

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	8	
1Decision	KEEPING/STAYING SAFE	KEEPING/STAYING HEALTHY	RELATIONSHIPS	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	THE WORKING WORLD	A WORLD WITHOUT JUDGEMENT	
Initial Assessment	Assessment Baseline ✓ How can we keep safe at home, at school and in the community?	Assessment Baseline ✓ What is a healthy lifestyle choice? How can we make healthy lifestyle choices?	Assessment Baseline ✓ Do we all grow and change in the same way and at the same rate?	Assessment Baseline ✓ How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?	Assessment Baseline ✓ How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?	Assessment Baseline ✓ What are the positives and negatives of using computers and being online	Assessment Baseline ✓ Where does money come from to pay for all of the services that keep us healthy, safe and educated	Assessment Baseline ✓ What does a world without judgement look like?	
Topic	<i>Cycle Safety</i>	<i>Healthy Living</i>	<i>Puberty</i>	<i>Coming Home on Time</i>	<i>Jealousy</i>	<i>Online Bullying</i>	<i>Chores at Home</i>	<i>Breaking Down Barriers</i>	
Learning Objectives (KSD)	<ul style="list-style-type: none"> ✓ identify strategies we can use to keep ourselves and others safe ✓ recognise the impact and possible consequences of an accident or incident ✓ identify what is a risky choice ✓ create a set of rules for and identify ways of keeping safe 	<ul style="list-style-type: none"> ✓ explain what is meant by a balanced diet and plan a balanced meal ✓ recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older ✓ understand nutritional information on packaged food and explain what it means ✓ describe different ways to maintain a healthy lifestyle 	<ul style="list-style-type: none"> ✓ explain what puberty means ✓ describe the changes that boys and girls may go through during puberty ✓ identify why our bodies go through puberty ✓ develop coping strategies to help with the different stages of puberty ✓ identify who and what can help us during puberty ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 	<ul style="list-style-type: none"> ✓ recognise the importance of behaving in a responsible manner in a range of situations ✓ describe a range of situations where being on time is important ✓ explain the importance of having rules in the home ✓ describe ways that behaviour can be seen to be sensible and responsible 	<ul style="list-style-type: none"> ✓ recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good ✓ describe how we can support others who feel lonely, jealous, or upset ✓ recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people ✓ demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy 	<ul style="list-style-type: none"> ✓ recognise the key values that are important in positive online relationships ✓ identify the feelings and emotions that may arise from online bullying ✓ develop coping strategies to use if we or someone we know is being bullied online ✓ identify how and who to ask for help 	<ul style="list-style-type: none"> ✓ identify ways in which we can help those who look after us ✓ explain the positive impact of our actions ✓ describe the ways in which we can contribute to our home, school, and community ✓ identify the skills we may need in our future job roles 	<ul style="list-style-type: none"> ✓ recognise positive attributes in others ✓ explain why being different is okay ✓ recognise your own strengths and goals, and understand that these may be different from those around you ✓ identify some of the ways we can overcome barriers and promote equality 	
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>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>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>Using tried and tested treatments for specific problems Encourage children never to be scared of getting support for specific problems. This support can help children cope with the challenges and stresses of growing up.</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>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 happens in the world.</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>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>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.</p>	<p>Lean on others when necessary 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.</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>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>Using tried and tested treatments for specific problems Encourage children never to be scared of getting support for specific problems. This support can help children cope with the challenges and stresses of growing up.</p>	<p>Map out career or life plan Helping children have a view to the future can help set them up for eventually mapping out a meaningful adult life. Encourage children to think ahead and to have a strong sense of purpose in regards to school work and their life at school.</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>	
	Basics		Belonging		Learning		Coping		Core Self
KCSIE Safeguarding Link	Keeping safe at home, at school and in the community	Health & Wellbeing	Wellbeing Protective Behaviours	Keeping safe at home, at school and in the community	Mental Wellbeing	Online Safety Anti-bullying	Life Skills	Anti-discrimination	
DfE Statutory Requirements- Health	Physical Health and Fitness Health and Prevention	Physical Health and Fitness Health and Prevention			Mental Wellbeing	Internet safety and harms	Mental Wellbeing	Mental Wellbeing	
DfE Statutory Requirements- Relationships			Caring friendships Families and people who care for me	Families and people who care for me Respectful Relationships	Respectful Relationships Caring friendships	Online relationships Respectful Relationships	Families and people who care for me	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			