will learn how to keep themselves healthy and why this is so important.</p> <p><u>Key focus points:</u> -Understanding the importance of healthy choices, like healthy eating and good sleep routines. -Developing self-care skills, such as brushing teeth and washing hands effectively.</p>	<p>https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/oral-health (This GOV page has lots of links at the bottom which could be used in various ways.)</p> <p>https://www.nipcm.hps.scot.nhs.uk/resources/hand-hygiene-wash-your-hands-of-them/childrens-pack/</p>

<p>Caring for wildlife (RSPCA)</p> <p>And/ or Plant Safari (RSPB) (part of the school's 'Wild Challenge for schools' award)</p>	<p>Children will explore the wonders of wildlife around them as well as learn how to help care for it.</p> <p><u>Key focus points:</u></p> <ul style="list-style-type: none"> -Understanding and exploring the world around them -Developing a sense of responsibility within their community -understanding and caring for the natural environment 	<p>https://science.rspca.org.uk/web/ed/education/teachers/earlyyears/caringforwildlife</p> <p>https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/plant-safari</p>
<p>Early road safety</p>	<p>Particularly when many of our streets in the area have limited lighting or small/non-existent paths, road safety is a focus to ensure that our children are taught and understand safe use of roads and paths. This unit will include the importance of being visible, staying with an appropriate adult and safely crossing roads.</p>	<p>https://beta.northumberland.gov.uk/roads-and-streets/road-safety/road-safety-education-schools</p>
<p>People who can help me</p>	<p>The children will recognise and understand who can help them in various situations from school, at home, out in public (e.g. if they ever were to get lost).</p> <p><u>Key focus points:</u></p> <ul style="list-style-type: none"> -sharing ideas and letting others know if I need help. -Regulating their own behaviour. -understanding the consequences of their actions and adjusting behavior accordingly. -Understanding the roles of others. 	<p>https://www.bbc.co.uk/bitesize/topics/zjgcdnb</p>

Other resources that may be of use from Pol Ed EYFS: <https://www.pol-ed.co.uk/lessons/year-groups/early-years>

Cycle A

Class 1		
Unit name	Explanation of the unit	Possible resources
School values recap & anti-bullying	<p>The children establish what bullying is before then discussing scenarios and emotional and physical sources and responses to bullying. Expectations and understanding are set from this.</p> <p><u>Core theme skills & knowledge:</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-1-15</p> <p style="text-align: center;">-What is bullying? -Why are safe hands important? -Why is name-calling unkind?</p>
Recognising emotions (ourselves, family & friends)	<p>The children will learn to identify emotions both in themselves and how this is shown both internally and externally by themselves but also in others and how we can recognise these. They will also learn strategies in order to manage and support both themselves and others.</p> <p><u>Core theme skills & knowledge:</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-1-15</p> <p style="text-align: center;">-How can I make Friends? -What if my friends are making me feel sad? -How can I be an empathy expert? -How can I share my feelings? -What do feelings feel like?</p>
Diversity & equality celebration	<p>The class will understand that we are all similar yet different in many, many ways. They will learn to identify, respect and celebrate the similarities and difference as part of the world and all its created forms, understanding that we all have a place and should show respect no matter what.</p> <p><u>Core theme skills & knowledge:</u> H21. to recognise what makes them special</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-1-15</p> <p style="text-align: center;">-What makes me special?</p> <p>https://www.pol-ed.co.uk/lessons/year-groups/year-2</p> <p style="text-align: center;">-How are we the same, how are we different?</p>

	<p>H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>	<p>-How can I work with different people? https://www.bbc.co.uk/bitesize/articles/zqkptrd</p>
The kitchen garden	<p>The children will understand the need for a balanced diet as well as the importance of sourcing/ growing food locally for environmental sustainability. They will then grow a range of fruits/ vegetables that they can harvest and potentially make a dish from. (Some prior planning for this such as planting will possibly need to be timed.)</p> <p><u>Core theme skills & knowledge:</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>https://www.foodforlife.org.uk/food-for-life-resources/ https://garden4me.co.uk/wp-content/uploads/2019/07/Lesson-Plan-Creating-a-Vegetable-Garden.pdf</p>
Our environment	<p>The children consider and discuss the environment around them and what are the positives and negatives. They then expand to think wider than school/ their homes to the region, country and world – is it the same for everyone and all creatures? If not, why? What can we do to protect and sustain the environment? The children then can explore certain areas/ aspects, using resources such as those suggested as a focus for their work in this unit.</p> <p><u>Core theme skills & knowledge:</u> L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p>	<p>https://pshe-association.org.uk/lesson-plans/environment-agency-caring-for-environment https://www.bbc.co.uk/bitesize/articles/z6qv82</p>
Home safety	<p>The children will consider the potential dangers in their home and how to ensure that they stay safe.</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-1-15/subjects/keeping-safe</p>

	<p><u>Core theme skills & knowledge:</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>-How can use things at home safely? https://www.pol-ed.co.uk/lessons/year-groups/year-2/subjects/keeping-safe -What is fire safety? https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/staying-safe-and-healthy-how-can-i-look-after-my-body/lessons/dangers-in-the-home#slide-deck</p>
<p>Aspirations & goal setting</p>	<p>The class Consider their achievements so far in life – what are they proud of and why? They then consider what they’d like to achieve in the future – both short term and long term. Looking at examples, they establish what are the steps in order to achieve their goals and think about what they need to do and what support they might need to achieve this.</p> <p><u>Core theme skills & knowledge:</u> L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-2 -What are needs and wants? -What is a job? https://www.bbc.co.uk/cbbc/watch/what-do-you-want-to-be-when-you-grow-up https://www.bbc.co.uk/teach/class-clips-video/articles/zrdkt39</p>

Class 2

Unit name	Explanation of the unit	Possible resources
<p>School values recap & anti-bullying</p>	<p>The children establish what bullying is before then discussing scenarios and emotional and physical sources and responses to bullying. Expectations and understanding are set from this.</p> <p><u>Core theme skills & knowledge:</u> 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 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 R21. about discrimination: what it means and how to challenge it</p>	<p>Pol ed resources (see link below).</p>
<p>What is a family?</p>	<p>The class will discuss and explain their own view of a family by taking their own family as an example. This will then be compared to other family set ups in the class and beyond. This establishes that no two families are the same and that this is absolutely fine. Study into other versions of a family as well as how to engage and interact, at times of celebration, support and when things are challenging.</p> <p><u>Core theme skills & knowledge:</u> R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 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 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 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>https://www.bbc.co.uk/bitesize/articles/zbd78xs</p> <p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-do-all-families-look-the-same/lessons</p> <p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/power-in-relationships-what-does-a-healthy-relationships-feel-like-g2780/lessons/healthy-families</p> <p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-is-there-such-a-thing-as-a-perfect-family/lessons/no-two-families-are-the-same</p> <p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-is-there-such-a-thing-as-a-perfect-family/lessons/family-change-and-challenges</p>

<p>The Great Debate</p>	<p>The children will look at the conventions and practicalities of a debate and why this is important. They will also then discuss and come up with subjects for a debate based on community (local, regional or global) before preparing and running a debate. This can be done twice – once as a guided practise and then the second as a more independently prepared and run debate.</p> <p><u>Core theme skills & knowledge:</u> H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>	<p>https://www.bbc.co.uk/bitesize/articles/ztx8pbk</p> <p>https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/getting-ready-to-debate/lessons/a-motion-to-debate</p> <p>https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/introduction-to-debate/lessons</p>
<p>Growth mind-set</p>	<p>The class will consider their views towards themselves and others. They’ll also think about how it feels when they face a challenge. From this, they’ll gain greater awareness and understanding of fixed and growth mind-sets and the effect of these before considering how they can maintain a positive, growth mind-set in different scenarios.</p> <p><u>Core theme skills & knowledge:</u> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/articles/zkph92p</p> <p>https://www.pol-ed.co.uk/lessons/year-groups/year-4/subjects/wellbeing -How does school build my character?</p> <p>https://www.pol-ed.co.uk/lessons/year-groups/year-3/subjects/wellbeing -What is mental health? -What words can I use to talk about my feelings?</p>

	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	
<p>Reduce, re-use, recycle challenge</p>	<p>As part of the school’s Climate Action plan, the children will look at the importance and processes of reducing, reusing and recycling waste. They’ll seek to show what of the 3RS takes place in school and where we can improve further. They’ll then take action on one or more of the 3Rs.</p> <p><u>Core theme skills & knowledge:</u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	<p>https://www.bbc.co.uk/cbbc/findoutmore/blue-peter-apply-for-a-green-badge</p> <p>https://www.recyclenow.com/how-to-recycle/how-to-reduce-waste</p> <p>https://www.bbc.co.uk/teach/school-radio/articles/zqrr2p</p>
<p>Staying safe (digitally & personally)</p>	<p>The class will discuss and consider what safety means in different contexts and locations. They will also establish how to stay safe in these circumstances, understanding the key points in all contexts. This will also include staying safe online.</p> <p><u>Core theme skills & knowledge:</u> R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-3/subjects/keeping-safe</p> <p>https://www.pol-ed.co.uk/lessons/year-groups/year-4/subjects/keeping-safe</p>

<p>Inspirational people</p>	<p><u>Core theme skills & knowledge:</u> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	
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Class 3

Unit name	Explanation of the unit	Possible resources
<p align="center">School values recap & anti-bullying</p>	<p>The children establish what bullying is before then discussing scenarios and emotional and physical sources and responses to bullying. Expectations and understanding are set from this.</p> <p><u>Core theme skills & knowledge:</u> 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 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 R21. about discrimination: what it means and how to challenge it</p>	<p align="center">Pol Ed resources (see link below).</p>
<p align="center">Restorative practice</p>	<p>The children will consider and discuss when falling-out has happened or someone is affected negatively/ unfairly. They'll understand how the perception of different people in the same situation can occur and recap empathy knowledge. From this, different scenarios will be considered and how to use restorative practice to ensure a just and negotiated positive outcome.</p> <p><u>Core theme skills & knowledge:</u> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p align="center">https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative</p>
<p align="center">BSL</p>	<p>The children will understand the demographics in our country for children who use and/ or require BSL, understanding how this builds to a more inclusive and supportive world. They will then learn a series of BSL linked to greetings, places and emotions.</p> <p><u>Core theme skills & knowledge:</u></p>	<p align="center">https://www.british-sign.co.uk/lesson-plan-dont-talk/ https://www.ndcs.org.uk/advice-and-support/language-and-communication/sign-language/british-sign-language-bsl-videos-and-resources</p>

	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</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>https://theschoolofsigns.org.uk/</p>
<p>Mental health & drug education</p>	<p>The class will recap and build upon their knowledge and application of positive mental health. They will also look at how addiction may start and being safe regarding medicines etc., ensuring that they remain safe and healthy.</p> <p><u>Core theme skills & knowledge:</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>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>https://www.pol-ed.co.uk/lessons/year-groups/year-5</p> <p>-What do I know about drugs?</p> <p>-What is gambling?</p> <p>-How might drugs and alcohol make people feel?</p> <p>-How might my activity levels impact the way I feel?</p> <p>https://www.pol-ed.co.uk/lessons/year-groups/year-6</p> <p>-What is the issue with addiction? (vaping/smoking)</p> <p>-What does the law say about legal drugs?</p>
<p>The Big Clean Up</p>	<p>The class will study the impact of our way of life locally, regionally and globally and understand the importance of looking after the planet. They will then prepare for and take part in a ‘Big Clean Up’ event in the area.</p> <p><u>Core theme skills & knowledge:</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>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	<p>https://thebigcleanup.co.uk/</p> <p>https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/countryside-clean-up</p>

<p>Bikeability</p>	<p>The children take part in Northumberland County Council’s Bikeability Lv. 3, which focuses on skills and knowledge for safe road use.</p> <p><u>Core theme skills & knowledge:</u> H5. about what good physical health means; how to recognise early signs of physical illness 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 H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>https://www.bikeability.org.uk/</p>
<p>STEM Fest</p>	<p>The class will attend STEM Fest so that they can explore and engage with the stands and organisers to become inspired by a range of sectors of industry/ work.</p> <p><u>Core theme skills & knowledge:</u> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>https://stem-hub.co.uk/stemfest/northeast</p>

Cycle B

Class 1

Unit name	Explanation of the unit	Possible resources
School values recap & anti-bullying	<p><u>Core theme skills & knowledge:</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>	Pol Ed resources (see the links below).

<p>Random Acts of Kindness</p>	<p>Children recap recognising emotions and why this is important. Links are then made to our actions and how these can influence others and ourselves. Children then consider and debate how they could be positive with and to one another.</p> <p>Random acts of kindness activities are then sought to be done as our usual routines and outlook.</p> <p><u>Core theme skills & knowledge:</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>https://www.randomactsofkindness.org/</p>
<p>The greeting challenge</p>	<p>Use the European Day of Languages website as a basis for activities to enable the children to understand greetings in different languages but also to research and understand different cultural traditions.</p> <p><u>Core theme skills & knowledge:</u> L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>https://edl.ecml.at/en/</p>
<p>The big workout</p>	<p>The children understand how exercise is part of a healthy lifestyle and how it can also effect other aspects such as mood and well-being too.</p> <p>After establishing the importance, children can create their own workout routines/ exercise opportunities and share these between groups or even at break or lunchtimes too.</p> <p><u>Core theme skills & knowledge:</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p>	<p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/physical-health-how-can-i-look-after-my-body/lessons/the-importance-of-exercise-21171?sid-f09b99=FW9YtB0VWk&sm=0&src=4#slide-deck</p> <p>The link above can be broken into 3 lessons (or more if needed). Other resources such as</p>

	<p>H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>the one below could be used to enhance this further.</p> <p>https://www.bbc.co.uk/teach/moodboosters/articles/zjp4wsg</p>
<p>RSPB The Great Big Bird Watch (part of the school's 'Wild Challenge for schools' award)</p>	<p>The class take part in the RSPB's bird watch survey. This will include looking at the conditions, habitat and presence of birds in our school before then considering how to improve this further and the effect this would have in the local environment and beyond.</p> <p><u>Core theme skills & knowledge:</u> L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p>	<p>https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/big-schools-birdwatch</p>
<p>999 emergency</p>	<p>Children learn what is meant by 'emergency' as well as information about each of the emergency services. In addition, they learn when and when not to call the emergency services.</p> <p><u>Core theme skills & knowledge:</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/staying-safe-and-healthy-how-can-i-keep-clean/lessons/emergencies?sid-880198=L-FkzV5a7_&sm=0&src=4#slide-deck</p> <p>Pol Ed Year 1 'What is 999?' links well with this session.</p> <p>Engagement with one or more of the emergency services could enhance this unit well.</p>
<p>Careers showcase</p>	<p>Children establish their interests and ambitions before having a series of visits from guest speakers about their careers. A summary of this and what they have learnt/ been inspired by could be can by the children at the end.</p>	<p>Arrange for various guest speakers from a range of professions to come and speak to the children about their roles.</p>

Core theme skills & knowledge:

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Additional Pol Ed resources: <https://www.pol-ed.co.uk/lessons/year-groups/year-1-15>

<https://www.pol-ed.co.uk/lessons/year-groups/year-2>

Class 2

Unit name	Explanation of the unit	Possible resources
<p align="center">School values recap & anti-bullying</p>	<p><u>Core theme skills & knowledge:</u> 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 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 R21. about discrimination: what it means and how to challenge it</p>	<p align="center">Pol Ed resources (See the links below).</p>
<p>What Makes A Good Friend?</p>	<p align="center">The class will explore what ‘friendship’ means and how to make good friendships. They will also consider how/ why friendships can be challenging or disagreement occurs and how to approach this.</p> <p><u>Core theme skills & knowledge:</u> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 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 R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2/units/healthy-relationships-how-can-i-be-a-great-friend/lessons?sid-661a6e=AtV7ztYfQA&sm=0&src=3</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zbpvcqt</p>
<p>French café morning</p>	<p>Also incorporating their French skills, the children will host and run a coffee morning for the community and</p>	<p align="center">(As directed by the children’s discussions.)</p>

	<p> speak in French to greet and serve them. The invites and the advertisement materials will also be made by the children after considering what makes up their community.</p> <p><u>Core theme skills & knowledge:</u> L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	
<p>Basic Food Hygiene (Lv 1)</p>	<p>The children will look at healthy diets again before then looking at how food is prepared hygienically. This will then lead to studying for a Lv1 Basic Food Hygiene test.</p> <p><u>Core theme skills & knowledge:</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle 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. H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Basic Food Hygiene certificate test provider TBC.</p>
<p>Helping nature activities (RSPB award)</p>	<p>After recapping the habitats and changes in conditions within our school environment, the children will then</p>	<p>https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/wild-challenge/wild-challenge-for-schools</p>

	<p>choose an aspect of ‘helping nature activities’ from the Wild Challenge for Schools (RSPB) website.</p> <p><u>Core theme skills & knowledge:</u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	
<p>Risks and emergencies</p>	<p>The children follow the series of lessons on Pol Ed for Y4 regarding staying safe. These are focused on risks, emergencies and what to do in these situations.</p> <p><u>Core theme skills & knowledge:</u> H5. about what good physical health means; how to recognise early signs of physical illness 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 H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H38. how to predict, assess and manage risk in different situations. H43. about what is meant by first aid; basic techniques for dealing with common injuries. Below are some other PSHE values that may be covered by discussion within the lesson from the questions posed in the lesson itself and the considerations in the lesson plan. H35. about the new opportunities and responsibilities that increasing independence may bring. H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. 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. H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>https://www.pol-ed.co.uk/lessons/year-groups/year-4/subjects/keeping-safe</p>

	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L3. about the relationship between rights and responsibilities.</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</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>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 Below are some other PSHE values that may be covered by discussion within the lesson from the questions posed in the lesson itself and the considerations in the lesson plan.</p> <p>H1, L1</p>	
<p>Money Matters</p>	<p>Firstly, the children should review what they know about money – what notes and coins we have in the UK, other currencies and what trade is. Development of the children’s understanding of the value of money then is sought through understanding paid work and how and why we may budget our money etc.</p> <p><u>Core theme skills & knowledge:</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</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>https://www.bankofengland.co.uk/education/education-resources/money-and-me</p> <p>The Bank of England’s series of lessons are a good platform from which to plan and deliver lessons.</p> <p>https://www.bbc.co.uk/bitesize/articles/zfvwjsg#zmbff82</p>

Additional Pol Ed resources: <https://www.pol-ed.co.uk/lessons/year-groups/year-3>
<https://www.pol-ed.co.uk/lessons/year-groups/year-4>

Class 3

Unit name	Explanation of the unit	Possible resources
<p align="center">School values recap & anti-bullying</p>	<p><u>Core theme skills & knowledge:</u> 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 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 R21. about discrimination: what it means and how to challenge it</p>	<p align="center">Pol Ed resources (See the links below).</p>
<p align="center">‘Wide eyed & wise’</p>	<p>The children review and recap their understanding of e-safety before looking at how fake news and misinformation can be used for various reasons.</p> <p>In addition, they will also consider how some people may want to influence them from adverts for products to peer pressure to extremist views and actions and consider both how to think critically to assess if something is valid or reliable as well as how to protect themselves and what to do and how they can find support should this occur.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations 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 H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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</p>	<p align="center">https://www.educateagainsthate.com/category/teachers/classroom-resources/</p>

	and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
Parliament/ courts tour	<p>To understand the systems in place in this country regarding laws and decision-making, the children will study the procedures and laws from how parliament works/ a court functions.</p> <p><u>Core theme skills & knowledge:</u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack
Sports leader/ coaching award	<p>For both to develop their own personal skills, support others in school and prepare them for high school roles and responsibilities, the children will take part in how to set up, lead and encourage sports and games during social times and PE lessons.</p> <p><u>Core theme skills & knowledge:</u> H5. about what good physical health means; how to recognise early signs of physical illness 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 L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Seek to get Haydn to deliver this to Class 3.</p> <p>Or https://leadershipskillsfoundation.org/programmes/playmaker/</p>

	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	
WWF Green Ambassadors	<p>The children will expand on previous experiences and knowledge through thinking on a wider and deeper level about conservation and increasing biodiversity. The WWF's Green Ambassadors programme enables this and gives the children a sense of global community through habitats and the climate.</p> <p><u>Core theme skills & knowledge:</u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	https://www.wwf.org.uk/get-involved/schools/green-ambassadors
1 st Aid training + Y5 Health talk	<p>As well as the Year 5 puberty input – ‘Year 5 Health Talk’ – the children will also study 1st aid, being able to remain safe themselves whilst also being able to seek help and help people that are injured/ ill.</p> <p><u>Core theme skills & knowledge:</u> H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 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 H34. about where to get more information, help and advice about growing and changing, especially about puberty H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>https://www.bbc.co.uk/iplayer/episode/b075914k/operation-ouch-specials-dont-panic-about-puberty</p> <p>https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zhtq8hv</p>

	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</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>	
Enterprise challenge	<p>The children have a set amount of limited money and must work in small teams to design and create a viable stall for the Whittingham Show. This will include market research, design, creation, evaluation, teamwork, budgeting and marketing.</p> <p><u>Core theme skills & knowledge:</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</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>	(Liaise with organisers of the Whittingham Show to promote and facilitate further.)

Additional resources from Pol Ed: <https://www.pol-ed.co.uk/lessons/year-groups/year-5>
<https://www.pol-ed.co.uk/lessons/year-groups/year-6>

To note:

In addition to our PSHE sequence of learning set out above, the children in KS2 will also receive teaching and learning of the points below within their E-safety lessons and routine practice within Computing lessons.

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- 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