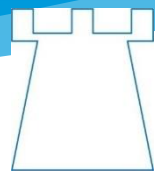


PSHE Upper KS2

Units of work



SHERIFF HUTTON PRIMARY SCHOOL

Date of Policy Review: September 2021

Approved by the Governing Body: November 2021

To be reviewed: September 2023

Responsibility: Headteacher

Be Yourself (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
Relationships	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
Living in the wider world	
Vocabulary	
High quality texts (links)	
Safeguarding aspects	
Outcomes	<p>* I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</p>

	<ul style="list-style-type: none"> * I can explore how it feels to make a mistake and describe how I can make amends * I can explore uncomfortable feelings and understand how to manage them. * I can explain why I should share my own thoughts and feelings and I know how to do this. * I can identify when I might have to make different choices from those around me. * I can explain why everyone is unique and understand why this should be celebrated and respected.
Other considerations (SEND / PP)	.

Digital Well-being (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
Relationships	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>
Living in the wider world	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p>

	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I know how to use social media responsibly to protect the health, wellbeing and rights of all * I know how to use social media responsibly to protect the health, wellbeing and rights of all * I understand not all information online is true and know how to assess the reliability of both text and images * I know how to stay safe, healthy and happy online and when I use digital technology. * I can identify the benefits of the Internet and know how to look after my digital wellbeing. * I know what online bullying is and what to do if I see or experience it to help make it stop.
Other considerations (SEND / PP)	

One World (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	
Living in the wider world	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can explain how our energy use can harm the environment and describe what we can do to help. * I can talk about and understand how we can be responsible global citizens. * I can make choices which make the world a better place and that help people across the world * I can understand what biodiversity is and explain the importance of doing all we can to encourage it.

	* I can describe how we can use water responsibly and understand the importance of doing this.
Other considerations (SEND / PP)	

Safety First (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risks in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
Relationships	R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this I can confidently identify and manage pressure to get involved in risky situations.
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can assess and manage risks in different situations. * I can take responsibility for my own safety. * I can identify hazards and reduce risks to keep myself and others safe at home. * I know how to stay safe in different outdoor environments. * I can act sensibly and responsibly in an emergency.
Other considerations (SEND / PP)	

Think positive (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A

Health and wellbeing	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
Relationships	R13. the importance of seeking support if feeling lonely or excluded I can recognise and manage uncomfortable feelings.
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I understand the link between thoughts, * I understand the concept and impact of positive thinking. * I understand the importance of making good choices. * I can use mindfulness techniques in my everyday life. * I can apply a growth mindset in my everyday life.
Other considerations (SEND / PP)	

Money Matters (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	
Living in the wider world	<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>

	<p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants I can discuss the spending decisions people have to make</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money.</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can explain some financial risks and discuss how to avoid them * I understand how retailers try to influence our spending. * I can explain why budgeting can be helpful and how a budget can be made. * I can discuss the impact money can have on people's emotional wellbeing. * I can explain the impact spending has on our environment.
Other considerations (SEND / PP)	

It's My Body (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit</p>

	<p>the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>
Relationships	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret I know that my body belongs to me and that I have control over what happens to it.</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>
Living in the wider world	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
Vocabulary	
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can make informed choices in order to look after my physical and mental health * I understand why getting enough exercise and enough sleep is important. * I understand what a positive body image is. * I understand the harmful effects of using drugs, including alcohol and tobacco. * I understand how to take care of my body

Other considerations (SEND / PP)	
----------------------------------	--

TEAM (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
Relationships	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
Living in the wider world	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation I can compromise and collaborate to ensure a task is completed.</p>
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	

Outcomes	<ul style="list-style-type: none"> * I can reflect on the need to care for individuals within a team. * I can understand the importance of shared responsibilities in helping a team to function successfully * I can identify hurtful behaviour and suggest ways I can help. * I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.
Other considerations (SEND / PP)	

Diverse Britain (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
Relationships	R21. about discrimination: what it means and how to challenge it R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
Living in the wider world	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally benefits of living in a diverse community; about valuing diversity within communities
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. * I can explain what a community is and what it means to belong to one. * I can investigate what charities and voluntary groups do and how they support the community * I can discuss the terms democracy and human rights in relation to national government. * I can discuss the terms democracy and human rights in relation to local government. * I can explain why and how laws are made and identify what might happen if laws are broken.
Other considerations (SEND / PP)	

VIPs (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret I can explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can explain how VIPs who love and care for each other should treat each other. * I can recognise healthy and unhealthy relationships.

	<ul style="list-style-type: none"> * I can identify negative influences on my behaviour and suggest ways that I can resist these influences. * can identify different ways to calm down when I am feeling angry or upset. * I understand that people have different opinions that should be respected.
Other considerations (SEND / PP)	

Growing Up (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty.</p>
Relationships	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>
Living in the wider world	L9. about stereotypes; how they can negatively influence behaviours and attitudes

	towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. * I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies * I understand what a loving relationship is and that there are many types of relationships. * I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings * I can describe the process of human reproduction, from conception to birth.
Other considerations (SEND / PP)	

Aiming High (Year 5 / 6)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
Relationships	
Living in the wider world	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
Vocabulary	Links with science.
High quality texts (links)	

Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can understand how people learn new things and achieve certain goals. * I can discuss my goals for the future and the steps I need to take to achieve them * I can understand that a helpful attitude towards learning can help us succeed in life. * I can understand there are a variety of routes into different jobs which may match my skills and interests. * I can understand that gender, race and social class do not determine what jobs people can do * I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.
Other considerations (SEND / PP)	