

PSHE Core Theme	Health and Wellbeing		Relationships	Living in the Wider World	Health and Wellbeing		Living in the Wider World
Unit	1	2	3	4	5	6	7
1Decision	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>RELATIONSHIPS</b>	<b>BEING RESPONSIBLE</b>	<b>FEELINGS AND EMOTIONS</b>	<b>COMPUTER SAFETY</b>	<b>OUR WORLD</b>
Topic Title	<i>Staying Safe</i>	<i>Medicine</i>	<i>Body Language</i>	<i>Stealing</i>	<i>Grief</i>	<i>Making Friends Online</i>	<i>Looking After Our World</i>
Learning Objectives (KSD)	<b>As a result of their taught learning experiences in the classroom and beyond, children should:</b>						
	<ul style="list-style-type: none"> <li>✓ know ways to keep yourself and others safe</li> <li>✓ be able to recognise risky situations</li> <li>✓ be able to identify trusted adults around you</li> <li>✓ understand the differences between safe and risky choices</li> <li>✓ be able to recognise a range of warning signs</li> <li>✓ be able to spot the dangers we may find at home</li> <li>✓ know the importance of listening to our trusted adults</li> <li>✓ be able to understand ways we can keep ourselves and others safe at home</li> <li>✓ know the differences between safe and risky choices</li> </ul>	<ul style="list-style-type: none"> <li>✓ know, understand, and be able to practise simple safety rules about medicine</li> <li>✓ understand when it is safe to take medicine</li> <li>✓ know who we can accept medicine from</li> <li>✓ understand the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>✓ be able to recognise and name a range of feelings</li> <li>✓ understand that feelings can be shown without words</li> <li>✓ be able to see a situation from another person's point of view</li> <li>✓ understand why it is important to care about other people's feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand the differences between borrowing and stealing</li> <li>✓ be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>✓ know why it is wrong to steal</li> <li>✓ be able to understand the differences between being responsible and irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>✓ be able to recognise and name emotions and their physical effects</li> <li>✓ know the difference between pleasant and unpleasant emotions</li> <li>✓ learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>✓ understand that feelings can be communicated with and without words</li> </ul>	<ul style="list-style-type: none"> <li>✓ be able to identify possible dangers and consequences of talking to strangers online</li> <li>✓ know how to keep safe in online chatrooms</li> <li>✓ be able to name the positives and negatives of using technology</li> <li>✓ understand the difference between safe and risky choices online</li> </ul>	<ul style="list-style-type: none"> <li>✓ be able to explain the meaning of reduce, reuse, and recycle</li> <li>✓ recognise how we can help look after our planet</li> <li>✓ be able to identify how to reduce the amount of water and electricity we use</li> <li>✓ understand how we can reduce our carbon footprint</li> </ul>
End of Unit Assessment	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ Who keeps us safe How to keep safe in a range of scenarios?</li> <li>✓ I understand hazards in the home and the community</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ What can we do to keep healthy?</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ How can we positively manage relationships?</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ How can we act responsibly at home, at school, and in the community?</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ I can create a toolkit for managing feelings and emotions</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ I understand computers, the internet, and rules to me keep safe.</li> </ul>	<b>Assessment - Summative</b> <ul style="list-style-type: none"> <li>✓ I have a deepening understanding of how we can look after our planet and all living things.</li> </ul>
Academic Resilience Mapping	<b>Being safe</b> 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.	<b>Help the child take responsibility for her/himself</b> 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	<b>Teach the child to understand other people's feelings</b> 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.	<b>Help the child take responsibility for her/himself</b> 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	<b>Lean on others when necessary</b> Encourage children to lean on others and trust that others can help and support them when needed. It is important to encourage children to identify who to go to when they need support.	<b>Being safe</b> 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.	<b>Help the child take responsibility for her/himself</b> 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.
	<b>Understand boundaries and keep within them</b> 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 have to behave	<b>Understand boundaries and keep within them</b> 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 have to behave	<b>Lean on others when necessary</b> Encourage children to lean on others and trust that others can help and support them when needed. It is important to encourage children to identify who to go to when they need support.	<b>Understand boundaries and keep within them</b> 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 have to behave	<b>Find somewhere for the child to belong</b> It is important to help improve your children's sense of belonging and help them to identify a safe place or group where they can go when they are feeling vulnerable. Encourage them to have the right people in place to support them so that they feel protected.	<b>Understand boundaries and keep within them</b> 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 have to behave	<b>Develop life skills</b> 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.
	<b>Basics</b>		<b>Belonging</b>	<b>Learning</b>		<b>Coping</b>	<b>Core Self</b>
Safeguarding Link	Protective behaviours Keeping Safe at home, at school and in the community	Health (including mental health) Drug Education	Protective behaviours Anti-bullying	Keeping safe and being responsible, 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	Safeguarding all living things.
DfE Statutory Requirement s-Health		Health and Prevention Drugs, Alcohol & Tobacco	Being Safe		Mental Wellbeing	Internet safety and harms	
DfE Statutory Requirement			Respectful Relationships Caring friendships	Being Safe	Caring friendships Families and people who care for me	Online relationships	
<b>Online Links</b>							
<b>1Decision</b>			<b>Interactive Academic Resilience Framework</b>			<b>DfE Statutory Guidance</b>	
<a href="https://schools.1decision.co.uk/my-modules">https://schools.1decision.co.uk/my-modules</a>			<a href="https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive_Resilience_Framework.pdf">https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive_Resilience_Framework.pdf</a>			<a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>	