

PSHE Core Theme	Health and Wellbeing		Relationships	Living in the Wider World	Health and Wellbeing		Living in the Wider World	Health and Wellbeing	
Unit	1	2	3	4	5	6	7	Extra Unit	
1Decision	KEEPING/STAYING SAFE	KEEPING/STAYING HEALTHY	RELATIONSHIPS	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	OUR WORLD	FIRE SAFETY	
Initial Assessment	Assessment Baseline ✓ What do I need to keep safe from? What may put me or others at risk?	Assessment Baseline ✓ What can we do to keep healthy?	Assessment Baseline ✓ Understand different types of relationships.	Assessment Baseline ✓ What are we responsible for? How do responsibilities grow as we grow?	Assessment Baseline ✓ Understanding a range of emotions and how they make us feel physically and mentally	Assessment Baseline ✓ To develop an understanding of computers, the internet, and rules to keep safe	Assessment Baseline ✓ What is Earth? What grows on Earth? Developing a baseline of knowledge, key vocabulary and understanding of our planet.	<i>Hazard Watch</i> ✓ understand the importance of being responsible and how our actions/choice can affect others ✓ know what a 'hoax call' is and why it can be risky ✓ understand why our emergency services are an important part of our community ✓ be able to show my knowledge of fire safety to others ✓ understand the importance of being responsible and how our actions/choices can affect others ✓ be able to practise simple ways of staying safe and finding help ✓ know that even small fires can be very dangerous ✓ be able to identify the differences between safe and risky choices ✓ understand how our actions and choices can affect others ✓ be able to recognise how drivers can be distracted ✓ know how to help others stay safe ✓ be able to describe the differences between safe and risky choices	
Learning Objectives (KSD)	As a result of their taught learning experiences in the classroom and beyond, children should:								
	Road Safety ✓ understand why it is important to stay safe when crossing the road ✓ be able to recognise a range of safe places to cross the road ✓ understand the differences between safe and risky choices ✓ know different ways to help us stay safe	Washing Hands ✓ understand why we need to wash our hands ✓ know how germs are spread and how they can affect our health ✓ be able to practise washing your hands ✓ know the differences between healthy and unhealthy choices	Friendship ✓ understand how to be a good friend ✓ be able to recognise kind and thoughtful behaviours ✓ understand the importance of caring about other people's feelings ✓ be able to see a situation from another person's point of view	Water Spillage ✓ know how you can help people around you understand the types of things you are responsible for ✓ know how and understand the importance of preventing accidents ✓ be able to recognise the differences between being responsible and being irresponsible	Jealousy ✓ be able to recognise and name emotions and their physical effects ✓ know the difference between pleasant and unpleasant emotions ✓ learn a range of skills for coping with unpleasant/uncomfortable emotions ✓ understand that feelings can be communicated with and without words	Online Bullying ✓ understand how your online activity can affect others ✓ be able to identify the positives and negatives of using technology ✓ know who and how to ask for help ✓ be able to recognise kind and unkind comments	Growing In Our World ✓ understand the needs of a baby ✓ be able to recognise what you can do for yourself now you are older ✓ be able to describe the common features of family life ✓ be able to recognise the ways in which your family is special and unique		
Academic Resilience Mapping	Being safe Encourage the children to feel safe and learn to manage the risks of being in school and the big wide world. Encouraging them to identify where they feel safe and unsafe and looking at ways this can be changed can help them feel more resilient.	Exercise and fresh air Children today spend more time doing inactive things like playing computer games, texting and watching TV. Regular exercise and being out in the fresh air can improve their mood, help them forget about the stresses of school and build a sense of achievement.	The more healthy relationships the better It is important to help children increase the number of good influences in their lives, so they outweigh the bad ones. Encourage children to identify what makes a good relationship and whether they could develop those qualities themselves so that they could then have better healthy relationships.	Understand boundaries and keep within them It is important to help children learn about setting and keeping to limits. Setting boundaries can help children feel safe. Children need routine and structure to feel safe. Boundaries are clear rules that tell people how to behave.	Calming and self-soothing Encourage children to notice when, where and why they are feeling upset. Try to get them to notice and understand why they are feeling stressed and ways that can help them feel more relaxed.	Help the child take responsibility for her/himself Help children to know their own sense of usefulness and personal power. Grabbing hold of daily opportunities to help them control situations and understand they have the power to make choices and decisions in their life helps them see they can take control of their lives rather than life happening to them.	Help them understand their place in the world Value and welcome every child in your class and encourage them to develop their own individuality and explore their diversity. Encourage children to understand their roots and why it is important to identify where they have come from.	Belonging involves responsibilities and obligations too Children who have appropriate roles and responsibilities, including running errands and doing odd jobs, have a chance of developing positive self-esteem and a sense of being able to make their own mark on what happen in the world.	
	Help the child take responsibility for her/himself Help children to know their own sense of usefulness and personal power. Grabbing hold of daily opportunities to help them control situations and understand they have the power to make choices and decisions in their life helps them see they can take control of their lives rather than life happening to them.	Enough sleep Children often do not get enough sleep and find it hard to relax. Encouraging children to think about why sleep and relaxation is important can help them see that it can affect the way they feel, their ability to learn and cope with stress and has an impact on their levels of resilience.	Get together people you can count on Help children to identify people who can help and support them and be a network of support. Encourage children to think about how their network of support could help them cope when they are going through a hard time.	Belonging involves responsibilities and obligations too Children who have appropriate roles and responsibilities, including running errands and doing odd jobs, have a chance of developing positive self-esteem and a sense of being able to make their own mark on what happen in the world.	Help the child to know her/himself In order for children to know themselves they need to feel good about themselves from the inside. Helping children feel good from the inside is about encouraging them to learn about themselves while being accepting of the fact that there are bits that they may need to change.	Being safe Encourage the children to feel safe and learn to manage the risks of being in school and the big wide world. Encouraging them to identify where they feel safe and unsafe and looking at ways this can be changed can help them feel more resilient.	Make sense of where the child has come from Help your children to understand where they have come from. Encourage your children to understand their history and share who they think they are what their good bits are and how they see the world	Being safe Encourage the children to feel safe and learn to manage the risks of being in school and the big wide world. Encouraging them to identify where they feel safe and unsafe and looking at ways this can be changed can help them feel more resilient.	
	Basics		Belonging		Learning		Coping		Core Self
KCSF Safeguarding Link	Protective behaviours	Health (including mental health)	Anti-bullying	Keeping safe at home, at school and in the community	Develop an understanding of how to express feelings and emotions and ask for help when needed.	Online Safety Anti-bullying	Looking after ourselves and others Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	
DfE Statutory Requirements- Health	Physical Health and Fitness	Health and Prevention		Basic First Aid	Mental Wellbeing	Internet safety and harms	Mental Wellbeing		
DfE Statutory Requirements- Relationships			Caring friendships		Respectful Relationships	Online relationships	Families and people who care for me		
Online Links									
1Decision			Interactive Academic Resilience Framework			DfE Statutory Guidance			
https://schools.1decision.co.uk/my-modules			https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive_Resilience_Framework.pdf			https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education			