

PSHE – Autumn (Health and Well-Being)

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	Reception 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	

Whole school assembly based on setting goals. The assembly will look at different types of athletes, different people who have set goals and how they achieved their goal. Every child is to set themselves a goal and outline how they are going to achieve their goal. This lesson will focus on looking at different types of goals e.g. academic, sporting, and

Nursery:

- Getting to know others
- Recalling names
- Recognising similarities and differences between people in the class
- Identifying what is special about themselves
- Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad
- Celebrating achievements
- Recognising what children can do
- Setting and achieving simple goals
- Recognising qualities of a good friend
- Understanding how to recognise and respond to bullying **Link to Anti- Bullying week**
- Working with another child
- Importance of

Year 1:

- To set a goal
- To understand and explain how to keep teeth healthy
- To understand the importance of food
- To understand the difference between healthy and unhealthy foods
- To understand the importance of variety on a diet
- To explain how to use medicine safely
- To explain what voting is and why it is important **Link to Student Council Elections**
- To identify different types of bullying and explain what to do if they are being/witness bullying **Link to Anti-Bullying week**
- To identify and explain a range of positive and negative emotions

Year 2:

- To set a goal
- To identify healthy and unhealthy foods

Year 3:

- To set a goal
- To explain what food groups make up meals
- To understand how food choices can contribute to tooth decay
- To explain what a drug is
- To categorise drugs
- To explain the effects of passive smoking
- To understand the effects of caffeine
- To explain democracy and explain why democracy is important **Link to Student Council Elections**
- To explain the difference between unkindness and bullying **Link to Anti-Bullying week**
- To explain what conflict is and ways of resolving conflict
- To explain what to do if conflict escalates

Year 4:

- To set a goal
- To explain how food gives us energy
- To explain why nutrients are important
- To explain the risks and dangers associated with

Year 5:

- To set a goal
- To explain what makes a healthy meal **Link to Eat Like A Champ**
- To explain the importance of nutrients and fibre **Link to Eat Like A Champ**
- To explain the importance of hydration **Link to Eat Like A Champ**
- To understand the importance of portion control **Link to Eat Like A Champ**
- To interpret and understand information on feed labels **Link to Eat Like A Champ**
- To explain what makes a situation fair or unfair. **Link to Student Council Elections**
- To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying. **Link to Anti- Bullying week**
- To explore the risks associated with drug use
- To challenge misconceptions about drug users
- To explain what peer pressure is and how to challenge it

Year 6:

- To set a goal

Each class will celebrate achieving goals. Even if children have not achieved their goal, celebrate the steps they are taking to achieve goal. As a school come together and celebrate how children/staff worked towards different goals and the skills they used to do this. End of term: Whole school Health Fair or Healthy Lifestyles Day to celebrate

<p>personal. Each class will create a goal setting display, outlining goals and the steps to achieving these goals. Pupils to complete assessment sheet – see assessment sheet and guidance</p>	<p>keeping clean</p> <ul style="list-style-type: none"> ◦ Oral health <p>Reception:</p> <ul style="list-style-type: none"> ◦ Recognising a range of emotions i.e. happy, sad, excited ◦ Recalling names ◦ Recognising what make them special ◦ Recognising similarities and differences between people in the class ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ To identify the qualities of a good friend ◦ To identify and respond to bullying Link to Anti-Bullying week ◦ To describe how to make friends and play with other children ◦ To understand the importance of keeping clean ◦ To understand the importance of keeping teeth clean 	<ul style="list-style-type: none"> ◦ To explain what a healthy snack is ◦ To name the 5 food groups ◦ To identify foods within each of the food groups ◦ To understand the importance of eating fruit and vegetables ◦ To explain how to stay safe around harmful substances ◦ To identify the risks associated with smoking ◦ To explain what parliament is and why it is important Link to Student Council Elections ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To explain what conflict is and ways of resolving conflict ◦ To explain that to do if conflict escalates 	<p>smoking</p> <ul style="list-style-type: none"> ◦ To explain the risks associated with alcohol ◦ To understand how democracy works in the UK Link to Student Council Elections ◦ To understand the role of the bully, bystander and victim in a bullying scenario Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. 	<ul style="list-style-type: none"> ◦ To understand the importance of exercise ◦ To explain the risks associated with alcohol ◦ To understand the risks associated with cannabis and volatile substance abuse ◦ To understand how a parliamentary debate takes place in the House of Commons Link to Student Council Elections ◦ To understand explain difference and similarities. Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. 	<p>and showcase knowledge learned over the term. Children to have stalls/create posters for Health Fair or Healthy Lifestyles Day</p>
<p>British Value Links</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law, Democracy</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law, Democracy</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law, Democracy</p>	

PSHE – Spring (Living in the Wider World)

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	

<p>This topic will begin with an assembly based on different charities. (Please see PowerPoint and assembly guidance in resources folder to use during this assembly, schools may also choose to add different charities to this PowerPoint) This assembly will also launch 'bank' in each class, where class can earn money (tokens) for different things.</p>	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ PANTS- keeping safe ◦ Celebrating similarities and differences ◦ Recognising special people in our lives ◦ Understanding different types of families ◦ Understanding how we are all different ◦ Understanding how to celebrate being different ◦ Exploring gender stereotypes ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To understand the difference between wants and needs ◦ To celebrate achievements ◦ To celebrate the achievements of others ◦ To fundraise money for a charity ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how you can keep yourself safe at home ◦ To explain how to keep safe at home ◦ To explain the difference between good and bad secrets <p>Year 2:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes <p>Year 4:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain how to save and the benefits of saving ◦ To explore the water crisis around the world 	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To understand deductions that are taken from payslips ◦ To explain what budgeting is and why it is important ◦ To explain what migration is ◦ To explain why people need to migrate ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe when cycling ◦ To explain the risks associated with cycling ◦ To explore gender stereotypes ◦ To explain why it is important to challenge gender stereotypes <p>Year 6:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To understand the different jobs have different salaries 	<p>This topic will end with a whole school assembly which will celebrate the class with the most 'money.' (Please see PowerPoint and assembly guidance in resources folder to use during this assembly) This topic will end with a whole school fundraising day based on class chosen charity – Spring Term Lesson 6 This event should be celebrated</p>
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<p>Explain class with most 'money' at end of term will win a prize. (Please see guidance in resources folder, schools may wish to add to the things that earn classes 'money') Each class to go back to class to complete Spring Term Lesson 1. Goal for this term will be to raise money for a charity and explain how they will raise money</p>	<p>Reception:</p> <ul style="list-style-type: none"> ◦ PANTS – keeping safe ◦ Top recognise what makes us proud ◦ To recognise our achievements ◦ To celebrate the achievements of others ◦ To explore assertive skills ◦ To explain who we are similar and different ◦ To explore gender stereotypes ◦ To explore different types of families ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities 	<ul style="list-style-type: none"> ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes 	<ul style="list-style-type: none"> ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around water ◦ To identify the risks associated with water ◦ To understand how stereotypes can label people ◦ To explain how to break gender stereotypes 	<ul style="list-style-type: none"> ◦ To explore what value for money means ◦ To understand the reasons people may be homeless ◦ To explain what hidden homelessness is ◦ To challenge stereotypes associated with homelessness ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To identify risks that they may face ◦ To understand what risky behaviours are ◦ To challenge gender stereotypes 	<p>as a school</p>
<p>British Value Links</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	

PSHE – Summer (Relationships)

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	

<p>Whole school launch assembly based on being a good friend. Discussing what it means to be a good friend and what qualities good friends have. Children go back to class and set themselves a goal 'Be the friend you want to have.' Children to draw/write about what qualities and skills they will need to be a great friend to someone.</p>	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ To explore the feeling of loss ◦ To explore feeling lonely ◦ To identify important people in our lives ◦ To identify special people in our lives ◦ To explain why we have friends ◦ To identify the qualities of a good friend ◦ To identify what makes us happy or sad ◦ To identify basic ways to use medicine correctly ◦ To explain how to manage difficult feelings 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explain what a compliment is and why it is important ◦ To recognise our achievements ◦ To identify places and people who make me feel safe. ◦ To explain why these places and people make us feel safe ◦ To explain why good friends are important and explore how to make new friends ◦ To understand what 'bad' secrets are ◦ To explain how to keep ourselves clean Link to RG ◦ To explain why it is important to keep clean Link to RG ◦ To explain how we have changed since we were born Link to RG ◦ To explore different types of families Link to RG 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explore the differences between males and females and to name the body parts Link to RG ◦ To consider touch and to know that a person has the right to say what they like and dislike Link to RG ◦ To explore different types of families and who to go to for help and support Link to RG ◦ To identify positive thoughts and how positive thoughts can affect us ◦ To explore the concept of self-talk and identify how this can help us ◦ To identify what makes a healthy relationship and explain what makes a good friend ◦ To understand what dementia is and how it is related to memory 	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explore the emotional and physical changes occurring in puberty Link to RG ◦ To understand male and female puberty changes in more detail Link to RG ◦ To explore the impact of puberty on the body and the importance of physical hygiene Link to RG ◦ To explain what it means to belong and explain why belonging is important ◦ To identify places where we feel we belong ◦ To understand benefits of a growth mind-set and explain how to develop a growth mind-set 	<p>Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms. Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly. Whole school to come together at the end of the theme to discuss good friends and good friendships</p>
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<p>Create a whole school display. Pupils to revisit assessment sheet from Autumn – see assessment sheet and guidance.</p>	<p>Reception:</p> <ul style="list-style-type: none"> ◦ To understand the terms fair and unfair and identify what is fair and unfair ◦ To understand how we can keep ourselves clean ◦ To identify what it is important to keep ourselves clean ◦ To explore different types of families ◦ To identify special people in our lives and explain why these people are special ◦ To begin to break gender stereotypes ◦ To begin to challenge gender stereotypes ◦ To explain how to use medicine safely ◦ To identify how things can change ◦ To begin to prepare for change ◦ To explain why change is good 	<p>Year 2:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explain how to keep ourselves safe Link to PANTS rule ◦ To understand that they have the right to say “no” to unwanted touch Link to RG ◦ To identify differences between males and females Link to RG ◦ To explore some of the differences between males and females and to understand how this is part of the lifecycle Link to RG ◦ To focus on difference and naming body parts Link to RG ◦ To understand what pride is and identify what makes us proud ◦ To explain why it is important to feel proud ◦ To explain what makes us proud of other people ◦ To understand what makes a good friend ◦ To identify how we can be a good friend to others 	<p>Year 4:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explore the human lifecycle Link to RG ◦ To identify some basic facts about puberty Link to RG ◦ To explore how puberty is linked to reproduction Link to RG ◦ To understand a growth mind- set and how it can affect us ◦ To understand rights in a friendship and to explain why it is important to know these rights ◦ To understand responsibilities in a friendship and explain why it is important to know these responsibilities ◦ To explore how dementia affects the whole family ◦ To explore how assistive technologies can help people living with dementia 	<p>Year 6:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To consider puberty and reproduction Link to RG ◦ To consider physical & emotional behaviour in relationships Link to RG ◦ To explore the process of conception and pregnancy Link to RG ◦ To explore positive and negative ways of communicating in a relationship Link to RG ◦ To understand how to develop positive self-talk ◦ To explore positive friendships and explain what makes a friendship successful ◦ To know the types of difficulties people with dementia may experience ◦ To explore ways in which communities can support people living with dementia 	
<p>British Value Links</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Individual Liberty, Rule of Law</p>	

British Values at Montpelier Primary School

Democracy	Rule of Law	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs
<p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p>	<p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p>	<p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p>	<p>A fair, object and permissive attitude to those whose faith and beliefs may differ from one's own.</p>
<ul style="list-style-type: none"> • Pupils are involved in democratic processes e.g. voting for School Council representatives ☒ • Democracy linked assemblies • Collaborative work 	<ul style="list-style-type: none"> • School Behaviour Policy • School Golden Rules <ul style="list-style-type: none"> <i>We are gentle</i> <i>We are kind and helpful</i> <i>We work hard work</i> <i>We look after our school environment and its property</i> <i>We listen</i> <i>We are honest</i> • Parliament assemblies • Pupil/Parent/Carer survey related to behaviour and safety of pupils in school. • Internal Police visits (Y6) • Assemblies linked to the law e.g. school rules 	<ul style="list-style-type: none"> • Understanding own responsibility in school in terms of behaviour and learning attitudes – BASICS and BLP • Weekly assemblies linked to values. • Reward assemblies • PSCHÉ – Encourage pupils to develop their own character and personality 	<ul style="list-style-type: none"> • RE curriculum • Learning Theme Curriculum • Equalities Policy • Behaviour Policy • Cultural themed assemblies e.g. Edi, Chinese New Year, Diwali • International Week/International Food Fair • Black History Week • Positive relationships encouraged, taught and modelled – pupil to pupil, adult to pupils and adult to adult. • Peer reading buddies • Talk partners in every classroom changed regularly.