

Year: 5/6		Subject: PSHE/RSE		Topic Question/Title: What makes up a person’s identity?		Term - Autumn 1		Curriculum - A			
Prior Knowledge • 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 (Year 4)						Key Vocabulary Stereotype, similarities, differences, identity, qualities, extremism, influence, assumptions.			Outcome Create a class pledge		
Future Learning <u>Living in the wider world</u> • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions (Year 5) <u>Relationships</u> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another						Stimulus Ask the children to group themselves into pairs or small groups with people they think they are most similar to. Ask the children to say how they grouped themselves. First hand experiences (enrichment) Stereotype videos on Primary Futures (sign up to a pre-recorded video)			World of Work Any jobs that are stereotypically female of male, work done by people of a certain ethnicity. e.g. female nurse, male construction worker, taxi drivers.		
National Curriculum PoS PoS refs: H25, H26, H27, R32, L9		Key Knowledge				Possible evidence					
Concepts Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) Diversity and equality (in all its forms)		For this unit use some of the PSHE Association ‘Primary Extremism’ Lesson Plans • Know how to recognise and respect similarities and differences between people and what they have in common with others • Know what factors contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • Know what individuality and personal qualities are and that they make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • Know what stereotypes and how they can negatively influence behaviours and attitudes towards others (Primary Extremism Lesson 3) <i>These lessons can be taught as one or two lessons</i>				Speed dating type activity. Children find out about each other then re-group saying what new things they found out. Complete a before and after sheet I am most similar to ... because... I found out that I am also similar to... because... Debate: Do we have a choice over what makes up our identity? Discuss the following: ethnicity, family, faith, culture, gender, hobbies, likes/dislikes. Group discussions on what gives us our identity (include unseen factors) Create a ‘What makes me, me character profile. Draw a self-portrait with what makes them the person they are around it, create word art. Writing sentences from different viewpoints. Create a ‘zones’ of influence diagram.					
Every week- Recap Code of Conduct Remind Children of ‘Ask it Basket’		Know that our attitudes can be influenced by different views and how to avoid this (Primary Extremism Lesson 4) • Know how to challenge stereotypes and assumptions about others (Primary Extremism Lesson 4)				Discussion on how we can challenge stereotypes safely. Places to report could be displayed in class e.g. CEOP.					
		(Health and Well Being)									
		Key Skills and Attributes				Possible evidence					
		Critical, constructive self-reflection Active Listening and showing empathy				Recognising some viewpoints may be stereotyping Children show understanding of others’ viewpoints and make valuable contributions					
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 and 6 Subject: PSHE/RSE PoS: Health and Well Being		Topic Question/Title: Puberty- How will we grow and change?	Term- Aut 2 Curriculum - A
Prior Knowledge Y4 • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • how to access advice and support to help manage their own or others’ feelings		Key Vocabulary Puberty (see vocabulary list attached to policy) Drugs	Outcome Create a Top 5 tips for dealing with puberty or a toolkit for managing puberty.
Future Learning • how mental and physical health are linked • how to make choices that support a healthy, balanced lifestyle • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on		Stimulus Show the children some hygiene products e.g. deodorant, toothbrush, shampoo, soap and towel. What have all these things got in common? How own do you use these? First hand experiences (enrichment)	World of Work Nurse Health Care Worker Doctor Youth Worker
National Curriculum PoS H31, H32, H34 Concepts (if needed) Change and Resilience (Puberty) Risk (Drugs)	Key Knowledge Year 5 will need to cover all the Medway lessons. Year 6 can just complete the recap lessons. Puberty Know what physical changes happen to young people during puberty and be able to name male and female body parts. Know what biological changes happen to bodies during puberty. (periods, wet dreams etc) • Know that puberty can affect emotions and feelings and that support is available • Know how personal hygiene routines change during puberty • Know how to ask for advice and support about growing and changing and puberty Drugs (Use Year 5/6 Drug and Alcohol Education lesson plans) Know that medicines, when used correctly can support health and well being. • Know how drugs common to everyday life can affect health and wellbeing • Know that some drugs are legal and other drugs are illegal Year 6 • Know how laws surrounding the use of drugs exist to protect • Know why people choose to use or not use different drugs • Know how people can prevent or reduce the risks		Possible evidence External changes- Labelling body parts and changes that occur in our bodies (hair, sweat, growth, etc) Labelling genitalia with correct scientific vocabulary. Open discussions and questioning. Create circles of feelings and/or feelings rollercoasters Give advice to others on how to keep clean, write instructions for keeping clean, create a list of essential items, label an outline of how/where to keep selves clean Can be created throughout and added to learning log. Add people they can go to for help or create a class poster. Create vaccination diagrams. Use case studies to create a grid of information about medicine usage Create cause and effect timelines. Complete drugs and risks scenario activity. Name and categorise some common drugs including alcohol and smoking. Look at what the laws are and why we have them. Create own scenario card matching activity. Reason for using drugs + drug used. Identify reasons people use drugs and suggest strategies and ways preventing use and reducing the risks (influence, money, peer pressure, family, mental health issues)
	Key skills and attributes		Possible evidence
	Communication/Active Listening		Able to have open and honest conversations, ask questions and listen actively.
	SEND		
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Year: Subject: PSHE/RSE PoS: H1, H3, H4, H46, H47, H48, H50		Topic Question/Title: How can drugs common to everyday life affect health?			Term - Spring Curriculum - A
Prior Knowledge • Know how to recognise, predict, assess and manage risk • Know that rules, restrictions and laws help people keep safe and how to respond to rule/law breaking (Living in the Wider World Year 3/4) • Know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • Know that things people put into or onto their bodies can affect how they feel • Know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take (Health Year 1/2)		Key Vocabulary Drugs, tobacco law, legal, illegal, prevent, risks, addiction		Outcome Use or write own scenarios to act out (showing how to prevent becoming involved in smoking/drinking/vaping etc)	
Future Learning High School PSHE Year 6 • Know how laws surrounding the use of drugs exist to protect • Know why people choose to use or not use different drugs • Know how people can prevent or reduce the risks		Stimulus <i>Use images of illegal and legal drugs and sort</i> First hand experiences (enrichment)		World of Work Courts Rehabilitation workers Police Law enforcement Medical Profession	
National Curriculum PoS H1, H3, H4, H46, H47, H48, H50 Concepts Risk (Drugs)		Key Knowledge Use Year 5/6 Drug and Alcohol Education lesson plans) • Know what the risks and effects of legal and illegal drug use is/Know that drugs use can become a habit (Lesson 2) • Know why people choose to use or not use different drugs including peer influence (Lesson 3) To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions (Lesson 4) • Know how laws surrounding the use of drugs exist to protect • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing (Use One Decision Resources)		Possible evidence Create vaccination diagrams. Use case studies to create a grid of information about medicine usage Create cause and effect timelines. Complete drugs and risks scenario activity. Name and categorise some common drugs including alcohol and smoking. Look at what the laws are and why we have them. Create own scenario card matching activity. Reason for using drugs + drug used. Identify reasons people use drugs and suggest strategies and ways preventing use and reducing the risks (influence, money, peer pressure, family, mental health Issues Be able to write a list of rules and laws and sort illegal/legal drugs Complete the smoking detective sheet/Create risks around smoking an vaping poster/resource	

	• why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • how to ask for help from a trusted adult if they have any worries or concerns about drugs • Know how organisations help people to stop smoking/stop taking drugs and how to ask for help if they have concerns about drugs	Strategies for reducing the risks. Signposting. Write down all the people that can help us in school, out of school, out of our families. (include organisations that help too)
	Key Skills and Attributes	Possible evidence
	Communication/Active Listening	Able to have open and honest conversations, ask questions and listen actively.
	SEND	
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Year: 5/6 Subject: PSHE/RSE
PoS: H1, H2, H3, H4, H7, H8, H13, H14

**Topic Question/Title: What decisions can people
make with money? (2/3weeks)**



Term - Spring 2

Curriculum - A

R34, L17, L18, L20, L21, L22, L2	What jobs would we like? (2/3 weeks)		
Prior Knowledge Year 2 • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including c		Key Vocabulary money, debit, credit, risk, overdraft, loan, income jobs, careers, earnings, tax, skills.	Outcome Create own spending plan based on a budget Or complete own journey planner from now to getting a job e.g. school, high school, GCSE's, college, uni etc...
Future Learning Year 5 • that some jobs are paid more than others and some may be voluntary (unpaid) • how people choose a career/job and what influences their decision, including skills, interests and pay • how they might choose a career/job for themselves when they are older, why they		Stimulus https://www.youtube.com/watch?v=8IXBXF5mSI8 First hand experiences (enrichment) Make a real life budget for something Invite a visitor in to talk about their job	World of Work Bankers Accountants
National Curriculum PoS: H1, H2, H3, H4, H7, H8, H13, H14 R34, L17, L18, L20, L21, L22, L2 Concepts Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)	Key Knowledge	Possible evidence	
	What decisions can people make with money? • Know how people make decisions about spending and saving money and what influences them • Know how to keep track of money so people know how much they have to spend or save • Know how people pay for the things they want • Know how to recognise what makes something 'value for money' and what this means to them • Know what the risks are associated with money What jobs would we like? • Know that there are lots of different jobs and people often have more than one during their careers and over their lifetime • Know that some jobs are paid more than others and some may be voluntary (unpaid) • Know about the skills, attributes, qualifications and training needed for different jobs (Use PSHE LOUD Lesson Plan) • Know that there are different ways into jobs and careers, including college, apprenticeships and university • Know how people choose a career/job and what influences their decision, including skills, interests and pay (Use the PSHE Association LOUD lesson plans) • Know how to question and challenge stereotypes about the types of jobs people can do	Children can say what influences them including social media (discussion) Create a budgeting map, where money comes from, what we do with it. Create a statement like a bank statement. Create a list of things we buy and how we pay for them. Sort images into value for money and not with reasons (this could be done orally) Create some word art as a group about risks associated with money Create different collages of all the different jobs you can do, sort into private, public and voluntary sector. Identify skills needed for different jobs. Look a different scenarios and decide how to manage Pick a job and work in groups to research and feedback to class the different routes you could take to achieve success. Complete own goals and plan journey to that goal Primary Futures- discussion using the pre-recorded videos,	

	• Know why they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions (Living in the Wider World) Make links to career's week if possible	Create a poster of a job you might want when you are older. Write around outside influences might affect your choices, e.g money, family, home, location
	Key Skills and Attributes	Possible evidence
	Making decisions (including knowing when to be flexible)	Children recognise that they have choices to make and show that they can make Informed choices
	SEND	
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Year: 5/6 Subject: PSHE/RSE PoS: Relationships		Topic Question/Title: How can friends communicate safely?		 Term - Summer 1 Curriculum - A	
Prior Knowledge Year 3 • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support			Key Vocabulary Friendships, relationships, independent; online safety, share, photos, consent		Outcome Create top tips for how to communicate safely (groups could take different ways of communicating)
Future Learning Year 6 • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing <i>Year 6 children moving onto high school will follow the KS3 PSHE/RSE curriculum</i>			Stimulus https://www.youtube.com/watch?v=i_PxyZWmCFI First hand experiences (enrichment)		World of Work Any job-importance of going to work to build up friendships IT team Cyber Security Social Media platforms
National Curriculum PoS ref: R1, R18, R24, R26, R29, L11, Concepts Relationships (including different types and in different settings, including online) Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)	Key Knowledge • Know what different types of relationships people have in their lives • Know how friends and family communicate together; how the internet and social media can be used positively • Know that knowing someone online differs from knowing someone face-to-face (Use Play Like Share Resources on CEOP website) • Knowing how to recognise risk in relation to friendships and keeping safe • Knowing what types of content (including images) is safe to share online and know that we should seek and give consent before images or personal information is shared with friends or family (<i>Use Pic your Pics lesson plan.</i>) • Know what to do if a friendship is making them feel worried, unsafe or uncomfortable • Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety (Relationships)		Possible evidence Discuss the different relationships. Record 2 different kinds of relationships and write what they get from these relationships. Brainstorm different ways we communicate. Create a poster or collage of images in the ways the internet can be used positively See the Play, like, share workbooks on CEOP. Create a chart how knowing someone online is different to in person. Recognise and sort healthy and unhealthy relationships and why a unhealthy relationship might be risky. Group discussions about different photos with feedback to the class (to share or not share). Create a list of rules about sharing and not sharing (groups/individuals/class) This should be included in every lesson as a reminder of the people we can ask for support or advice. (in school, at home, in the community plus organisations like Childline, Kooth)		
	Key Skills and Attributes		Possible evidence		

	Recognising, evaluating and utilising strategies for managing influence	Children show understanding of the risks associated with different relationships including online and know how to seek help
	SEND	

Year: Subject: PSHE/RSE PoS: Health and Well Being H43, H44 H1, H3, H4, H46, H47, H48, H50		Topic Question/Title: How can we help in an accident or emergency?		Term - Summer 2		Curriculum - A	
Prior Knowledge • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling 999				Key Vocabulary Drugs, tobacco law, legal, illegal, prevent, risks, addiction First Aid, emergency, emergency services		Outcome To carry out basic 1 st aid on peers. To make a mock 999 call.	
Future Learning High School PSHE/RSE				Stimulus <i>1st Aid-Give the children an empty aid box, what do they think should go in it.</i> First hand experiences (enrichment) Carrying out basic 1 st Aid		World of Work Police Courts Paramedic St.John’s Ambulance	
National Curriculum PoS H43, H44 H1, H3, H4, H46, H47, H48, H50		Key Knowledge (Health and Well Being) How can we help in an accident or emergency? • Know how to carry out basic first aid (e.g asthma, choking, bleeding, burns and scalds, head injuries) • Know that if someone has a head injury, they should not be moved (St John’s ambulance Lesson on Head Injuries) • Know when it is appropriate to use first aid and the importance of seeking adult help (Emergencies and calling for help St John’s ambulance Lesson) • Know the importance of remaining calm in an emergency & providing clear information (Emergency calling 999) • Understand the importance of keeping safe in the sun			Possible evidence Children will look at different 1 st aid scenarios over a few weeks. They will be able to identify what the issue is and how to administer basic 1 st aid. They could demonstrate understanding through role play, making 1 st aid posters, writing simple dos and don’ts, peer teaching or writing instructions. Sorting/recognising what’s 1 st Aid and what’s an emergency. Role play, create a short video or just act out the scenario in class. Resources to be used: St John’s Ambulance and Sunguarding Reosurces (see One Drive)		
Concepts Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)		Communication Recognising and managing the need for peer approval			Key Skills and Attributes		
		Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms			Debate, feedback and discussion about scenarios.		
		Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)			Debate, feedback and discussion about scenarios.		
		Recalling and applying knowledge in new situations			Carrying out basic appropriate 1 st aid		
		SEND					
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