

PSHE Core Theme	Health and Wellbeing		Relationships	Living in the Wider World	Health and Wellbeing		Living in the Wider World	Relationships
Unit	1	2	3	4	5	6	7	8
1Decision	KEEPING/STAYING SAFE	KEEPING/STAYING HEALTHY	RELATIONSHIPS	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	OUR WORLD	RELATIONSHIPS
Topic Title	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Growing Up
As a result of their taught learning experiences in the classroom and beyond, children should:								
Learning Objectives (KSD)	<ul style="list-style-type: none"> know the reasons to make sure your laces are tied learn how to tie up laces properly know rules to keep yourself and others safe understand the differences between safe and risky choices 	<ul style="list-style-type: none"> know that food is needed for our bodies to be healthy and to grow understand that some foods are better for good health than others be able to list different types of healthy food understand how to keep yourself and others healthy know the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> be able to name a range of feelings understand why we should care about other people's feelings be able to see and understand bullying behaviours know how to cope with these bullying behaviours 	<ul style="list-style-type: none"> be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up be able to see the benefits of practising an activity or sport be able to learn ways to set goals and work to reach them 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> understand how your online actions can affect others be able to name the positive and negative ways you can use technology know the risks of sharing images without permission understand the types of images that you should and should not post online 	<ul style="list-style-type: none"> understand why we should look after living things be able to identify how we can look after living things both inside and outside of the home recognise why it is important to keep our communities and countryside clean be able to encourage others to help keep their communities and countryside clean 	<ul style="list-style-type: none"> To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring To understand the importance of, and how to maintain, personal hygiene To learn rules for and ways of keeping physically and emotionally safe, and the difference between secrets and surprises and understanding not to keep adults' secrets To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
Topic Title		Brushing Teeth	Touch	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World	Family & Friends
Learning Objectives (KSD)		<ul style="list-style-type: none"> understand why we need to brush our teeth be able to practise brushing your teeth know the differences between healthy and unhealthy choices be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy. 	<ul style="list-style-type: none"> understand the difference between appropriate and inappropriate touch know why it is important to care about other people's feelings understand personal boundaries know who and how to ask for help be able to name human body parts 	<ul style="list-style-type: none"> know how you can help other people be able to recognise kind and thoughtful behaviours and actions understand the risks of talking to people you don't know very well in the community be able to identify the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 list rules for keeping and staying safe 	<ul style="list-style-type: none"> understand different ways we can receive money know how to keep money safe be able to describe the skills you may need in a future job or career be able to recognise the differences between wants and needs 	<ul style="list-style-type: none"> To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.
Academic Resilience Mapping	<p>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.</p>	<p>Healthy diet Food is very important to a children's wellbeing. It can affect their moods, behaviours and their ability to learn. Encouraging children to improve their eating habits can help them increase their resilience and wellbeing.</p>	<p>Being free from prejudice and discrimination Encourage children's to discuss what prejudice is and discrimination and what are the effects are on a person who has been bullied. Encourage them to explore how they could cope and deal with situations where they are experiencing prejudice and discrimination.</p>	<p>Foster their talents Build qualities and develop the good points children already have, maximising their influence. By fostering their talents we give them a chance to understand more about their abilities. Often children are good at things they don't notice or they don't value. Doing fun stuff and fostering talent is a way to begin to experience some choice in life, a sense of achievement and competence.</p>	<p>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.</p>	<p>Teach the child to understand other people's feelings It is important that children can understand and be aware of other people's feeling. It helps them get along with other children, to care about others and to feel confident and happy in other people's company.</p>	<p>Help the child take responsibility for her/himself Help your children build their capacity to take responsibility for themselves. By knowing themselves they can see that they have a relationship to the things and people around them and can influence this, rather than assuming things happen to them.</p>	<p>Help the child take responsibility for her/himself Help your children build their capacity to take responsibility for themselves. By knowing themselves they can see that they have a relationship to the things and people around them and can influence this, rather than assuming things happen to them.</p>
	<p>Develop life skills Developing life skills is about teaching children the necessary skills for living. Successfully teaching life skills relies on breaking things down into small parts and encouraging children to try out something new.</p>	<p>Develop life skills Developing life skills is about teaching children the necessary skills for living. Successfully teaching life skills relies on breaking things down into small parts and encouraging children to try out something new.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Enough money to live Helping children understand the value of money and how money can make a difference to the quality of life. Managing money and being able to cope with budgeting can help children cope better with stress and increase their levels of resilience.</p>	<p>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.</p>
	Basics		Belonging		Learning		Coping	
KS2 Safeguarding Link	Protective behaviours Keeping Safe at home, at school and in the community	Health (including mental health)	Anti-bullying	Health (including mental health) Keeping safe at home, at school and in the community	Develop and an understanding of how to express feelings and emotions and ask for help when needed	Online Safety Anti-bullying	Keeping safe at home, at school and in the community Safeguarding belongings.	Protective behaviours Keeping Safe at home, at school and in the community
DfE Statutory Requirement 5-Health	Physical Health and Fitness	Healthy Eating		Physical Health and Fitness	Mental Wellbeing	Internet safety and harms		Health and Prevention
DfE Statutory Requirement 5-Social		Health and Prevention	Caring friendships	Caring friendships		Online relationships	Families and people who care for me	Families and people who care for me
			Respectful Relationships	Respectful Relationships				
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		