



PSHE at St Thomas' Primary School

Intent	<i>'I have come that they may have life, and have it to the full.'</i> (John 10:10) At St Thomas', our PSHE curriculum focuses on providing children with positive and exciting opportunities to develop the knowledge, skills and understanding that are needed to flourish as individuals, so they are able to stay safe and healthy, living fulfilled lives in modern Britain. We believe that PSHE makes a significant contribution to the promotion of a child's sense of identity and self-esteem. It helps them to cherish themselves and others by understanding that they are uniquely and wonderfully made in the image of God. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios, building resilience to handle setbacks and the challenges presented by an increasingly complex world. At St Thomas', we focus on developing children's emotional literacy which we feel is crucial to developing well-rounded individuals. PSHE lessons contribute to the development of self-awareness, social skills, managing feelings, motivation and empathy.
Implement	At St Thomas' we implement the three 'golden threads' of the PSHE curriculum progressively throughout the school, covering the PSHE Association's Programme of Study which is mostly compulsory ('Health & Wellbeing' and 'Relationships' is statutory, whilst 'Living in the Wider World' is non-statutory). We aim to provide this by delivering lessons and experiences that are dynamic, relevant and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children. PSHE is delivered explicitly through planned and taught lessons / circle times each half term, but we recognise the need to embed many of these aspects and skills discretely through a 'hidden' curriculum as well, utilising cross-curricular links and everyday routines / strategies that we use instinctively and are in line with our school ethos, nurturing the children's personal development. For example, restorative approaches underpins so much of what we do and links to our Relationships & Behaviour Policy; HeartSmart is a resource we use across Collective Worship and lessons that helps build character and positively contributes to resilience and wellbeing, with a focus on healthy relationships... PSHE teaching focuses on developing skills as much as it does on teaching knowledge - both aspects are of importance and given prominence. A variety of teaching approaches are used and lessons are planned to include opportunities for children to work as pairs, in groups and to work independently. New information and knowledge is introduced in small steps. Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. Discussion is an important aspect of lessons and speaking & listening skills are practised and modelled regularly. Staff handle sensitive topics and questions carefully, following clear guidelines and making ground rules clear to children at the start of lessons. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations. To ensure that the children get the best support in lessons adaptations are made in lesson design and resources.
Impact	We understand that we may not see the true impact of our PSHE curriculum on our children as our PSHE curriculum is just the beginning of a lifetime of learning. Our well-constructed and well-taught PSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, relationships is a 'golden thread' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. They develop a high degree of empathy and social skills. Children learn about rights and responsibilities to themselves and others. Children are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. We ensure all groups of children are given the knowledge and cultural capital they need to flourish in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives. The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage. The impact of St Thomas' PSHE curriculum is measured through the following: - Assessment (formative and summative) - Pupil voice - Progress evident in floorbooks (KS1) and children books (KS2) - Staff voice - Seeking views of parents where appropriate - The behaviour and attitude of our pupils - Students are also equipped with a range of strategies to safeguard themselves and others
Context	We are a school of faith and Christians believe that God came to give <i>'... life, and have it to the full.'</i> (John 10:10) We are committed to children's well-being and personal development in order to help them thrive and flourish across the whole curriculum, to experience this 'fullness' of life. The 'St Thomas' Way' and our core Christian values of perseverance, compassion, faith, joy, trust and community are at the heart of all that we do and are interwoven throughout our PSHE provision.

Learning and Growing in the Sight of God

Learning	Growing	Sight of God
		
At St Thomas' we have created a balance of knowledge and skills in each unit. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation.	At St Thomas' the children are encouraged to grow in their understanding of themselves, others and the world around them, developing lifelong skills needed for learning, personal health, wellbeing, safety, healthy relationships, and to prepare them for the future.	Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God .

Substantive

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the key learning, such as democratic processes and law-making, ways to start SMART online (online safety), basic 1st aid procedures, how to maintain good dental hygiene, changes to expect in puberty etc... In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts - Golden Threads

There are key concepts that we have called 'golden threads' that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another. We want the children to be able to develop these concepts over a long-time span.

Health and Wellbeing	Relationships	Living in the Wider World
		
Healthy lifestyles (physical wellbeing, including physical health & fitness and healthy eating) Mental health Ourselves, growing and changing (including puberty and changing adolescent body) Keeping safe Drugs, alcohol & tobacco (including vaping) 1st Aid	Families & close positive relationships Friendships (including online relationships) Managing hurtful behaviour & bullying Safe relationships (including online relationships) Respecting self & others	Shared responsibilities Communities Media literacy & digital resilience Economic wellbeing: money Economic wellbeing: Aspirations, work & career

Disciplinary

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time, not only to use within lessons but also for their own personal development and to prepare them for the future as well. Emphasis is given to the development of social and emotional skills, and the interpretation of themselves and others through changes.

Disciplinary Concepts

Disciplinary concepts are concepts used across the PSHE curriculum that form the basis for the continual development of social and emotional skills. They enable children to develop self-awareness and self-management skills, social awareness and relationship skills, and develop responsible decision-making skills.

Self-Awareness Skills	Self-Management Skills	Social Awareness Skills
		
The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes skills to recognise one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as: • Identifying emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose	The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the skills to manage stress and feel motivation to accomplish personal/collective goals. Such as: • Managing emotions • Identifying and using stress-management strategies • Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organisational skills • Showing the courage to take initiative	The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts. This includes the skills to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognise family, school, and community resources and supports. Such as: • Taking others' perspectives • Recognising strengths in others • Demonstrating empathy and compassion • Showing concern for the feelings of others • Understanding and expressing gratitude • Identifying diverse social norms, including unjust ones • Recognising situational demands and opportunities Understanding the influences of organisations/systems on behaviour
Relationship Skills	Decision-Making Skills	
		
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the skills to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, and seek or offer help when needed. Such as: • Communicating effectively & developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed • Standing up for the rights of others	The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the skills to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as: • Demonstrating curiosity and open-mindedness • Identifying solutions for personal and social problems • Learning to make a reasoned judgment after analysing information, data, facts • Anticipating and evaluating the consequences of one's actions • Recognising how critical thinking skills are useful both inside & outside of school • Evaluating personal, interpersonal, community impacts	

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, **'Learning and growing in the sight of God'** and inspired by the words of Jesus: *"I have come that they may have life, and have it to the full"* (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*



PSHE: Overview of Topics

Key of Resources: **SEAL** **HeartSmart** **DATE** **RSE** PSHE/Citizenship

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise	Looking after our world Aspirations Gifts and talents	(fairy tales) Good and bad characters/good bad choices Being safe	Looking after animals Transition to Reception
Reception	Transition to School Looking after myself (toileting/dressing) Get Heartsmart (Meet Boris)	Family Celebrations Black History Month Anti-Bullying Week Don't rub it in, Rub it out (I am a good friend)	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day No way through, Isn't true (I can do it!)	Looking after our world Aspirations Gifts and talents Don't forget to let love in (I am special)	(fairy tales) Good and bad characters/good bad choices Being safe Too much selfie isn't healthy (I love others)	Looking after animals Transition to year 1. Memories, what I enjoyed about Reception What could I get better at? Fake is a mistake (I tell the truth)
Year 1	Get HeartSmart! x6 lessons	Don't Forget to Let Love In! x6 lessons	Too Much Selfie Isn't Healthy! x6 lessons	Don't Hold on to What's Wrong! x6 lessons DATE x3 lessons	Fake is a Mistake! x6 lessons RSE x3 lessons	No Way Through Isn't True! x6 lessons
Year 2	Get HeartSmart! x6 lessons	Don't Forget to Let Love In! x6 lessons	Too Much Selfie Isn't Healthy! x6 lessons	Don't Hold on to What's Wrong! x6 lessons DATE x3 lessons	Fake is a Mistake! x6 lessons RSE x3 lessons	No Way Through Isn't True! x6 lessons
Year 3	New Beginnings (inc. School Councillor elections) x6 lessons Get HeartSmart! x6 lessons	Getting On & Falling Out (inc. Friendship Week) X5 lessons Don't Forget to Let Love In! x6 lessons	Going for Goals (inc. Safer Internet Day) X4 lessons Too Much Selfie Isn't Healthy! x6 lessons	Smoking (DATE) X3 lessons Don't Hold on to What's Wrong! x6 lesson	RSE X3 lessons Fake is a Mistake! x6 lessons	Changes x6 lessons No Way Through Isn't True! x6 lessons

PSHE - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Laws & Lawmaking (inc. School Councillor elections) x7 lessons Get HeartSmart! x6 lessons	Getting On & Falling Out (inc. Friendship Week) x4 lessons Don't Forget to Let Love In! x6 lessons	I am Special (inc. Safer Internet Day) x4 lessons Too Much Selfie Isn't Healthy! x6 lessons	Alcohol (DATE) x4 lessons Don't Hold on to What's Wrong! x6 lessons	RSE x5 lessons Fake is a Mistake! x6 lessons	Keeping Healthy, Staying Healthy x6 lessons No Way Through Isn't True! x6 lessons
Year 5	New Beginnings (inc. School Councillor elections) x6 lessons Get HeartSmart! x6 lessons	Democracies (inc. Friendship Week) x6 lessons Don't Forget to Let Love In! x6 lessons	Going for Goals (inc. Safer Internet Day) x4 lessons Too Much Selfie Isn't Healthy! x6 lessons	Drugs (DATE) x6 lessons Don't Hold on to What's Wrong! x6 lessons	RSE x5 lessons Fake is a Mistake! x6 lessons	1st Aid; Loss & Bereavement x6 lessons (& 2 extras) No Way Through Isn't True! x6 lessons
Year 6	Looking After Myself (inc. School Councillor elections) x6 lessons Get HeartSmart! x6 lessons	Getting On & Falling Out (inc. Friendship Week) x4 lessons Don't Forget to Let Love In! x6 lessons	In the Media (inc. Safer Internet Day & Holocaust Memorial Day) x4 lessons Too Much Selfie Isn't Healthy! x6 lessons	DATE x3 lessons Don't Hold on to What's Wrong! x6 lessons	RSE x7 lessons Fake is a Mistake! x6 lessons	Moving On, Moving Up x9 lessons No Way Through Isn't True! x6 lessons



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What makes me special?					
St Thomas' Value	How can I show the St Thomas' Way?					
Topics	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day	Don't forget to let love in (I am special)	Too much selfie isn't healthy (I love others)	Fake is a mistake (I tell the truth)
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	-I know how to show kind behaviour -I know how to take turns with a friend. -I know how to make good choices. -I can go to the toilet on my own. -I know why we need to wash our hands -I know what the emotions of happy and sad. -I know why Christians celebrate Christmas -I know about different festivals celebrated in the world. -I know the rules of the Nursery class -I know about people in my family	-I know my actions affect others. -I can make friends -I know that children can enjoy different things. -I know examples of healthy foods -I know how to keep trying if something is tricky. -I can say how I am feeling. -I can help others.	-I can talk about my friends and family. -I know how to help others when they are sad or angry, -I know what helps me to calm down. -I know why sleep is important. -I know how to exercise. -I can help my friends when they feel sad.	-I know how to show kind behaviour -I know how to take turns with a friend. -I know how to make good choices. -I can go to the toilet on my own. -I know why we need to wash our hands -I know what the emotions of happy and sad. -I know why Christians celebrate Christmas -I know about different festivals celebrated in the world. -I know the rules of the Nursery class -I know about people in my family	-I know my actions affect others. -I know how to make friends -I know that children can enjoy different things. -I know examples of healthy foods -I know how to keep trying if something is tricky. -I can say how I am feeling. -I can help others.	-I know who my friends are. -I know who is in my family -I know how to help others when they are sad or angry, -I know what helps me to calm down. -I know why sleep is important. -I know how to exercise. -I can help my friends when they feel sad.

PSHE - Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Nursery School Classroom Toilet Friend Outside Sharing (provision areas)	Family Mum Dad Brother Sister Christmas Kind respect	Fruit Vegetables Exercise Energy Heart bones Computer Safe Community	Friend Good choice Feelings Family Rules Festival celebrate	Persevere Share Interests Help	Calm Help Honest Truth
Disciplinary Concepts (Skills)	-I can go to the toilet on my own -I can wash my hands -I can make friends -I can take turns and share -I can separate from my carer in the morning -I understand the emotions happy and sad -Be increasingly independent in meeting their own care needs	-I can control my behaviour in different situations - I can have my own likes and dislikes -I can persevere if something is difficult -I can help my friends if they are in need	-I can talk about why exercise is important -I can give examples of healthy and unhealthy foods. -I can tell you why my body needs sleep -Develop their sense of responsibility and membership of a community.	-I can tell you why Christians celebrate Christmas -I can look after my own personal hygiene -I can talk about my emotions and how I am feeling -I can make good choices and understand right from wrong	-I can adapt my behaviour for different situations -I can initiate play with others -I understand that my friends might have different interests -I can persevere if I find something difficult	-I can play cooperatively with my friends -I can tell you who is in my family -I can help others when they are sad or angry, -I can regulate my emotions or know strategies that work to help me calm down -I can tell you why my body needs sleep. -I can show you different ways to exercise -I can help my friends when they feel sad.
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Dentist visit Parents talks – new baby	St Thomas church visit Diwali dance workshop	Mini beast hunt at KS2	Wild roadshow	St Thomas church visit	Beach day Reddish Vale Farm trip
Protected Characteristics	   	  	 		 	

PSHE - Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What makes me special?					
St Thomas' Value	How can I show the St Thomas' Way?					
Topics	Transition to School Looking after myself (toileting/dressing)	Family Celebrations Black History Month Anti-Bullying Week	Healthy Eating & Exercise Community (Warm Hub) Internet Safety Day	Don't forget to let love in (I am special)	Too much selfie isn't healthy (I love others)	Fake is a mistake (I tell the truth)
Teaching Sequence & Substantive Concepts (Knowledge) <u>KEY</u> HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	I know how to describe and show friendly behaviour I know how to take turns with my friends I know what a poor choice is and what the consequences are. I know how to make good choices I know how use the toilet and wash my hands independently I know why we need to wash our hands I know the names of emotions. I know why different people celebrate different things I know about different festivals celebrated in the world. I know the expectations of the Reception class I know about different family structures. Heartsmart – Get Heartsmart / Don't Forget to Let Love In	I know how to talk about the effect my behaviour has on others. I know ways to solve problems with my friends I know that other children do not always enjoy the same things. I know how to live a healthy lifestyle I know how to persevere when faced with a challenge. I know the emotions that link with how I am feeling. I know that other people need help and how to help them. Heartsmart – Too Much Selfie Isn't Healthy / Don't Rub It In, Rub It Out	I know how to talk about the relationships I have I know how to help others when they are sad or angry, I know and use strategies to help me self-regulate I know why sleep and exercise is important for my body. I know ways of being helpful to others and how this will make them feel. Heartsmart – Fake is a Mistake No Way Through Isn't True	I know how to describe and show friendly behaviour I know how to take turns with my friends I know what a poor choice is and what the consequences are. I know how to make good choices I know how use the toilet and wash my hands independently I know why we need to wash our hands I know the names of emotions. I know why different people celebrate different things I know about different festivals celebrated in the world. I know the expectations of the Reception class I know about different family structures. Heartsmart – Get Heartsmart / Don't Forget to Let Love In	I know how to talk about the effect my behaviour has on others. I know ways to solve problems with my friends I know that other children do not always enjoy the same things. I know how to live a healthy lifestyle I know how to persevere when faced with a challenge. I know the emotions that link with how I am feeling. I know that other people need help and how to help them. Heartsmart – Too Much Selfie Isn't Healthy / Don't Rub It In, Rub It Out	I know how to talk about the relationships I have I know how to help others when they are sad or angry, I know and use strategies to help me self-regulate I know why sleep and exercise is important for my body. I know ways of being helpful to others and how this will make them feel. Heartsmart – Fake is a Mistake No Way Through Isn't True

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Nursery School Classroom Toilet Friend Outside Sharing (provision areas) Challenge Metacognition	Family Mum Dad Brother Sister Christmas Kind Respect Safe Internet healthy	Fruit Vegetables Exercise Energy Heart healthy bones Computer Safe Community	Friend Good choice Feelings Family Rules Festival Celebrate Apologise Compromise	Persevere Share Interests Help	Calm Help Honest Truth
Disciplinary Concepts (Skills)	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well and are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs	Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities and social groups and communicates freely about own home and community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well and are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs	Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities and social groups and communicates freely about own home and community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Dental nurse visit Parent with new born baby	Bishop Michael visit St Thomas Church visit Diwali dance workshop	Careers and aspiration day	Mini beast roadshow Outdoor learning at KS2	Outdoor learning at KS2	St Thomas Church visit Hatching butterflies Trip to Beach End of reception celebration party Visit from RNLI
Protected Characteristics	   	  	 	 		

PSHE - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can I love myself?	What makes me happy?	How can we show kindness and compassion to others	Why is it important to say sorry?	What makes me me?	Does everyone have the same dreams and goals?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	Get heartsmart	Don't forget to let love in	Relationships – too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	No way through isn't true
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Relationships</u> -to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences - to recognise that their behaviour can affect other people -to recognise when people are being unkind to them or others, how to respond, who to tell and what to say	-to communicate their feelings to others, to recognise how others show feelings and how to respond. -to recognise what is fair and unfair, kind and unkind, what is right and wrong	-to know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	-Our behaviour affects others -We need to make amends when we upset someone -We need to have different strategies to deal with negative emotions	-The importance of being yourself -Being positive about yourself -Different Friends -Families and Care	-Working hard to meet our goals -Friendship & support -Memories and using the past to help us now. -Good secrets and bad secrets
	<u>Health & Wellbeing</u> to communicate their feelings to others, to recognise how others show feelings and respond about good and not so good feelings, -a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	-to know the importance of self-respect and how this links to their own happiness.	-To understand friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	-The children that they should always tell a grown up if someone uses unkind words about them or someone -they know. -Being HeartSmart means always looking for a way to let the ouch out.	-Looking after our teeth. -Who we can talk to when we are sad or mad. - Know that we can be friends with people who are different to us -To know that babies need care and support - Know that children can do more by themselves	-Mental wellbeing -Dreamboards -Understanding how we are feeling - Know there are different types of families - Know which people we can ask for help

PSHE - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Living in the Wider World</u> -to recognise that their behaviour can affect other people	-to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples faiths, feelings and values	-To know how they can contribute to the life of the classroom and school	-Don't Rub it in, Rub it Out helps us to remember that nothing is permanent and we can always try again or find a way through. -I will say sorry when I have done something wrong.	-Being the best you, you can be. -Signs of energy and ways to conserve it. -To understand how to look after our bodies -To know how medicines get into our bodies -To understand that some people need to take medicine all the time to stay healthy	-There is potential in all of us. -To know when we should take medicine and who should give them to us -To know the rules about medicines
Key Vocabulary	Choice Help Heart Love feelings	Actions Respect Unique faith	Friendship Respect Support Help community	Forgiveness Feelings Kind Unkind Resolve Negative feelings Sad Angry Cross disappointed	Family Friend Unique Relationship Positive Trustworthy Lies Teeth Healthy energy	Different World Care Family Relationship baby Toddler Teenager Adult Elder Private parts
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	-Knowing we have a choice -Making the right choice -To know what we do effects others -To be aware of our own feelings and that of others	-To know are actions effect others -To know why we are all unique a -To know why we are special -To celebrate our strengths -To have faith in ourselves and others	-To make positive relationships with others -To be respectful of others -To show support to others in need -To know our community and be involved in a positive way	-Forgiveness & saying sorry -Kind & Unkind words -Effects of actions on others -Identifying difference -Valuing difference	-Looking after our teeth -Regulating our emotions -Showing awareness of how to save energy -Valuing yourself - identifying strengths	-Working hard to reach our full potential -What can we remember about being little and how has that changed -Talking about physical wellness and mental wellness
Experiential Knowledge & Cross-Curricular Links (discrete learning)				Friends of Heaton Chapel train station—blue plaque outside school RE topic - Joseph		Visit to Manchester airport
Protected Characteristics						

PSHE - Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can I love myself more?	What kind words and actions do you know?	Is it better to give to others or receive?	Why is forgiveness important?	Why should you always be yourself?	Why is it important to have goals and dreams?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't hold onto what's wrong	Fake is a mistake	No way through isn't through
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Relationships</u> Understanding my choices What we are grateful for	Understanding a range of emotions	Looking for opportunities to be kind to others. Identifying different behaviours. Feelings can get hurt and the art of listening.	Saying sorry and offering forgiveness. Appropriate and inappropriate behaviours- teasing and bullying Identifying difference.	Self-positivity – not all thoughts I have about me are true. Showing good manners and being polite	Setting goals and recognising what we are good at – thinking about our strengths
	<u>Health & Wellbeing</u> The reputations we would like. What is in our hearts?	Being positive about me & recognising ways we are unique	Rules for keeping safe	How holding onto unforgiveness can make us feel. Ways to deal with hurt & negative emotion.	How emotions feel. Staying safe in the sun.	Finding alternative solutions to problems. Overcoming challenges.
	<u>Living in the Wider World</u> There is a choice in spending and saving. Expectations when living in the wider community & looking after it.	Keeping track of money How to spend money safely	Noticing differences around you People who look after us in our community Looking at how we are the same and how we are different. Secret kindness agent	Valuing differences	There will never be another one of me. -Understand that some people have fixed ideas about what boys and girls can do -Describe the difference between male and female babies -Describe some differences between male and female animals -Understanding that making a new life needs a male and female -To know what is safe or unsafe -To know when something is too risky -To know that some things we put in our bodies can harm us - To know some rules about keeping safe	Looking for signs of energy and thinking about ways to conserve it. -Describe the differences between male and female - Name the male and female body parts -To be able to follow safety instructions and rules at home



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Unique special rules emotions feelings happy sad angry	anger calming down friendship fall-outs Remembrance Day money	Behaviour Feelings Listen Same Different community	Apologise Forgiveness Bully Emotion differences	Positive Manners Polite Safe unique	Goals Achieve Strengths Problem-solving Resolve help Environment Respect Care Conserve
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	-To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded -To know that mental wellbeing is a normal part of daily life, in the same way as physical health. -to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences -to know that their behaviour can affect other people	-to be able to communicate their feelings to others, to recognise how others show feelings and how to respond -to know and recognise what is fair and unfair, kind and unkind, what is right and wrong -to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	-about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency -to communicate their feelings to others, to recognise how others show feelings and how to respond -to recognise that their behaviour can affect other people -to know that they belong to different groups and communities such as family and school -to recognise what is fair and unfair, kind and unkind, what is right and wrong	-to know what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences -to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences -that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	-to communicate their feelings to others, to recognise how others show feelings and how to respond -to know ways in which they are all unique; understand that there has never been and will never be another 'them' -to know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings -to know and respect the differences and similarities between people	-to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings -what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) -to know how they can contribute to the life of the classroom and school
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Road Safety	remembrance walk, panto,	Minibeast hunt at juniors	Christians in school lady-Easter Judaism visitor Grace Darling Workshop	Great Fire of London Trip	Forest school KS2



Protected Characteristics		 		 			
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PSHE - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can we make sure everyone feels welcome and included in a new situation?	How can we solve problems with friends in a kind and fair way?	What steps can we take to achieve something we really want to do?	Why is it important to make healthy choices for our bodies?	Why is it important to always be honest, even when it's hard?	How can we cope with changes in a positive way?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	New Beginnings (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	Going for Goals (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Smoking (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Changes No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Relationships Giving and accepting compliments All about me: celebrating each other as unique individuals Recognising feelings & emotions Loving others & being kind People I'm grateful for <i>Key Knowledge:</i> * I am valued at school; I am unique and that's a great thing! * It's important to celebrate our similarities and differences – we are all special and unique. * Compliments can be given and received – like a gift. They encourage us and are really special. * There are lots of emotions we can feel: happy, sad, scared or excited. It's important to be able to tell if other people are feeling these emotions, and also know what I can do if I feel overwhelmed with an emotion.	Relationships Getting On & Falling Out Triggers for anger & ways to calm down Teamwork & peaceful problem solving to resolve conflict Maintaining good friendships Kind words & actions What love is & isn't <i>Key Knowledge:</i> * Different things can trigger anger. It's important to understand how our bodies change when we start to get angry, and know some ways to calm down when we start feeling angry. * Peaceful problem solving helps sort out difficulties. Seeing things from someone else's point of view is important when maintaining good friendships and sorting out fall-outs.	Relationships Showing love to others Acts of kindness Honouring others for kindness	Relationships Effects of saying sorry Responding to scenarios Benefits of letting go of hurt Trust Challenging stereotypes	Relationships Respecting people's uniqueness & differences Different types of families The real me is best Truth to build strong friendships <i>Key Knowledge:</i> * Everyone is unique and special. * We all have things that are similar and different. * Male and female bodies have similarities and differences. * There are different types of families.	Relationships How others feel about us

PSHE - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Health & Wellbeing Transition work to KS2 e.g. orientation of new school site, routines, safety, who is who, who to ask for support, 1st aid procedures etc... Loving myself Feelings associated to memories Benefits of a healthy lifestyle & risks of an unhealthy lifestyle	Health & Wellbeing Bonfire & firework safety Giving & receiving compliments Being positive about myself Being grateful Choices that affect my health <i>Key Knowledge:</i> * An important part of growing up and becoming more independent is recognising risk and deciding how to manage this responsibly. * Bonfire and firework safety is important (see poster).	Health & Wellbeing Myself as a learner Setting goals Achieving goals Choices & consequences Responding in an emergency Keeping personal info private <i>Key Knowledge:</i> * Reflect on myself as a learn-er. * Identify advantages and disadvantages of the goals set. * Foresee obstacles and plan how to overcome them. * Predict the consequences of actions or goals for individuals or groups. * Manage frustration by using a number of strategies. * Know how to break down a goal into a number of steps. * Know how others can help people achieve goals and how we can help each other. * Recognise my own success-es. * Recognise / predict the consequences of actions, solutions and goals. * Make choices based on likely consequences.	Health & Wellbeing Why people smoke Physical effects of smoking Prevention of smoking Impact of forgiveness Dealing with difficult emotions <i>Key Knowledge:</i> * Consider smoking and its effects (include vaping too). * Understand the impact of smoking, vaping and passive smoking. * Know some strategies to prevent starting smoking.	Health & Wellbeing Appropriate & inappropriate physical contact Consent Who can help & support us Truth instead of shame Appropriate & inappropriate contact Allergies <i>Key Knowledge:</i> * Each person's body belongs to them. * Physical contact can be appropriate and inappropriate. * People should only touch me if they have my consent. I can ask people not to touch me if I feel uncomfortable. This is my personal space.	Health & Wellbeing Positive changes Feeling stuck & learning to persevere Importance of resilience Emergency 1st aid Right attitudes needed to achieve our dreams Managing change well Swimming lessons (including Water Safety) Moving on, moving up (transition activities) <i>Key Knowledge:</i> * I know that changes can be good and that it can be a positive thing. * I know how change can feel and how we can deal with these feelings. * I know how to set goals and plan ahead to deal with upcoming changes (links to work done in Autumn 1 "New Beginnings" about "turning over a new leaf"). * I know what I want to change before I move to Yr4.

PSHE - Curriculum Overview



	<u>Living in the Wider World</u> Class Charter / Rights & Responsibilities Starting somewhere new & dealing with our feelings <i>Key Knowledge:</i> * A 'right' is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. * A 'responsibility' is a duty or something you should do, such as following the law and rules. * We need to have different rules in different places and know what the rules are in school.	<u>Living in the Wider World</u> Encouraging others	<u>Living in the Wider World</u> Working together, listening to one another & respecting other's views			
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PSHE - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Beginnings unique special compliments rules rights responsibilities emotions feelings happy sad excited scared angry surprised	anger triggers calming down risk bonfire safety firework safety peaceful problem-solving point of view friendship fall-outs bullying Remembrance Day	learning myself as a learner goals obstacles overcoming successes growth mindset strengths areas to improve	legal illegal smoking tobacco nicotine cigarette vape lung chemicals passive second hand smoking quitting toxic addictive <i>Also include vocabulary from all previous years (accumulative)</i>	biological male female private parts penis testicles vulva vagina uterus breasts nipples PANTS rule personal space <i>Also include vocabulary from all previous years (accumulative)</i>	change new transition routine challenge expected unexpected support help
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	* Respecting others' similarities differences. * Giving and receiving compliments (empathy). * Understanding rules and following these. * Emotional literacy – understanding the emotions I'm feeling. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults).	* Recognising triggers for anger and ways to calm down. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults). * Recognising risk and managing this responsibly. * Taking on a role in a group. * Being a good listener. * Peaceful problem-solving to sort out difficulties. * Giving and receiving compliments (empathy).	* I can reflect on myself as a learner. * I can foresee obstacles and plan how to overcome them. * I can manage frustration using different strategies. * I can recognise my own successes. * I can make choices based on likely consequences.	* I can make reasoned judgments and wise decisions based on facts, to ensure my safety and long term health. * I can recognise peer pressure and the negative impact this can have on my decisions and behaviour. * I can say 'no' when I need to.	* Respecting others' differences. * Understanding what is appropriate and inappropriate touch (physical contact). * Understanding who I can go to for help and support (trusted adults).	* I can identify changes that I've already been through, and ones in the future e.g. moving to Year 4, reflecting on how I dealt with these experiences and what lessons can be learnt from these. * I can use different strategies to deal with feelings associated to change, and know who I can talk to about these. * I can plan for a change and set goals.
Experiential Knowledge & Cross-Curricular Links (discrete learning)	* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets' * School councillor vote * British Values Week * Black History Month * Harvest & Sukkot (RE) – outdoor learning work * 10 Commandments - laws and rules (RE)	* Anti-Bullying Week or 'Friendship Week' * Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets' * Remembrance Day * Stone Age Day	* Buddying activities with Y5 class * Restorative Approaches * 'I asked the little boy who cannot see' (poetry unit) – appreciating differences & diversity * Use of 'Ask it Baskets' * Safer Internet Day	* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets'	* Buddying activities with Y5 class * Restorative Approaches * Use of 'Ask it Baskets'	* Buddying activities with Y5 class * Restorative Approaches * 'Iron Man' (English unit of work) – stereotypes and prejudices * Use of 'Ask it Baskets'



Protected Characteristics	Age Race Biological Sex Religion Disability Marriage & Civil Partnership	Age Race Biological Religion Disability Sex	Disability^{Dis -}	Age Race Biological Religion Disability Marriage & Civil Partnership	Age Race Sexual Orientation Religion Disability Marriage & Civil Partnership Biological Sex	Race

PSHE - Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Why do we need laws? How can we be a good	Why do we need laws? How can we be a good	Why do we need laws? How can we be a good	Why do we need laws? How can we be a good	Why do we need laws? How can we be a good	Why do we need laws? How can we be a good
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	Laws & Lawmaking (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	I am Special (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Alcohol (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Keeping Healthy, Staying Healthy No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge)	Relationships Problem-Solving Consequences of actions Loving others & being kind Power of words Growing a desired characteristic Knowing who we can trust Healthy family life Key Knowledge: * Solutions don't always resolve all the issues. * Actions and decisions have consequences for themselves and others. KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Relationships Getting On & Falling Out Qualities of a good friend Kind words & actions Ways we feel loved Key Knowledge: * Celebrating difference and equality, and taking individual and collective action to prevent bullying is everyone's responsibility.	Relationships Appreciating our differences Recognising & challenging stereotypes Appreciating & tolerating others Showing love to others Understanding facial expressions & body lang Asking for help Working collaboratively Key Knowledge: * Understand and appreciate that everybody is different. * Recognise and challenge stereotypes. * Recognise and challenge racism. * Recognise that we need to appreciate and tolerate other people.	Relationships Assertiveness Saying sorry, repairing broken relationships Personal boundaries Dealing with online abuse Dealing with difficult emotions Key Knowledge: * Express myself assertively in many ways.	Relationships Healthy relationships Importance of honesty & being truthful Kind and unkind voices in our life Dares	Relationships

PSHE - Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc... Swimming lessons (including Water Safety) Managing feelings in new situations Calming down Loving myself Knowing who we can trust to help us Positive & negative things that affect mental health	Health & Wellbeing Bonfire & firework safety Swimming lessons (including Water Safety) Dealing with anger Being positive about myself Celebrating strengths & achievements Positive body image Hand washing Things that affect mental health Key Knowledge: * Our bodies change when we get angry - our heart rate, blood pressure and breathing increases; our body temperature rises (we may feel hot); we sweat; our hands might clasp into fists; we feel the urge to 'fight or flight' (run away and hide). * An important part of grow-ing up and becoming more independent is recognising risk and deciding how to manage this responsibly. * Staying safe when I'm near bonfires and fireworks is essential.	Health & Wellbeing Effective learning & taking responsibility for this Being aware of surroundings and people around you Honouring heroes in the community (H23) Using mobile phones & tablets responsibly Key Knowledge: * Know how to learn effectively. * Know how to take responsibility for my own learning.	Health & Wellbeing Effects of alcohol Alcohol & risk Limits to drinking alcohol Value of forgiveness Good stress, bad stress & managing this Key Knowledge: * Understand the effect alcohol has on the body. * Understand that everyone will be affected differently by alcohol. * Understand the risks related to drinking alcohol. * Consider how society limits the drinking of alcohol. * Consider ways of persuading people to drink alcohol sensibly.	Health & Wellbeing Changes What is puberty? Menstruation Celebrating one another for who we are (not what we do) Risks of smoking Key Knowledge: * Human lifecycle: baby, toddler, child, teenager / adolescent, adult, elder. * Puberty is the time it takes adolescents to reach maturity and become capable of reproduction. * Puberty usually happens between 8-16 years old. * Physical AND emotional changes take place in your body during puberty. * Girls start their period during puberty. This lasts between 3-8 days, usually once a month. * During a period, an unfertilised egg, the lining of the womb and a small amount of blood pass through the vagina. * Pads (sanitary towels), tampons, period pants and cups are available to use when a girl is on their period. * Males might start having a wet dream during puberty, with a sticky patch in their PJs in the morning. This is a sign that they have started to produce sperm.	Health & Wellbeing Bacteria & viruses; Stopping the spread Recognising risks; Road Safety; Stranger danger (inc. online) Loss & bereavement Persevering when feeling stuck (endurance & hope) Good habits for reaching our goals Dreaming of the future Moving on, moving up (transition activities) Key Knowledge: * I know about bacteria and viruses and how these are spread. * I know of simple routines that help prevent germs spreading. * I know of the dangers that I'm likely to encounter e.g. water, medicines, in play areas... * I know the Road Safety rules. * I know what 'Stranger Danger' is and how this links to internet safety with strangers on the web. * I know what loss and bereavement is, and am aware of some coping strategies to help deal with this.

PSHE - Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Living in the Wider World</u> Class Charter / Rights & Responsibilities; Importance of school rules Safe & fair classroom Democracy: Does it solve problems? School councillor vote (links to 'Laws & Law-Making' unit) Role of the Council on local society and its impact. People in community-based jobs and their impact on the local community. <i>Key Knowledge:</i> * The electoral process within the United Kingdom is a democratic system. This means that everyone over the age of 18 gets to vote for who they would like to represent them on the council and in government. * In school, we hold an election each year to democratically vote for our school councillors, who will help make decisions in school on how it's run and what happens. * Democracy can be used to solve problems and reach agreements. * A 'right' is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. * A 'responsibility' is a duty or something you should do, such as following the law and rules. * We need to have different rules in different places and know what the rules are in school. * There are 5 British Values: Democracy, Individual Liberty, Respect, Tolerance and Rule of Law.'	<u>Living in the Wider World</u>	<u>Living in the Wider World</u> Appreciating & tolerating others	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>

PSHE - Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Election democracy laws law-making councillors rights responsibilities solutions consequences local community British Values	anger triggers calming down risk bonfire safety firework safety friendship fall- outs bullying Remembrance Day	special unique differences diversity stereotypes racism tolerance respect British Values protected characteristics growth mindset fixed mindset	legal illegal tobacco nicotine alcohol drink unit volume media advertising choice vomit unconscious	life cycle puberty genitals penis testicles sperm wet dream vulva vagina uterus / womb egg / ovum breasts pubic hair menstruations / periods sanitary products hormones fertilisation reproduction	bacteria virus germs healthy hygiene medicine stranger danger internet safety SMART rules road safety water safety bereavement coping strategies
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	* Making someone feel wel-come and valued in school. * Joining a group. * Taking responsibility for my actions and decisions. * Managing my feelings and finding a way to calm myself down when necessary. * Valuing the role of people in community-based jobs and their impact on the local community.	* Recognising triggers for anger and ways to calm down. * Understanding who I can go to for help and support if I feel overwhelmed with my emotions (trusted adults). * Recognising risk and managing this responsibly. * I can think of lots of ways to give 'friendship tokens'.	* I can understand and appre-ciate that everyone is different. * I can recognise and chal-lenge stereotypes. * I can recognise and challenge racism. * I can appreciate and toler-ate others. * I know how to learn effec-tively, and take responsibility for this.	* I can understand the effect alcohol has on the body to help inform my choices as I grow older. * I know what contributes towards a healthy lifestyle and can use this to make informed choices. * I can be assertive when making my own informed choices, resisting peer pressure when necessary.	* Know who I can speak with and get support from (trusted adult). * Empathise with and support my friends during puberty. * Show respect towards others. * Grow in independence when it comes to taking care of myself and my personal hygiene. * Recognise the difference between a healthy and unhealthy relationship.	* I can take responsibility for my own hygiene. * I can take responsibility for my own safety when crossing the road, and grow in independence with this. (This includes safe use of pedestrian crossings too.) * I can stay safe when using the internet, using the SMART rules if something happens that worries me or I'm unsure of. * I can use coping strategies to help deal with loss and/or bereavement, and know who I can talk to if needed.
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Buddying activities with Y6 class Restorative Approaches Ask is Baskets British Values Week Black History Month	Anti-Bullying Week or 'Friendship Week' Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Healthy Eating (D&T) Bikeability Remembrance Day	Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Safer Internet Day Visit from Dental Health Nurse	Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Visit from Dental Health Nurse River Pollution	Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Child Poverty – Barnardo's 'Street Child' (English unit of work)	Buddying activities with Y6 class Restorative Approaches Use of 'Ask it Baskets' Looking After the Planet and Habitats



Protected Characteristics	 Age  Race  Biological Sex  Religion  Disability  Marriage & Civil Partnership	 Age  Race  Biological Sex  Religion  Disability	 Age  Race  Biological Sex  Religion  Disability		 Biological Sex	
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PSHE - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	If I have rights, what are my responsibilities? How do these link?	What is a democracy and what does it mean to live in a democracy?	How do we 'learn to learn' and why is this important?	What are the different types of drugs, and how do they affect the body?	What are the physical and emotional changes that occur during puberty?	What is first aid, and why is it important to know how to respond in an emergency?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	New Beginnings (including School Councillor elections) Get HeartSmart!	Democracies (including Friendship Week) Don't Forget to Let Love In!	Going for Goals (including Safer Internet Day) Too Much Selfie Isn't Healthy!	Drugs (DATE) Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	1st Aid; Loss & Bereavement No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge)	Relationships Exploring Feelings Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc... Exploring Feelings Caring for my heart and other people's hearts Appropriate and inappropriate viewing of content online and on TV / making positive choices Importance of sleep & strategies to help, including limiting screen time and turning off devices at night etc... Key Knowledge: * I know some of the things that help us in school to learn and play well together (building community). KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Relationships Getting On & Falling Out Key Knowledge: * By celebrating difference and equality, we can also take individual and collective action to prevent bullying. Health & Wellbeing Bonfire & firework safety Kind words and actions to build myself & others up, and how negative words or thoughts can impact me Knowing my value and purpose Responding to pressured scenarios Knowing who can help me	Relationships Showing love and compassion for others Listening to others well Health & Wellbeing Skills and attributes of a learner Learning from our role models Planning to reach a goal and reflecting on learning journey When I'm feeling lonely Sharing appropriately online Swimming lessons (including Water Safety) Key Knowledge: -I know the skills and attributes of an effective learner and can reflect on my own strengths and areas for improvement. -I can set myself a goal or challenge. -I can recognise that some role models for young people may portray the wrong image.	Relationships Recognising bullying behaviours and ways to deal with this Health & Wellbeing Dangers of tobacco & alcohol (recap from Y3 & 4) Dealing with peer pressure Legal & illegal drugs - their risks and effects Strategies for resisting drug use 'Habits' and why these can be hard to change Importance of forgiveness (links to Nelson Mandela) Resolving conflict Describing emotions and recognising their importance Healthy ways to respond to mistakes Dealing with negative emotions	Relationships Real Love Rocks Resource: Healthy & unhealthy relationships; Ways to be equal & fair in a relationship Lying, being 'fake' Vulnerability & building trust Receiving feedback Key Knowledge: * Respect and a balance of power is essential to a healthy relationship. Health & Wellbeing Talking about puberty: exploring the physical & emotional changes Male & female reproduction system Impact of puberty on the body Importance of personal hygiene Strategies to help if you want to hide Risks of alcohol (recap) Key Knowledge: * Puberty occurs some time between the ages of 8 and 16. * Each person will start puberty at a slightly different time and will develop in their own way.	Relationships Pick me up, don't put me down Challenging stereotypes Key Knowledge: * I understand that different people show feelings in different ways. * I can recognise how to break friends without hurting someone, although sometimes breaking friends might be the best thing to do. Health & Wellbeing Basic emergency 1st aid & where to get help Loss & bereavement (links to RE topic 'Loss, Death & Christian Hope') Moving on, moving up (transition activities) Persevering when we feel 'stuck' Internal success & goals Tools for living with hope Looking after myself as I grow up Key Knowledge: * In 1st aid, DRSABC stands for: Danger - Responsive - Shout for help - Airways - Breathing

PSHE - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<i>* I understand how it feels to do or start something new and why.</i>		<i>* I can be a critical friend to others and myself. * I can recognise and celebrate achievements.</i>	Key Knowledge: * Risks of tobacco and alcohol, and how they can damage my immediate and future health. * Making informed choices, recognising that they can have positive, neutral and negative consequences. * Peer pressure can lead to risky choices and behaviour, and can come from different sources. * Know of a range of legal and illegal drugs, their risks and effects. * Different strategies to resist drug use. * Know what a 'habit' is, and why these can be hard to change.	<i>* Male and female hormones become very active and are responsible for growth and development during puberty. * Many physical and emotional changes happen to everyone, some only happen to females; some only happen to males.</i> <i>* During puberty, the male and female reproduction systems develop and mature. Males might start to have wet dreams or erections as sperm production starts, and females will begin their period, when an egg is released once a month.</i> <i>* Physical hygiene is important as you reach puberty and will become your responsibility as you get older.</i>	<i>- CPR</i> REMEMBER: 5 breathes, 30 chest compressions (2 verses of 'Baby Shark'). Repeat. * The recovery position: <i>Say hi to Miss - I have toothache - I need to go to the toilet (triangle shape with leg)</i>. Then turn them on their side, leg moved in front of them, airways open. <i>* I know some strategies to manage feelings associated with loss.</i>
	Living in the Wider World School councillor vote (links to 'Democracies' unit) Class Charter / Rights & Responsibilities Understanding Rules Creating a Community New Beginnings Key Knowledge: <i>* I understand democracy and the need for rules in society. * I understand my rights and responsibilities in the school. * I know that I am valued at school.</i>	Living in the Wider World Democracies Me as a Citizen Allocating council budgets Key Knowledge: <i>* Democracy is when people get to vote and have a 'say' on who runs the country or serves on a council.</i> <i>* Democracy impacts on my daily life and is an important part of the way our country is run. It's even one of the British Values!</i> <i>* Local democracy is where we vote for our local councillors who run our local area and council e.g. bin collections, schools, roadworks, tackling crime, tackling issues within your local area...</i>	Living in the Wider World Showing honour to others Role & purpose of charities	Living in the Wider World	Living in the Wider World Impact of unrealistic images	Living in the Wider World

PSHE - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)		* National democracy is where we vote for our MPs who represent our local areas in Westminster, London. The party with the most MPs becomes the ruling party for 5 years. The Prime Minister runs the 'winning' party. * Politicians have an important job and are involved in policy making – policies set out the jobs and issues that the government and local councils will tackle. Politicians have to decide which issues are the most important to focus on and fund. * Not everyone agrees with the government, and there are groups that conflict with government policies.				
Key Vocabulary	rights responsibilities rules community belonging emotions feelings self-regulating calming down	democracy autocracy British Values local democracy national democracy election voting MP councillor Prime Minister cabinet Westminster politician policy-making manifesto	goals celebrating achievements successes learning to learn skills effective learner reflecting taking responsibility perseverance resilience growth mindset role model critical friend	legal illegal alcohol tobacco vapes drugs cocaine heroin cannabis volatile substances Class A / B / C drugs habit peer pressure risk stereotypes	puberty genitals / private parts penis testicles scrotum foreskin sperm – make sex cells erection ejaculation / wet dream vulva vagina fallopian tube uterus / womb egg / ovum – female sex cells breasts menstruation / periods sanitary products hormones reproduction	1 st aid asthma attack bleeding broken bone burns choking head injury unresponsive loss bereavement coping strategies transition

PSHE - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	* I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.	* I can prepare, rehearse and deliver a short manifesto. * I know how to access local democracy and use my right to have a say in my community. * I can recognise risks and decide how to manage this responsibly. * I know how I can stay safe when I'm near bonfires and fireworks.	* I can reflect on my strengths and celebrate my achievements. * I can reflect on my areas for improvement. * I can set myself a goal or challenge and work towards it. * I am developing my growth mindset / learning to learn skills: resilience, perseverance, taking responsibility, reflecting... * I can be a critical friend and give constructive feedback.	* I can make informed choices, recognising that they can have positive, neutral and negative consequences. * I can recognise peer pressure and say NO when needed, knowing different strategies to resist drug use.	* Respect each other and our differences. * Know who I can speak with and get support from (trusted adult). * Grow in independence when it comes to taking care of myself and my personal hygiene. * Feel comfortable chatting about different types of relationships. * Recognise ways to be equal and fair in a relationship. * Recognise the difference between a healthy and unhealthy relationship.	* I understand what first aid is and why it's important. * I understand basic emergency 1st aid procedures, and where / how to get help. * I understand some of the feelings people have when someone close dies or leaves. * I am able to support someone who is unhappy because they have lost someone. I know who I can talk to if needed.
Experiential Knowledge & Cross-Curricular Links (discrete learning)	Buddying activities with Y3 class <i>There's a Boy in the Girls' Bathroom</i> by Lois Sachar (English unit of work, covering bullying, a range of friendship issues & handling emotions) Restorative Approaches Use of 'Ask it Baskets' Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group British Values Week Black History Month	Anti-Bullying Week or 'Friendship Week' Buddying activities with Y3 class as part of Friendship Week Restorative Approaches Use of 'Ask it Baskets' Millie's Trust Workshop (1st Aid) Stockport County E-Safety sessions (x6) Local councillor visit Remembrance Day Geography topic: "South America." Appreciate and celebrate diversity of other cultures. Similarities and differences explored / ways of life... Young Leaders Award tasks & visit to Dementia Friendly Group	Buddying activities with Y3 class Restorative Approaches Use of 'Ask it Baskets' DT cooking, nutrition & seasonality topic "Soup" (hygiene / food prep/nutrition) Safer Internet Day Holocaust Memorial Day Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group	Buddying activities with Y3 class Restorative Approaches Swimming lessons (including Water Safety) Use of 'Ask it Baskets' Tatton Park Trip (appreciating our British heritage) Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group	Buddying activities with Y3 class Restorative Approaches Science topic: Animals including humans (links to RSE) Swimming lessons (including Water Safety) Use of 'Ask it Baskets' Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group, & organise a social enterprise fundraiser for a local and national charity	Buddying activities with Y3 class Restorative Approaches RE Topic: Loss, Death & Christian Hope (links to bereavement work) Use of 'Ask it Baskets' Science Topic: "Life Cycles." Importance of conservation and our role in caring for the planet & endangered animals English: Stories with issues (refugees themed) Young Leaders Award tasks & visit to Newlands Care Home or Dementia Friendly Group, & organise a social enterprise fundraiser for a local and national charity



Protected Characteristics	Age Race Biological Sex Religion Disability	Age Race Biological Sex Religion Disability Marriage & Civil Partnership	Age Race Biological Sex Religion Disability	Age	Age Race Biological Sex Religion Disability Marriage & Civil Partnership	Age Race Biological Sex Religion Disability Marriage & Civil Partnership

PSHE - Curriculum Overview



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can I effectively promote my own health and wellbeing?	What makes a healthy friendship?	How can we ensure our safety while engaging online?	How can we let go of things that aren't good for us?	What are the consequences of adopting a fake persona?	How can we effectively navigate the transition of our next chapter?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Topics	Looking After Myself (including School Councillor elections) Get HeartSmart!	Getting On & Falling Out (including Friendship Week) Don't Forget to Let Love In!	In the Media (including Safer Internet Day & Holocaust Memorial Day) Too Much Selfie Isn't Healthy!	DATE Don't Hold on to What's Wrong!	RSE Fake is a Mistake!	Moving On, Moving Up No Way Through Isn't True!
Teaching Sequence & Substantive Concepts (Knowledge)	<u>Relationships</u> A Confident Me: Having an opinion & listening to others respectfully Secrets Importance of commitment in marriage or partnership	<u>Relationships</u> Getting On & Falling Out Working collaboratively Difference & diversity: How prejudice can be a barrier to friendship Conflict resolution Ways people show me love through kindness Significant events & people in our lives (R4) Key Knowledge: * Recognising and celebrating each other's similarities and differences is important, and helps us build respect and tolerance towards others. However, sometimes difference can be a barrier to friendship. * 'Prejudice' is when someone 'pre-judges' someone or something, having made up their mind before they know them. It's important to overcome presumptions and 'never judge a book by its cover'. This can lead to racism, sexism etc... if left unchallenged.	<u>Relationships</u> Demonstrating love for others All the same, all different Being a good listener Supporting one another	<u>Relationships</u> Strategies to resolve conflict & disputes Power of forgiveness Using tone of voice & body language to communicate Building trust Impact of bullying	<u>Relationships</u> Communication in relationships Online relationships Dealing with opinions respectfully Establishing boundaries for respectful relationships Key Knowledge: * Good communication is important in healthy relationships, and we need to communicate when we don't feel comfortable with someone. * Consent and giving someone permission is important in any relationship. * Respect and a balance of power is essential to a healthy relationship. * Not everything on the inter-net is the truth.	<u>Relationships</u>

KEY
 HeartSmart resource
 SEAL resource
 RSE (CWP resource)
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PSHE - Curriculum Overview



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	Health & Wellbeing Transition work e.g. routines, safety, who to ask for support etc... Thinking About Me: Strengths & goals Making Decisions for Me: Informed decisions & consequences Choices that help (not hurt) our hearts Powerful body language Keeping our hearts soft but strong Eatwell plate & planning a healthy meal	<i>* Behaviour is linked to thoughts and feelings. We act out how we are feeling but also what we are thinking e.g. if we dislike someone, this comes through in our actions towards that person.</i> <i>* It's important to stop and try to get an accurate picture before acting in a situation. This can help resolve fall-outs in friendships.</i> Health & Wellbeing Bonfire & firework safety Knowing my worth Giving & receiving positive words Cultivating gratefulness Early signs of illness	Health & Wellbeing Benefits & dangers of social media	Health & Wellbeing Effects, risks and law relating to cannabis Volatile substances; Abuse & getting help Help, advice & support Choosing forgiveness Strategies to help deal with negative emotions Key Knowledge: * Understand the effects, risks and law relating to cannabis. * Understand the risk of volatile substance abuse (VSA). * Know how to get help and how to give help. * Being aware of the options for getting help, advice and support. * I have practised communi-cating with adults.	Health & Wellbeing Puberty & reproduction Families, conception & pregnancy Real Love Rocks (Barnardos): Online safety & awareness of online grooming Being proud of who we are Negative & positive self-talk Vaccinations Legal & illegal substances & their risks Key Knowledge: * Puberty occurs some time between the ages of 8 and 16. * Male and female hormones become very active and are responsible for growth and development during puberty. Physical AND emotional changes occur. * During puberty, the male and female reproduction systems develop and mature. Males might start to have wet dreams or erections as sperm production starts, and females will begin their period, when an egg is released once a month. * Conception happens when a male sex cell (sperm) meets a female sex cell (egg) through intercourse or IVF. This is how babies are made (reproduction). * There are four stages of grooming and I need to understand how I can reduce these risks to keep myself safe. Always talk to a trusted adult if in doubt!	Health & Wellbeing Moving on, moving up (transition activities) Persevering when we feel 'stuck' Impact of developing a 'can do' attitude Self-awareness of how we're feeling & why Power of hope Stepping out of comfort zones Key Knowledge: * I understand what the 'secrets of success' are when thinking about transition & moving on. * I understand what it means to take risks and facing a fear of failure. * I know of coping strategies to help me when I'm facing changes in life. * I know of different strate-gies to help deal with worries about Secondary School. * I understand the importance of embracing my own uniqueness and other people's too. * I know that it's quite common for people to face fallouts in their friendships, and that first impressions are not always accurate. * Healthy habits are essential for my wellbeing as I grow older and more independent e.g. good sleep habits, good mobile phone & screen-time habits...

PSHE - Curriculum Overview



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Teaching Sequence & Substantive Concepts (Knowledge) KEY HeartSmart resource SEAL resource RSE (CWP resource) DATE (CWP resource)	<u>Living in the Wider World</u> A Future Me: Skills for jobs A Money-Minded Me: Spending & Saving Class Charter / Rights & Responsibilities School councillor vote <i>Key Knowledge:</i> * I have rights and responsibilities in school e.g. I have the right to bring a water bottle in school to stay hydrated and healthy. It's my responsibility to look after my bottle, make sure it's labelled and follow the class rules for appropriate use. * Rules are used in society and also in school. We have rules to ensure that everyone knows what is expected of them and how to behave. * Certain jobs require specific skills and many jobs require different skills. * People spend their money on a variety of things – some of these things are 'needs' (basic necessities you need to live on) and some are 'wants' (things we can live without but are nice to have). * Saving is important and a good habit to get into as you start to manage your money. * People in poorer countries live on much less money than we do, and their list of 'basics' will differ to ours.	<u>Living in the Wider World</u>	<u>Living in the Wider World</u> How the media presents information; Bias in the media; Advertising How people before us have overcome challenges <i>Key Knowledge:</i> * I am beginning to explore how the media present information. * I can research and discuss topical issues. * I know that different sources of news select their information to suit their target audience. * I can talk and write about my opinions and explain their views. * I can appreciate that advertising can have a strong influence on people's behaviour. * I understand that the language used in advertising may be misleading.	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>

PSHE - Curriculum Overview



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Key Vocabulary	rights responsibilities rules jobs career skills money economic well-being savings financial capability	Respect tolerance similarities differences diversity prejudice racism sexism empathy constructive criticism communication	media article news information misinformation bias influencers propaganda anti-Jewish holocaust advertising false advertising	legal illegal drugs cannabis volatile substances Class A/B/C drugs accident dangerous unconscious choking sniffing / huffing inhaling recovery emergency	puberty genitals / private parts penis testicles scrotum foreskin sperm – male sex cells erection ejaculation / wet dream vulva vagina fallopian tube uterus / womb clitoris egg / ovum – female sex cells breasts menstruation / periods sanitary products hormones fertilisation reproduction sex / sexual intercourse conception umbilical cord foetus multiple births	secrets of success risks change worries secondary school 'normal' unique bouncebackability (resilience) first impressions good habits
Disciplinary Concepts (Skills) * Self-awareness * Self-management * Social awareness * Relationship skills * Decision-making	* Self-evaluate and set targets for the future. * Recognise and value my achievements. * Having my own opinions and being aware of others' opinions that may differ to my own. * Listening to others express-ing their own thoughts and opinions sensibly and respectfully. * I have a choice to say no, and understand the consequences of not making the right decision. * Making an informed deci-sion.	* Using good communication skills when working in a group. * Use a variety of ways to criticise constructively and respond to criticism. * Listen to people when they don't agree and think about what they have said. * To see a situation from another person's perspective (empathy). * Understand how it might feel to be excluded or treated badly because of being different in some way.	* I can research and make sense of topical issues and news. * I can recognise bias within the news and reporting. * I can reflect on the information presented to me, and come to my own conclusions (looking past stereotypes, bias, influence and misinformation).	* I understand the risk of misusing drugs and volatile substance abuse (VSA), using this to inform my choices and behaviour to make healthy choices. * I know how to get help and how to give help. * I am aware of the options for getting help, advice and support. * I have practised communi-cating with adults.	* Respect each other and our differences. * Know who I can speak with and get support from (trusted adult). * Know where to report abuse online. * Grow in independence when it comes to taking care of myself and my personal hygiene. * Recognise ways to be equal and fair in a relationship. * Know some of the positive and negative ways of communicating in a relationship.	* I can take risks which will help me to reach my goals and dreams. * I am resilient and can 'bounce back' in given situations. * I can use different coping strategies to help me when I'm facing changes in my life. * I can use different strategies to help deal with worries about Secondary School. * I value my own and other people's uniqueness. * I can keep an open mind before judging new people I've met. * I can use different restora-tive strategies when dealing with fallouts. I am growing in independence to make good choices when it comes to healthy habits.

PSHE - Curriculum Overview



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Experiential Knowledge & Cross-Curricular Links (discrete learning)	Buddying activities with Y4 class Restorative Approaches <i>Pig Heart Boy</i> by Malorie Blackman (English unit of work covering themes of friendship, betrayal and forgiveness) Use of 'Ask it Baskets' British Values Week Black History Month Budgeting (Maths) Stockport County Financial Capability sessions (x6) Speed Awareness Course	Anti-Bullying Week or 'Friendship Week' Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Fire Safety workshops Remembrance Day Impact of war on the planet (History/Geography topics)	Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Safer Internet Day Bikeability Holocaust Memorial Day	Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' STEM week - organising and facilitating activities for the events	Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' Well-being workshops (prep for SATs) Residential activity holiday	Buddying activities with Y4 class Restorative Approaches Use of 'Ask it Baskets' CIST transition workshops—preparation for high school and moving on Leaver's service at Manchester Cathedral and St Thomas' Church Transition days at high schools
Protected Characteristics						