

Year: 5/6 PoS:	Subject: PSHE/RSE	Topic Question/Title: How can we keep healthy as we grow?	Term - Aut 1	Curriculum - B 
Prior Knowledge how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care Understand what good and bad habits are		Key Vocabulary feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle		Outcome Create a Health Checklist for the School Newsletter or Website
Future Learning KS3 and applying knowledge and skills in everyday life		Stimulus Do a mini workout-Go Noodle- How did it make you feel? First hand experiences (enrichment) Try out a sleep app or do some meditation		World of Work Mental Health Nurse/Health Worker/Social Worker
National Curriculum PoS H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10 Concepts Healthy Balanced Lifestyle		Key Knowledge See the Primary Programme Builders for links to resources (Lessons 1 and 2 Mental Health and Well-being/Sleep Factor Lesson PSHE Association) • Know how mental and physical health are linked • Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing • Know how to make choices that support a healthy, balanced lifestyle including: <i>how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices</i> • Know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy SEND (HL2-Enrichment) • Explain what it means to eat a healthy, balanced diet. • Explain some of the benefits of balancing exercise, food and rest. • Identify what might happen to our bodies if we don't protect them from overexposure to the sun.	Possible evidence • Mental health collage (individually or group) • Post it notes of feelings and advice given to Sasha in the scenario in Lesson 2/Share own stories • Group weekly meal and activity planner • Debate the choices we make (link to dental hygiene including food and drink choices/pros and cons of the sun) • Top Ten Tips for sleeping well • Spiral/Cyclical/Chain diagram of how to break a habit (e.g habit-change- outcome)	
		Key Skills/Attributes	Possible evidence	
		Self-organisation Recalling and applying knowledge creatively and in new situations Recognising, evaluating and utilising strategies for managing influence Making decisions Developing and maintaining a healthy self-concept	Working on own or as part of a group Sharing strategies Reflecting on own life choices/Recognising they have a choice Creating own plans Positive attitude towards self and clear ideas of how to look after themselves	
		SEND		
		Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND Planning Framework (see OND DRIVE)or PSCALES. SEND children will need to be assessed to see which part of the SEND framework is most suited to their needs. The above learning may not be suitable for all learners and may need adapting for different classes/children.		

Year: 5	Subject: PSHE and RSE	Topic Question/Title: How can we keep healthy as we grow?		Term - Aut 2	Curriculum - B	
Prior Knowledge Reproduction of plants and animals Medicines and their uses				Key Vocabulary Puberty, sexual characteristics, foetus, womb, infant, adolescent, offspring, reproduction, life cycles. Drugs, assertive, passive, aggressive		Outcome Create a poster about drugs awareness. Class discussion and questions with the school nurse linked to puberty.
Future Learning Year 6- How a baby is made (human reproduction)				Stimulus School Nurse First hand experiences (enrichment) School Nurse		World of Work Mental Health Nurse/Health Worker/Social Worker
National Curriculum PoS PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10 Concepts (if needed) Healthy Balanced Lifestyle Puberty		Key Knowledge		Possible evidence		
		All - How can we keep healthy as we grow? (2) • Know how legal and illegal drugs can affect health • Know how to recognise early signs of physical or mental ill-health and what to do • Know that health problems, including mental health problems, can build up • Know that anyone can experience mental ill-health • Know that mental health difficulties can usually be resolved (Health and Well Being)		• Posters (individually or group) • Post it notes of feelings and advice given to the scenarios. • Labelled diagrams. • Debate the choices we make • Top Tips for being assertive but passive or aggressive- role play • Matching tasks		
		Key Skills/Attributes		Possible evidence		
		Self-organisation Recalling and applying knowledge creatively and in new situations Recognising, evaluating and utilising strategies for managing influence Making decisions Developing and maintaining a healthy self-concept		Working on own or as part of a group Sharing strategies Reflecting on own life choices/Recognising they have a choice Creating own plans Positive attitude towards self and clear ideas of how to look after themselves		
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Year: 5/6 PoS: Islam		Subject: PSHE and RSE	Topic Question: <i>What is Hajj and why is it important to Muslims?</i>	Term – Spring One	Curriculum - B
Prior Knowledge - explore Islamic beliefs about how the Qur'an is the word of God. They should investigate how the Qur'an is used as a source of guidance in everyday life. - explain why Muhammad (pbuh) is called the seal of the prophets and investigate the impact of believing the Qur'an is divine revelation. - be able to recall the night of power and explain how and why Muslims remember it. - be able to explain how Muslims demonstrate respect for Allah through the use and treatment of the Qur'an.			Key Vocabulary - Pilgrimage - Mecca - Unity - Intention	Outcome Journey map.	
Future Learning – KS3 - Analyse Muslim belief about identity and belonging to Allah and to the Muslim community - Explain reasons why the teaching of the Qur'an and Hadith can give Muslims a strong sense of community - Explain the importance of belonging to Allah, to the Muslim community, to the mosque and to the human race in Islam - Describe and explain the significance of British Muslim identities today: examine how young British Muslims express their sense of belonging - Explain how Muslim spiritual experience can reinforce a sense of belonging to Allah (e.g. Sufi experience) - Consider how each of the 5 Pillars can reinforce Islamic identity - Discuss, explain and respond for myself to two examples of social action in Islam that connect to solidarity with other Muslims and the human race (e.g. the work of a Muslim charity, the life story of an inspiring Muslim) - Consider and explain with reasons why it matters to every person to belong to bigger communities - Use a rich knowledge of Muslim answers to life's big questions of identity and belonging to consider reasonably some answers of my own to these questions - Consider the questions: who am I? Who am I becoming? Where do I belong? Draw on the insights seen in Islam to respond to the questions			First hand experiences (enrichment) Virtual Hajj around school	Life Appreciations, Understandings and Events The Ummah Haji	
Subject Specific – Islam			Key Knowledge	Possible evidence	
Beliefs and values: - analyse the Five Pillars of Islam and how they are linked - explain how the beliefs and values of Islam might guide a person through life - explain the importance of the Ummah for Muslims and that this is a community of diverse members Living religious traditions: - describe and explain the importance of Hajj, including the practices, rituals and impact - explain how a person might change once becoming a hajji - consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage Shared human experience: - discuss the various events that might happen on the journey of life and how people might change over the course of their life - consider what support people might need on life's journey Search for personal meaning: - ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed			This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet. Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.	Lancashire Syllabus 2021 Make a list of achievements within the last 12 months. Pupils could bring certificates, pictures or write down what they have done. Discuss and reflect on how they achieved what they have - was it through being taught something new? Practice? Could they have done it two years ago? What has changed to allow them to develop their potential? Write a Hajj diary – including the experiences, emotions and personal reflections of a Hajji (this could be used as an assessment task). Pupils to make a journey map with photographs or pictures of their lives so far, plotting all the important events and achievements. Reflect on and talk about their journey and the people who have helped them – identifying why guidance and support is often necessary in life. Pupils to continue their journey map plotting out their hopes for the future and what help, support or guidance they will need along the way.	

Year: 5/6 Subject: PSHE/RSE PoS:		Topic Question/Title: How can the media influence people? (2)		Term - Spring 2	Curriculum - B
Prior Knowledge Year 4 how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how people’s online actions can impact on other people • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law			Key Vocabulary Influence, social media, safe, reliable, content, well-being, self-image, self-respect.		Outcome Create a Kahoot quiz.
Future Learning Year 6- PSHE/RSE at High School Year 5 – • how people make decisions about spending and saving money and what influences them • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about other			Stimulus Use newspaper headlines, magazine/online adverts, manipulated images First hand experiences (enrichment) Talk to a journalist or someone in the media (Claire Brannon?)		World of Work Media Photographers Journalists
National Curriculum PoS H49, R34, L11, L12, L13, L14, L15, L16, L23 Concepts What positively and negatively affects their physical, mental and emotional health (including the media) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves		Key Knowledge		Possible evidence	
		• Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • Know to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • Know what influences people’s decisions, (Living in the Wider World) Every week- Recap Code of Conduct Remind Children of ‘Ask it Basket’		-See Newswise Lessons there are some targeted at this Analyse a Google Search (see lesson 6) This can be done orally. -Research and make posters for age appropriate games/flims/apps etc -Make a guide to how and who to report to - Research different types of gambling (use PSHE Assoc Gambling resources) Create flowcharts of type of gambling and the impact short and long term. -Debate- listening to the viewpoints of other	
		Key Skills and Attributes		Possible evidence	
		Developing and maintaining a healthy self-concept		-Knows own self-worth and confidence, has a realistic self-images and self-respect.	
		Identify links between values and beliefs, decisions and actions		-Demonstrates good values and recognises that actions and decisions we make can have consequences	
		SEND			
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Year: Subject: PSHE/RSE		Topic Question/Title:		Term - Summer 1		Curriculum - B	
PoS: : H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16		What will change as we become more independent?					
Prior Knowledge •Know how friendships support wellbeing and not to feel lonely/excluded •Know how to recognise if others are feeling lonely/excluded and how to help (Relationships) Keeping ourselves safe in different environments <i>(Road Safety Rules)</i> Recognising personal qualities and individuality • Developing self-worth • How personal attributes contribute to self-esteem • Setting goals • Managing when there are set-backs. (Health and Well Being)				Key Vocabulary Change, independent, responsibility, opportunities,		Outcome My future wishes/What will I be doing? (1 year/5 year/10 year)	
Future Learning Year 7 PSHE/RSE at High School Applying knowledge and skills learned • about the different types of relationships people have in their lives • how to recognise risk in relation to friendships and keeping safe				Stimulus https://www.youtube.com/watch?v=kFpVOIpekSk First hand experiences (enrichment) Links with High school/Former pupil interview		World of Work Pastoral support workers	
National Curriculum PoS H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16		Key Knowledge - Understand what becoming independent means and know what responsibilities they may have as they get older - Understand what new opportunities they may encounter as they grow up (Year 6 or High School) - Understand what new experiences they may encounter as they grow up (Year 6 or High School) - Know how to manage change in their own lives as they grow and change - Know where to seek help and advice about growing and changing (Relationships) Every week- Recap Code of Conduct Remind Children of ‘Ask it Basket’		Possible evidence -Discussions on what independence is Create a timeline of responsibilities over time (high school/college/work) -Research local high schools and create a group/class collage of activities/new opportunities. -Drama linked to possible experiences or reacting to possible scenarios (travelling to/from school on your own-road safety/meeting new people/getting around school/SATs for Year 5) -Children write positive changes and negative changes (worries) that come with growing up/going to high school. Discuss strategies to help cope with changes and design a toolkit to help (groups) -Children to write questions (anonymously if needed). In groups think of where they can seek help. Sort questions into groups. (Children may need help to think of places to seek help)			
Concepts <							

Year: Subject:		Topic Question/Title: How do friendships change as we grow?		Term - Summer 2	Curriculum - B
PoS: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16					
Prior Knowledge how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe		Key Vocabulary Friendship, marriage, civil partnership, commitment, change, managing change		Outcome Create own self-help cards.	
Future Learning Year 5 • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety Year 6 High School PSHE Curriculum		Stimulus Place the letters of the words friendship in different colours around the room. In groups, children collect the letters and make the words. First hand experiences (enrichment) School Visits Transition Weeks/Days		World of Work Registry office staff People who marry people (e.g. vicar) Pastoral support teams (high school)	
National Curriculum PoS H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16 Concepts Relationships (including different types and in different settings)		Key Knowledge • know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • Know that marriage should be wanted equally by both people (forced marriage is a crime) • Know how puberty relates to growing from childhood to adulthood • Know how growing up and becoming more independent comes with increased opportunities and responsibilities • Know how friendships may change as they grow and how to manage this • Know how to manage change, including moving to secondary school/know how and who to ask for help (The Every Mind Matters Resources on PSHE Association have some resources linked to some of the above) (Relationships)		Possible evidence Look at the laws in conjunction with British Values around relationships. Make a list of what factors are most important in a committed relationship and what are not. Draw yourself now and in the future. Draw thought bubbles of what you think will matter to you. (e.g. now-school the future-work) Look at what you are responsible for now and how this will change in the future. Record in a table now/in the future. Look at different friendships, discuss what may change and challenges they may face. Look at possible scenarios and suggest how to manage tricky situations Creating art work of feelings associated with changing schools classes and writing some self-help tips.	
		Key Skills and attributes		Possible evidence	
		Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)		Through discussions and activities demonstrate the readiness for change, embracing it and knowing how to help themselves	
		SEND			
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