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.

	Spiritual	Moral	Social	Cultural
SMSC	That some couples chose a religious ceremony eg marriage	Our duty to stand up and report discrimination and harassment	To explore how celebrating a relationship is a social event	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,

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

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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.

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

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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.

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

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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.

Cavendish Church of England Primary School
Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

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.

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

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