



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

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- what bullying is, how to report it
- **families & positive close relationships**
- different types of families
- common features of family life
- how to seek help
- **safe relationships**
- pants are private
- safety online
- how to resist pressure
- seeking and granting permission
- how to share worries or concerns

Vocabulary

- Bully, bullying, repeated behaviour
- Report, tell
- Family - extended, blended, family members
- Love, care for respect
- Private, privacy
- Respect, permission
- Childline

Help at home

- Discuss school behaviour and anti bullying policy together
- Modelling and teaching about respect within the family

Enrichment

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

Skills Development

To be able to compare similarities and differences within some family units and 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 and know what to do. To be able to explain how to keep safe and seek help. 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 unkindness	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	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 - how positive relationships are built on respect and compassion towards others



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

Key Knowledge - Relationships

- **managing hurtful behaviour & bullying**
- what bullying is, how to report it
- **friendships**
- features of a good friendship
- how to resolve disagreements
- how to recognise and respond to loneliness
- **respecting self & others**
- recognise that own behaviours can affect others
- how to seek help for friendship concerns
- how to resist peer pressure
- how to care for others & play cooperatively

Vocabulary

- Bully, bullying, repeated behaviour
- Report, tell
- Friends, friendship, friendly
- Listen, cooperate, respect
- Behaviour, actions
- Peer pressure
- Support, resolve

Help at home

- Discuss school behaviour and anti bullying policy together
- Discuss qualities of friendship

Enrichment

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

Skills Development

To be able to cooperate at work and play alongside others. To engage in oral discussion, recognising differing viewpoints & opinions. To know how to seek help if worried and to resolve friendship difficulties.

Outcomes and assessment -

To be able to recognise bullying behaviours and know what to do. To be able to explain how to keep safe and seek help. 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 How Jesus gave examples of how to treat others	Moral Our duty to stand up and report bullying or unkindness	Social To explore how friends spend time together to create	Cultural To explore how different cultures celebrate friendship and play different games
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

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

Compassion - how positive friendships are built on respect and compassion towards others



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

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- Changing needs growing from young to old
- Names of external body parts
- Ways we are special & unique
- **physical wellbeing**
- how diet & dental hygiene support health
- impact of sleep & play
- the importance of hygiene & medicines
- **mental health**
- recognise that feelings affect bodies
- recognise different feelings and how to seek help
- learn about change & loss

Vocabulary

- Baby, child, adolescent, adult, old age
- Vulva, penis, testicles
- Hygiene, dental, dentist, diet, balance
- Sleep, rest, play, restore
- Medicine, vaccination, allergy
- Feelings, emotions, wellbeing
- Change, loss, death

Help at home

- Encourage independence in hygiene routines
- Make a family list of healthy activities and snacks you all enjoy

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 sequence a lifecycle. To explore different physical and recreational activities to support wellbeing. To further develop skills in self hygiene.

Outcomes and assessment -

To be able to recognise stages and needs of human development. To identify different factors in maintaining physical health. To recognise and name different feelings and say how these can affect both the body and wellbeing.

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 of others

Links to our vision statement:

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

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: Jupiter Year: B Term: Spring

Key Knowledge - Health & Wellbeing

- **Ourselves growing & changing**
- Changing needs growing from young to old
- Names of external body parts
- Ways we are special & unique
- **Keeping safe**
- how to keep safe at home
- how to keep safe in familiar & unfamiliar environments
- how to keep safe online
- **drugs, alcohol & tobacco**
- learn how things put into bodies or on skin can change how people feel

Vocabulary

- Baby, child, adolescent, adult, old age
- Vulva, penis, testicles
- Safety, chemicals, medicines
- Fire safety, road safety
- 999, accident, emergency
- Alcohol, tobacco, drug
- Safe, unsafe

Help at home

- Explain the safety measures in place in your home
- Teach & practise road safety when walking
- Ensure appropriate internet controls in place

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 sequence a lifecycle. To use safety measures for road crossings. To begin to assess risk. To make an emergency services call.

Outcomes and assessment -

To be able to recognise stages and needs of human development. To identify risks at home and in the local environment. To give examples of basic safety measures. To recall number for emergency services. To show a basic understanding for the need for online safety. To identify substances which can be harmful to the body.

SMSC	Spiritual That religions mark life changes as an important time	Moral Duty of care for the safety of others	Social How communities support needs of humans at different stages in life.	Cultural To explore different cultural celebrations to mark human life stages
British Values	Democracy Roles of different people who keep us safe	Rule of Law That there are laws to support safety on the roads and the internet	Individual Liberty That with individual freedom comes responsibility for safety	Mutual Respect That we have to follow different safety rules in different settings eg beach, school, swimming pool

Links to our vision statement:

Challenge - to be able to use developing skills to safely assess risk.

Creativity - to use creative tools on and offline safely.

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



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

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How to use internet safely for research & communication
- Know that not everything on internet is true
- **Shared responsibilities**
- different ways to support environment
- what rules are & why needed
- different needs of living things on the planet
- **economic wellbeing - money**
- know what money is, different notations and sources
- differences between wants & needs
- different ways of looking after money

Vocabulary

- Online search, chat, app, email
- Report, CEOP, safety, fake news
- Environment, care, planet
- Ecology, care, charity, action
- Money, pounds, pence
- Banks, debit card, savings
- Buy, pay for, fund

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 understand what money is and where it can come from. To be able to explain the difference between wants and needs. To describe ways of looking after money.

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 chose own ways of earning money	Rule of Law That there are laws to support safe use of the internet	Individual Liberty Individual right to parks and shared spaces	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: Jupiter Year: B Term: Summer

Key Knowledge - Living in the Wider World

- **Media literacy & digital resilience**
- How to use internet safely for research & communication
- Know that not everything on internet is true
- **Communities**
- Recognise people have differences and similarities
- Understand different roles and responsibilities within a community
- **economic wellbeing - aspirations, work, careers**
- learn about different jobs in the community
- learn how different strengths & interests can support work or careers

Vocabulary

- Online search, chat, app, email
- Report, CEOP, safety, fake news
- Environment, care, planet
- Community role responsibility
- Strengths, interests
- Aspiration, work, job, career
- Neighbour, locality, village, town, group

Help at home

- Discuss ways your family supports the environment
- 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 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 different communities. To describe how to use the internet safely and check sources. To understand that people can earn money by working and give examples of different types of work. To know the charity work is unpaid, but brings many benefits.

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 chose 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 charities and community groups

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.