



Subject: PSHE
Class: Neptune Year: A Term: Autumn

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- strategies to respond to bullying is online & offline,
- what discrimination is & how to challenge it
- **families & positive close relationships**
- different types of relationships
- different ways of showing relationship commitment
- forced marriage is illegal in UK
- **safe relationships**
- strategies for recognising risks & harmful content on line - how to report
- how to respond to peer pressure or physical contact
- seeking and granting permission

Vocabulary

- Harassment, exclusion
- Discrimination, discriminate
- Gender identity, sexual orientation
- Marriage, civil partnership, forced marriage
- Private, privacy, legal, illegal
- Respect, permission, boundaries
- Childline, appropriate, inappropriate

Help at home

- Discuss school behaviour and anti bullying policy together
- Discuss family internet safety settings

Enrichment

School voting for elections. International Human rights Day. Guy Fawkes and British democracy. Community outreach & fundraising.

Skills Development

To be able evaluate own safety on and offline. To engage in oral discussion, asking questions to further understanding and gather the viewpoints of others. To know how to seek help if worried and report concerns.

Outcomes and assessment -

To be able to recognise bullying behaviours on and offline and know how to report concerns. To be able to give examples of strategies to evaluate risk. To recognise that there are many types of relationship and ways of showing commitment. To be able to identify when privacy is appropriate and when it is not. To show understanding of discrimination & harassment.

SMSC	Spiritual That some couples chose a religious ceremony eg marriage	Moral Our duty to stand up and report discrimination and harassment	Social To explore how celebrating a relationship is a social event	Cultural To explore how relationship commitment is celebrated in different ways
British Values	Democracy Voting for school elections	Rule of Law That there are laws to prevent inappropriate relationships	Individual Liberty Individual right to choose friends and relationships	Mutual Respect Respecting individual relationship choices

Links to our vision statement:

Challenge - to be able to challenge and report where we see examples of discrimination, intimidation & harassment

Creativity - to explore ways different cultures celebrate a union between two people

Compassion - to offer support and comfort to those who have been made unhappy by friendships or relationships



Subject: PSHE
Class: Neptune Year: B Term: Autumn

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- strategies to respond to bullying is online & offline,
- protected characteristics of the Equality Act
- **friendships**
- how friendships support wellbeing
- what constitutes healthy friendships
- how to manage online interactions
- recognising friendships change over time
- **respecting self & others**
- discuss & debate topical issues
- how to challenge constructively
- explore different traditions, beliefs & lifestyles

Vocabulary

- Harassment, exclusion, bullying, trolling
- Discrimination, discriminate
- Friendship, wellbeing
- Tradition, belief, lifestyles
- Private, privacy, legal, illegal
- Respect, politeness, consideration
- Debate, alternative viewpoint

Help at home

- Discuss school behaviour and anti bullying policy together
- Discuss diversity & inclusion

Enrichment

School voting for elections. International Human rights Day. Guy Fawkes and British democracy. Community outreach & fundraising.

Skills Development

To be able evaluate own safety on and offline. To engage in oral discussion to debate topical issues with respect. To know how to seek help if worried and report concerns. To challenge constructively with consideration.

Outcomes and assessment -

To be able to recognise bullying behaviours on and offline and know how to report concerns. To show understanding of discrimination & harassment and the protected characteristics. To give examples of ways to manage friendships online. To be able to present an alternative viewpoint to own opinions and use evaluative vocabulary with respect,

SMSC	Spiritual Jesus as a Christian model for friendship, inclusion & compassion	Moral Our duty to stand up and report discrimination and harassment	Social How spending time with friends supports social enjoyment & wellbeing	Cultural How friends have different cultural experiences as well as similar interests to our own.
British Values	Democracy Voting for school elections	Rule of Law The importance of the Equality Act 2010	Individual Liberty Individual right to choose friends and relationships	Mutual Respect Respecting the viewpoint & opinions of others

Links to our vision statement:

Challenge - to be able to challenge and report where we see examples of discrimination, intimidation & harassment

Creativity - to explore ways creativity supports friendship through shared experiences & activities

Compassion - to respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own



Subject: PSHE
Class: Neptune Year: A Term: Spring

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- gender identity & biological sex
- Physical changes experienced during puberty
- Processes of conception, reproduction & birth
- **physical wellbeing**
- need for nutritionally balanced diet
- impact of sleep on physical & mental health
- importance of physical activity, dangers of inactivity
- **mental health**
- vocabulary to express range of emotions & feelings
- what mental health is, how to get support if needed
- recognise brain function and links to mental health

Vocabulary

- Ethnicity, identity, gender identity, biological sex
- conception, reproduction, pregnancy, birth
- menstruation, menstrual cycle, ejaculation, erection
- healthy lifestyle, nutrition, balance
- physical activity, inactivity,
- Mental health, wellbeing, support
- Triune brain, chemicals, hormones

Help at home

- Ensure your child is prepared for changes at puberty
- Discuss the importance of & ways to support good physical and mental health

Enrichment

World Religion Day. E-safety day. Children's mental health week. World Earth Day, Comic/Sports Relief. World Book Day.

Skills Development

To be able to show respect for individuals. To engage in oral discussion. To have a range of strategies to manage self health - diet, sleep, exercise recreation. To be equipped for physical changes at puberty.

Outcomes and assessment -

To be able to describe processes of human reproduction. To identify changes experienced in puberty and ways to manage these. To describe and use basic techniques for first aid. To describe a range of ways to promote physical and mental health. To describe the impact of brain function on mental health & emotions and suggest ways to get support if needed.

SMSC	Spiritual That faith can contribute to mental wellbeing	Moral Our duty to take responsibility for our own actions & behaviours	Social How communities support needs of humans at different stages in life.	Cultural To explore how different cultural experiences support wellbeing
British Values	Democracy How society supports developmental needs	Rule of Law That FGM is illegal in Britain.	Individual Liberty Individual right to choose activities we enjoy.	Mutual Respect Respecting the factors individuals use to express self identity

Links to our vision statement:

Challenge - to be able to use strategies and support when facing the challenges of growth and puberty.

Creativity - how different activities can support physical and mental health.

Compassion - to show care, consideration and compassion for humans at different stages in their life journey.



Subject: PSHE
Class: Neptune Year: B Term: Spring

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- gender identity & biological sex
- Physical changes experienced during puberty
- Processes of conception, reproduction & birth
- **Keeping safe**
- Maintaining privacy, reporting harm or online content
- Age restrictions for online games, sites, gambling
- Basic techniques for first aid
- **drugs, alcohol & tobacco**
- risks & effects of legal & illegal drugs
- why people chose to use/ not use alcohol & tobacco
- networks and support for those with addictions

Vocabulary

- Ethnicity, identity, gender identity, biological sex
- conception, reproduction, pregnancy, birth
- menstruation, menstrual cycle, ejaculation, erection
- Medicine, prescription, dosage
- 999, accident emergency services
- Alcohol, drug, medicine, tobacco cigarette, vaping
- Addiction, habit

Help at home

- Ensure your child is prepared for changes in puberty
- Discuss the importance of age controls for films, games, apps, alcohol and tobacco.

Enrichment

World Religion Day. E-safety day. Children's mental health week. World Earth Day, Comic/Sports Relief. World Book Day.

Skills Development

To be able to show respect for individuals. To engage in oral discussion. To know how to report inappropriate or illegal activity. To have a range of strategies to resist peer pressure. To use basic techniques for first aid.

Outcomes and assessment -

To be able to describe processes of human reproduction. To identify changes experienced in puberty and ways to manage these. To describe and use basic techniques for first aid. To describe a range of ways to promote online safety. To explain reasons for age controls online. To identify risks of legal and illegal drugs.

SMSC	Spiritual How religions celebrate life changes	Moral Our duty to care for the safety of others	Social How communities support needs of humans at different stages in life.	Cultural To explore different cultural experiences to mark stages in human life
British Values	Democracy How society supports developmental needs	Rule of Law That FGM is illegal in Britain. That films, games and apps have age limits for use	Individual Liberty That liberty brings responsibility	Mutual Respect Respecting the factors individuals use to express self identity

Links to our vision statement:

Challenge - to recognise and be prepared for changes experienced in puberty

Creativity - to use equipment and online tools safely to pursue our hobbies and creative arts

Compassion - to show care, consideration and compassion for humans at different stages in their life journey.



Subject: PSHE
Class: Neptune Year: A Term: Summer

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How information is selected and ranked online
- Develop strategies to evaluate reliability of sources
- Be aware of privacy and rules around images
- **Shared responsibilities**
- Reasons for rules & laws
- Role of UNICEF & rights of the child
- Relationship between rights & responsibilities
- **economic wellbeing - money**
- what makes good value for money
- How to keep money safe
- risks associated with gambling

Vocabulary

- Online search, rank, target group,
- Report, CEOP, fake news, social media, manipulation
- Privacy rules, data, distribution
- Ecology, care, charity, action, fair trade
- UNICEF, rights, human rights, legal, law
- Bank, online banking, transaction, security checks
- Gambling, loss, debt

Help at home

- Discuss what represents good value to your family
- Look at costs and prices when shopping together
- Ensure parental controls are set up online

Enrichment

Walk to school week. Toilet Twinning event. Giant walk - BRAKE, Devonshire house links. Transition events.

Skills Development

To be able to discuss and evaluate different factors in making a decision. To engage in oral discussion, asking questions to further understanding and gather the viewpoints of others. To know how to search safely and check online information.

Outcomes and assessment -

To be able to recognise and give examples of rights & responsibilities. To give examples of different factors affecting spending decisions. To be able to explain the role of UNICEF & the rights of the child. To give examples of human rights. To describe ways of looking after money. To show awareness of privacy and image rules.

SMSC	Spiritual That Christians consider God's world as an act of creation	Moral Our duty to support basic human rights	Social To explore how charities help identified need	Cultural To explore how trade, buying and selling objects can wider our cultural experiences.
British Values	Democracy The right to choose own ways of earning money	Rule of Law That there are laws to support human rights	Individual Liberty Individual choice about which charities to support	Mutual Respect Respecting the needs of all living things on the planet.

Links to our vision statement:

Challenge - to be respond to the challenge of living sustainably and supporting the environment

Creativity - to use creativity as a means of making money, and solving ecological challenges.

Compassion - to show care and compassion for human rights and those who suffer.



Subject: PSHE
Class: Neptune Year: B Term: Summer

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How information is selected and ranked online
- Develop strategies to evaluate reliability of sources
- Be aware of privacy and rules around images
- **Communities**
- Learn about diversity and its value in communities
- Learn how to challenge prejudice & stereotypes
- **economic wellbeing - aspirations, work, careers**
- learn about a range of factors linked to work choice
- recognise that some jobs are paid more than others
- identify a variety of routes into careers

Vocabulary

- Online search, rank, target group,
- Report, CEOP, fake news, social media, manipulation
- Privacy rules, data, distribution
- Community role responsibility
- Stereotype, prejudice, diversity, equality
- Aspiration, work, job, career
- College, apprenticeship, university, experience

Help at home

- Discuss the benefits of a diverse community
- Talk about different career pathways
- Ensure parental controls are set up online

Enrichment

Walk to school week. Toilet Twinning event. Giant walk - BRAKE, Devonshire house links. Transition events.

Skills Development

To be able to contribute to our local community. To be able to report/challenge inequality, prejudice, stereotyping. To know how to search safely and evaluate online information. To set goals and evaluate achievements. To develop strategies to manage transition.

Outcomes and assessment -

To be able to recognise the benefits of diverse communities. To describe how to use the internet safely and check sources. To give examples of careers and a range of different career routes.

SMSC	Spiritual Christians consider themselves part of a global community	Moral Our duty to look after the world in which we live; support people's needs within it	Social To explore how society is enriched by community groups	Cultural That cultural experiences can be developed through different groups and societies
British Values	Democracy The right to choose own jobs or career	Rule of Law That there are laws to support safe use of the internet	Individual Liberty Individual choice to join clubs and societies	Mutual Respect Respecting the needs of diverse groups.

Links to our vision statement:

Challenge - to be respond to the challenge of supporting community groups; setting personal goals and aspirations

Creativity - to use creativity as a means of making connections within and across communities.

Compassion - that careers exist which support care and compassion for others, that some people choose work which is unpaid.



Subject: PSHE
Class: Saturn Year: A Term: Autumn

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- what bullying is online & offline, how to report it
- what discrimination is
- **families & positive close relationships**
- different types of families and relationships
- common characteristics of quality family life
- how to seek help if unhappy or worried about home
- **safe relationships**
- difference between privacy & secrets
- how to resist pressure or unwanted attention
- seeking and granting permission
- how to share worries or concerns

Vocabulary

- Bully, bullying, repeated behaviour
- Discrimination, discriminate
- extended, blended, single, same sex, step, foster
- Love, care, respect, support
- Private, privacy
- Respect, permission,
- Childline, appropriate, inappropriate

Help at home

- Discuss school behaviour and anti bullying policy together
- Discuss family compositions and activities

Enrichment

School voting for elections. International Human rights Day. Guy Fawkes and British democracy. Community outreach & fundraising.

Skills Development

To be able listen and respond to information and experiences of different relationships. To engage in oral discussion, asking questions to further understanding and gather the viewpoints of others. To know how to seek help if worried.

Outcomes and assessment -

To be able to recognise bullying behaviours on and offline and know how to report concerns. To be able to explain how to keep safe and seek help, including national support such as Childline. To recognise that there are many types of family, which share common features of family life. To be able to identify when privacy is appropriate and when it is not.

SMSC	Spiritual That Christians consider themselves part of a family of God	Moral Our duty to stand up and report bullying or discrimination	Social To explore how families contribute to local communities	Cultural To explore how different families have different cultural traditions and celebrations
British Values	Democracy Voting for school elections	Rule of Law That there are laws to support human rights and relationships	Individual Liberty Individual right to choose friends and relationships	Mutual Respect Respecting family groups which are different to our own

Links to our vision statement:

Challenge - to be able to challenge and report those who do not treat us or others with respect

Creativity - to share time with our families by engaging in different activities

Compassion - to offer support and comfort to those who have been made unhappy by friendships or relationships



Subject: PSHE
Class: Saturn Year: B Term: Autumn

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- what bullying is online & offline, how to report it
- what discrimination is
- **friendships**
- how friendships support wellbeing
- characteristics of positive friendships
- how to seek help with friendship difficulties
- **respecting self & others**
- recognising impact of own behavior on others
- how to respond to loneliness & being left out
- qualities of positive online friendships
- how to show respect on and offline

Vocabulary

- Bully, bullying, repeated behaviour
- Discrimination, discriminate
- Friendships, respect, courtesy
- Loneliness, exclusion
- Personal behaviour
- wellbeing
- politeness consideration

Help at home

- Discuss school behaviour and anti bullying policy together
- Discuss qualities of good friendships

Enrichment

School voting for elections. International Human rights Day. Guy Fawkes and British democracy. Community outreach & fundraising.

Skills Development

To be able to cooperate and develop friendships with others. To engage in respectful oral discussion, recognising differing viewpoints & opinions. To know how to seek help if worried and to resolve friendship difficulties on and offline.

Outcomes and assessment -

To be able to recognise bullying behaviours and know to report. To be able to explain how to keep safe and seek help both on and offline. To recognise that there are many types of friend and each have different characteristics. To be able to identify own behaviour impacts on others and to explain how to show respect and consideration for others.

SMSC	Spiritual That Christians consider themselves part of a family of God	Moral Our duty to stand up and report bullying or discrimination	Social To explore how spending time with friends supports social enjoyment	Cultural How friends have different cultural experiences as well as similar interests to our own.
British Values	Democracy Voting for school elections	Rule of Law That there are laws to support human rights	Individual Liberty Individual right to choose friends and relationships	Mutual Respect Respecting others whether they are our friends or not

Links to our vision statement:

Challenge - to be able to challenge and report those who do not treat us or others with respect; to manage our own actions & behaviours

Creativity - to share time with our friends by engaging in different activities

Compassion - how positive friendships are built on respect and compassion; showing compassion to those who are not our special friends



Subject: PSHE

Class: Saturn Year: A Term: Spring

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- Factors which contribute to personal identity
- How puberty is related to reproduction
- Ways we are special & unique
- **physical wellbeing**
- how diet & dental hygiene support health
- keeping safe in the sun
- the importance of hygiene & medicines
- **mental health**
- what mental health is, how to get support if needed
- strategies to support good mental health
- learn about death, grief & bereavement

Vocabulary

- Ethnicity, identity, faith, culture
- Genitalia, internal, external, puberty, reproduction
- Skills, achievements, interests
- Healthy lifestyle, positive, negative
- Infection, hygiene, sun safety
- Mental health, wellbeing, support
- Death, grief, bereavement

Help at home

- Share importance features of your family identity
- Discuss the importance of ways to support good physical and mental health

Enrichment

World Religion Day. E-safety day. Children's mental health week. World Earth Day, Comic/Sports Relief. World Book Day.

Skills Development

To be able to compare similarities and differences between individuals. To engage in oral discussion. To explore different physical and recreational activities to support wellbeing. To further develop skills in self hygiene. To express feelings around grief.

Outcomes and assessment -

To be able to recognise stages of human development. To identify different factors in maintaining physical and mental health. To suggest ways of getting support and help to combat mental ill health or physical illness. To explain the need for and give examples of sun safety measures.

SMSC	Spiritual That faith can contribute to mental wellbeing	Moral Our duty to take responsibility for our own actions & behaviours	Social How communities support needs of humans at different stages in life.	Cultural To explore how different cultural experiences support wellbeing
British Values	Democracy How society supports developmental needs	Rule of Law That there are laws to support human rights	Individual Liberty Individual right to choose activities we enjoy.	Mutual Respect Respecting the feelings and interests of others

Links to our vision statement:

Challenge - to be able to use strategies and support when facing the challenges of growth and personal change.

Creativity - how different activities can support physical and mental health.

Compassion - to show care, consideration and compassion for humans at different stages in their life journey.



Subject: PSHE
Class: Saturn Year: B Term: Spring

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- Factors which contribute to personal identity
- How puberty is related to reproduction
- Ways we are special & unique
- **Keeping safe**
- How to identify risks - fire, fireworks, online
- How to store & use medicines
- how to respond to an emergency, calling 999
- **drugs, alcohol & tobacco**
- risks & effects of tobacco, vaping
- risks & effects of alcohol
- what addiction is

Vocabulary

- Ethnicity, identity, faith, culture
- Genitalia, internal, external, puberty, reproduction
- Fire safety, firework, precautions, controls
- Medicine, prescription, dosage
- 999, accident emergency services
- Alcohol, drug, medicine, tobacco cigarette, vaping
- Addiction, habit

Help at home

- Share importance features of your family identity
- Discuss the importance of ways to support good physical and mental health

Enrichment

World Religion Day. E-safety day. Children's mental health week. World Earth Day, Comic/Sports Relief. World Book Day.

Skills Development

To be able to compare similarities and differences between individuals. To engage in oral discussion. To explore different ways of assessing risk. To make an emergency services call, what to say & how to respond.

Outcomes and assessment -

To be able to recognise stages and features of human development. To identify risks associated with fire and fireworks. To recall number and procedure for emergency services. To show a basic understanding for the need for online safety. To describe risks and how the body is affected by tobacco and alcohol. To explain why prescriptions are important for medicines.

SMSC	Spiritual How religions celebrate life changes	Moral Our duty to care for the safety of others	Social How communities support needs of humans at different stages in life.	Cultural To explore different cultural experiences to mark stages in human life
British Values	Democracy How society supports developmental needs	Rule of Law That there are laws to support human rights	Individual Liberty That liberty brings responsibility	Mutual Respect Respecting the factors individuals use to express self identity

Links to our vision statement:

Challenge - to recognise and respond appropriately to risk

Creativity - to use equipment and online tools safely to pursue our hobbies and creative arts

Compassion - to show care, consideration and compassion for humans at different stages in their life journey.



Subject: PSHE
Class: Saturn Year: A Term: Summer

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How to make safe reliable searches online
- That information is collected for commercial use
- Be aware of privacy and rules around images
- **Shared responsibilities**
- different ways to protect environment
- ways to show compassion to others
- roles of charities
- **economic wellbeing - money**
- different factors influence spending decisions
- spending decisions based on wants needs & priorities
- different ways of looking after money

Vocabulary

- Online search, chat, app, email, image
- Report, CEOP, fake news
- Privacy rules, data, distribution
- Ecology, care, charity, action, fair trade
- Reduce, recycle, reuse, food choices
- Finance, financial choice
- Charity, donate, gift

Help at home

- Discuss ways your family supports the environment
- Look at costs and prices when shopping together
- Ensure parental controls are set up online

Enrichment

Walk to school week. Toilet Twinning event. Giant walk - BRAKE, Devonshire house links. Transition events.

Skills Development

To be able to compare needs and differences between living things. To engage in oral discussion, asking questions to further understanding and gather the viewpoints of others. To know how to search safely and check online information.

Outcomes and assessment -

To be able to recognise the differing needs of living things. To be able to explain how humans can support the environment. To give examples of different factors affecting spending decisions. To be able to explain the difference between wants and needs. To describe ways of looking after money. To show awareness of privacy and image rules.

SMSC	Spiritual That Christians consider God's world as an act of creation	Moral Our duty to look after the world in which we live.	Social To explore how society groups are helping the environment	Cultural To explore how trade, buying and selling objects can wider our cultural experiences.
British Values	Democracy The right to choose own ways of earning money	Rule of Law That there are laws to support safe use of the internet	Individual Liberty Individual choice about which charities to support	Mutual Respect Respecting the needs of all living things on the planet.

Links to our vision statement:

Challenge - to be respond to the challenge of living sustainably and supporting the environment

Creativity - to use creativity as a means of making money, and solving ecological challenges.

Compassion - to show care and compassion for all living things in our world.



Subject: PSHE
Class: Saturn Year: B Term: Summer

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How to make safe reliable searches online
- Know that information is collected including for commercial use
- Be aware of privacy and rules around images
- **Communities**
- Value different contributions to a community
- Learn about different groups in a community
- **economic wellbeing - aspirations, work, careers**
- learn about a range of careers and skills for work
- recognise & celebrate own achievements, set goals
- identify some jobs which interest them

Vocabulary

- Online search, chat, app, email, image
- Report, CEOP, fake news
- Privacy rules, data, distribution
- Community role responsibility
- Teamwork, listening, negotiation
- Aspiration, work, job, career
- Neighbour, locality, village, town, interest group

Help at home

- Discuss ways your family supports the community
- Talk about different jobs and careers
- Ensure parental controls are set up online

Enrichment

Walk to school week. Toilet Twinning event. Giant walk - BRAKE, Devonshire house links. Transition events.

Skills Development

To be able to contribute to our local community. To practise skills in negotiation, teamwork, resilience. To know how to search safely and check online information. To set goals and evaluate achievements.

Outcomes and assessment -

To be able to recognise how communities serve different needs. To describe how to use the internet safely and check sources. To give examples of careers and skills beneficial for the workplace.

SMSC	Spiritual Christians consider themselves part of a global community	Moral Our duty to look after the world in which we live; support people's needs within it	Social To explore how society is enriched by community groups	Cultural That cultural experiences can be developed through different groups and societies
British Values	Democracy The right to choose own jobs or career	Rule of Law That there are laws to support safe use of the internet	Individual Liberty Individual choice to join clubs and societies	Mutual Respect Respecting the needs of all living things on the planet.

Links to our vision statement:

Challenge - to be respond to the challenge of supporting community groups; setting personal goals and aspirations

Creativity - to use creativity as a means of making connections within and across communities.

Compassion - that careers exist which support care and compassion for others.