

PSHE Core Theme	Health and Wellbeing			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	KEEPING/STAYING HEALTHY	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	THE WORKING WORLD	A WORLD WITHOUT JUDGEMENT
As a result of their taught learning experiences in the classroom and beyond, children should:								
	Peer Pressure	Smoking	Alcohol & Drugs	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance
Learning Objectives (KSD)	<ul style="list-style-type: none"> <li>identify strategies we can use to keep ourselves and others safe</li> <li>recognise ways to manage peer pressure</li> <li>explain the potential outcomes that may happen when we take risks</li> <li>recognise the impact and possible consequences of an accident or incident</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>describe how smoking can affect your immediate and future health and wellbeing</li> <li>give reasons why someone might start and continue to smoke</li> <li>identify and use skills and strategies to resist any pressure to smoke</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>identify what is a risky choice</li> <li>identify the risks associated with alcohol</li> <li>describe how alcohol can affect your immediate and future health</li> <li>develop and recognise skills and strategies to keep safe</li> <li><b>Drug extension:</b> understand the difference between 'legal' and 'illegal' drugs</li> <li>carry out research around cannabis</li> <li>identify the risks associated with using cannabis</li> </ul>	<ul style="list-style-type: none"> <li>recognise why we should take action when someone is being unkind</li> <li>describe caring and considerate behaviour, including the importance of looking out for others</li> <li>demonstrate why it is important to behave in an appropriate and responsible way</li> <li>identify how making some choices can impact others' lives in a negative way</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>explain how feelings can be communicated with or without words</li> <li>recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>list reasons for sharing images online</li> <li>identify rules to follow when sharing images online</li> <li>describe the positive and negative consequences of sharing images online</li> <li>recognise possible influences and pressures to share images online</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>understand and explain why people might want to save money</li> <li>identify ways in which you can help out at home</li> <li>budget for items you would like to buy</li> <li>recognise ways to make money and the early stages of enterprise</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the ways in which we are different and unique</li> <li>explain some of the elements which help us to have a diverse community</li> <li>describe strategies to overcome barriers and promote diversity and inclusion</li> <li>have opportunity to hear adults and children, debate the topic issues and share their own opinions.</li> </ul>
<b>Part 2</b>								
In Year 5, the second part of each Unit uses video to compare and contrast the views of adults and children to the topic covered in the first part of the Unit this provides the opportunity for the children to debate the issues involved and share their own opinions, whilst listening to and respecting those of others.								
Academic Resilience Mapping	<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>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>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>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>Calming and self-soothing</b> 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.	<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>Enough money to live</b> 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.	<b>Being free from prejudice and discrimination</b> 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.
	<b>Tap into good influences</b> Help children identify what qualities make a good friendship. Explore with them how positive role models can make a difference to someone's life. Encourage a children to think about developing a relationship with a role model	<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>Get together people you can count on</b> 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.	<b>Being free from prejudice and discrimination</b> 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.	<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>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>Belonging involves responsibilities and obligations too</b> 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.	<b>Help the child to know her/himself</b> 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.
	<b>Basics</b>		<b>Belonging</b>		<b>Learning</b>		<b>Core Self</b>	
KCSIE Safeguarding Link	Keeping safe at home, at school and in the community	Health & Wellbeing	Health (including mental health) Drug Education	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	Drugs, Alcohol & Tobacco	Drugs, Alcohol & Tobacco	Mental Wellbeing	Mental Wellbeing	Internet safety and harms		Mental Wellbeing
DfE Statutory Requirements- Relationships	Respectful Relationships			Caring friendships	Respectful Relationships	Online relationships		Respectful Relationships
	Caring friendships			Respectful Relationships	Caring friendships			
<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>		