



Personal, Social, Health & Economic Education (PSHE) Curriculum



Topic – Step Right Up!
Year 1 – Autumn
Subject – PSHE



Prior Learning	By the end of Reception the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They will have learnt different strategies to be resilient, learn about kindness, how to be a good friend and to play with others in a group.
What Comes Next	In Year Two, the children will learn how to label their emotions, identify what makes them feel unique and identify character traits in themselves. They will also understand the importance of finding ways to understand and express their emotions.
Key Vocabulary	Friendship, kind, unkind, teamwork, conflict, problem solving, bullying, diet, exercise, food, sleep, un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind Happy Me Unit (Friendships)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Identify the characteristics of being a good friend (HMHM) Recognise that people can have different opinions/think differently to others. (HMHM) Identify and understand why working together is important (HMHM) Identify positive strategies that can be used to resolve issues that may arise between friends (HMHM) Think of positive strategies for resolving conflict (HMHM) Identify what a bully is/different types of bullying (Anti bullying week) Think of positive strategies for resolving conflict (HMHM) Identify how to stay healthy. Identify how to stay healthy by regular exercise and choosing a balance diet. How and when to take medicines safely. Identify who should be able to give us medicines. <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> What a good friend looks like and how you can be one (BV – mutual respect, tolerance, individual liberty) That different people have different opinions. (BV – mutual respect, tolerance, individual liberty) The importance of teamwork and communication (BV – mutual respect, tolerance, individual liberty, democracy) How to problem solve when issues arise between friends. (BV – mutual respect, tolerance, individual liberty) What different types of bullying look like in and around school and what to do if they suspect someone or they are being bullied. (BV – mutual respect, tolerance, individual liberty) How to problem solve when issues arise between friends. (BV – mutual respect, tolerance, individual liberty) What they can do to ensure a healthy lifestyle (BV – mutual respect, tolerance, individual liberty) The benefits of keeping active lifestyle. Which foods fall into the different food groups to ensure a varied diet. (BV – mutual respect, tolerance, individual liberty) The importance of using medicines as directed by a trusted adult/doctor (BV – mutual respect, tolerance, individual liberty) Why sometimes we have to take medicine. (BV – mutual respect, tolerance, individual liberty)

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic – Turrets and Tiaras
Year 1 – Spring



Subject - PSHE

Prior Learning	By the end of Early Years, the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They will have learnt strategies to help them become more resilient, learnt how to stay healthy and be able to identify people who are familiar to them.
What Comes Next	In Year 2, children will look at what emotions are and identify their own emotions. They will look at their own character traits and understand that everyone is different. They will be able to identify who they would go to if they felt unsafe in a situation inside or outside of school.
Key Vocabulary	Positive, negative, kindness, well-being, families, ethos, mental health, emotions, feelings

Notes and Guidance	Skills	Knowledge
<p>Year 1 – Spring – Turrets and Tiaras</p> <p>Explanation of the unit</p> <p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring - Healthy Mind, Happy Me unit (Belonging)</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>	<ul style="list-style-type: none"> • Recognise difference and identify how families can all look different (HMHM unit) • Identify important figures in their lives (HMHM unit) • Identify people/places/things that make them feel happy in their lives (HMHM unit) • Create a positive classroom ethos that is personal to them in the classroom (HMHM unit) • Identify the emotions that are associated with being included (HMHM unit) 	<ul style="list-style-type: none"> • That their family might be different to a family that belongs to their peer (BV – mutual respect, tolerance, individual liberty) • Who to call role models and important in their lives and how they make them feel happy? (BV – mutual respect, tolerance, individual liberty) • What ethos means and how they can ensure they have a happy, positive environment in school. (BV – mutual respect, tolerance, individual liberty) • How it feels to be included and what it feels like when someone leaves you out. (BV – mutual respect, tolerance, individual liberty)

Enrichment

During this topic, the children spend a day at Warwick Castle.

Topic – Yum Yum
Year 1 - Summer
Subject - PSHE



Prior Learning	By the end of Reception the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They learnt about the difference between family relationships and friendships and the importance of healthy relationships	
What Comes Next	In Year Two they will find out What UV is and how to protect themselves from it and that their skin is the largest organ. They will also look at the gender stereotypes how to tell the difference between a boy and a girl	
Key Vocabulary	Roles, responsibilities, community, connections, peers, support, reward, protection, germs, hygiene, friends, feelings, growing, similar, different, family, boy, girl, male, female, private parts, penis, vulva	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 - Sun Safety Week (first week back after Easter) & Healthy Mind Happy Me Unit (My Wider World)</p> <p>Summer 2 - Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> • Think about their community. • Begin to understand what a community is. • Introduced to what a responsibility is and begin to think about the responsibilities of those around them. • Explore different types of families and who to ask for help. • Identify connections between themselves and peers. • Understand how we are all different but can still be friends. • Identify who can help when families make us feel unhappy or unsafe. • Start to think about how they can work with others to improve their environment. • Understand the importance of helping and supporting others without reward. • Recognise different types of clothes we wear for different weather conditions. • Learn how protective sun SPF can protect you skin from the sun. • About personal hygiene and germs including bacteria, viruses how they are spread and treated and the importance of handwashing. • Discuss how children grow and change. <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> • What a community is, what people live in their community and what the people have in common. (BV – mutual respect, tolerance, individual liberty) • The definition of responsibility and what responsibilities they have along with their family members. (BV – mutual respect, tolerance, individual liberty) • That families are made up differently for everyone. (BV – mutual respect, tolerance, individual liberty) • What similarities and differences they have with their peers? (BV – mutual respect, tolerance, individual liberty) • How to be tolerant and respectful to peers who may believe/like other things. (BV – mutual respect, tolerance, individual liberty) • How to keep their environment safe and make improvements to it. (BV – mutual respect, tolerance, individual liberty, rule of law) • That random acts of kindness and support to others can cheer people up. (BV – mutual respect, tolerance, individual liberty) • The importance of wearing protective clothing and SPF to protect their skin from sun damage. (BV – mutual respect, tolerance, individual liberty, rule of law) • The risks involved with not protecting yourself in the sun. (BV – mutual respect, tolerance, individual liberty) • That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day. (BV – mutual respect, tolerance, individual liberty) • Know the different life stages (BV – mutual respect, tolerance, individual liberty)
<p>Enrichment</p> <p>During this topic, the children spend a day at Warwick Castle.</p>		



Topic – Fire and Ice
Year 2 - Autumn
Subject - PSHE



Prior Learning	When in Year 1, the children identified the characteristics of being a good friend and recognised that people can have different opinions. They also learnt about how and when to take medicines safely and who should give them medicine.
What Comes Next	In Year 3, the children develop their knowledge of working together co-operatively and positively. They'll also look at the importance of forgiveness and how to 'make things right' in different situations. In Year 3, they will also start to learn about smoking and the impact it has on the body.
Key Vocabulary	Safe, unsafe, dangerous, liquid, symbol, hazardous, hazard, alcohol, cigarettes, matches, lighter, risky, unique, emotions, label, character, traits, peers, rules, imaginary, real, lifestyle, active, mental, physical

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 - Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 - Christopher Winter Project (CWP) - Drugs and Alcohol</p> <p>Some of the statutory targets will be delivered through Computing, Science and PE lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none">• Label core emotions on themselves and others (HMHM unit)• Label character traits of their peers (HMHM unit)• Identify what makes them unique (HMHM unit)• Understand the importance of finding ways to understand and express their emotions (HMHM unit)• Identify character traits in themselves (HMHM unit)• Explore substances and situations that are safe and unsafe (CWP unit)• Identify some hazardous substances (CWP unit)• Consider safety rules for at home and school (CWP unit)• Identify the different life stages (science) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none">• What emotions are and how to identify emotions on themselves and their peers (BV – mutual respect, tolerance, individual liberty)• Who they can speak to or what to do when they see/experience a safe or unsafe situation or find an unsafe substance (BV – mutual respect, tolerance, individual liberty, rule of law)• What character traits they possess and understand that everyone is different (BV – mutual respect, tolerance, individual liberty)• How to express the emotions they feel and begin to understand why they feel certain ways (BV – mutual respect, tolerance, individual liberty)• What they can look for to check if substance round their home is hazardous or not (BV – mutual respect, tolerance, individual liberty, rule of law)• How to use their initiative when it comes to safety in school and home (BV – mutual respect, tolerance, individual liberty, rule of law)• The order of the different life stages and describe what happens during each life stage (BV – mutual respect, tolerance, individual liberty)

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.



Topic – Into the Wild
Year 2 – Spring
Subject – PSHE



Prior Learning	When in Year 1 the children began looking at how to use positive strategies that can be used to resolve issues that may arise between friends and think of how they could try to problem solve.
What Comes Next	In Year 3, the children learn about what makes a good school and what it means to feel safe and happy there. They also build on their knowledge of healthy food. In Year 3, the children begin to learn some elements of first aid.
Key Vocabulary	Mindfulness, worry, resilience, calm, worry, change, healthy/unhealthy choices, safe/unsafe, viruses, bacteria, personal hygiene

Notes and Guidance	Skills	Knowledge
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring – Healthy Mind, Happy Me unit (Resilience and Coping)</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none"> Identify times they may need help from others and be introduced to the concept of 'worry' (HMHM unit) Talk about concrete examples of change in their lives (HMHM unit) Think about the choices they make in life and how healthy/safe these choices can be (HMHM unit) Develop their understanding of mindfulness and what it means to be calm (HMHM unit) Understand what it means to be resilient and what it means to 'bounce back' (HMHM unit) Talk about and explain the importance of regular exercise and how to keep your body healthy and clean (Science) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> The importance of not bottling up a worry and who they can talk to if they have a worry (BV – mutual respect, tolerance, individual liberty) That sometimes life can change and know how they can support themselves when this happens (BV – mutual respect, tolerance, individual liberty, rule of law) The definition of mindfulness and how it can have a positive impact on your life and your reactions (BV – mutual respect, tolerance, individual liberty,) The importance of 'not giving up' to ensure they strive to be the best they can be (BV – mutual respect, tolerance, individual liberty, democracy) How to choose varied diet and what certain food groups give to the human body (BV – mutual respect, tolerance, individual liberty)

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Buckets and Spades
Year 2 – Summer
Subject – Science – Materials



Prior Learning	In Year 1, the children distinguish between an object and the material from which it is made. They also identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. In addition to this, the children describe the simple physical properties of a variety of everyday materials.
What Comes Next	In Year 3, the children compare and group materials together, according to whether they are solids, liquids or gases. They also observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
Key Vocabulary	Hard, soft, durable, brittle, squashing, bending, twisting, stretching.

Notes and Guidance	Skills	Knowledge
During this term, the children will assess a range of materials and classify them according to the properties they have. They will handle examples of different objects made from the same material in order to understand how the same material can be put to a range of uses. They will also consider how material may be unsuitable for a particular purpose. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils will compare materials found around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).	<p>Working scientifically:</p> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways• Observe closely, using simple equipment• Perform simple tests• Identify and classifying• Use their observations and ideas to suggest answers to questions• Gather and record data to help in answering questions <p>Materials</p> <ul style="list-style-type: none">• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<ul style="list-style-type: none">• That different materials have different properties – hard, soft, durable, and brittle• That the same material can be used to create a wide range of items.• That particular materials are suitable for certain uses.

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - PSHE



Prior Learning	Friendships – In Year 1, children looked at what makes a good friend, the importance of teamwork and what bullying can look like and what to do about it. Drugs and Alcohol – In Year 2, children looked at how to check if a substance around their home was hazardous or not and what to do if they discover a hazardous substance.
What Comes Next	Friendships – In Year 5, children look at the characteristics of a good friend; how to support each other to problem solve; the importance of forgiveness and moving on; and the different types of bullying. Drugs and Alcohol – In Year 4, children look at how alcohol affects the body and that this can be different for different people. They also learn some laws and risks associated with alcohol.
Key Vocabulary	Good friend, positive, characteristics, friends, emotions, co-operative, teamwork, kindness, friendship, Smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (Friendships)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>	<ul style="list-style-type: none">Identify positive characteristics they would like to see in a good friend (HMHM unit)Recognise a range of emotions and understand that their thoughts and emotions may differ to others (HMHM unit)Identify and discuss the importance of working together and co-operating and be able to identify what this could look like (HMHM unit)Explain the importance of being kind and helping each other. The children can also describe what this could look like in a range of situations (HMHM unit)Consider the importance of forgiveness and how to 'make things right'Talk about the benefits of an active lifestyle mentally and physically and identify the risks with an inactive lifestyle (obesity) (PE)Consider the dangers of smoking and the effects it has (CWP unit)Understand the impact of smoking and passive smoking (CWP unit)To know some strategies to prevent starting smoking (CWP unit)	<ul style="list-style-type: none">How to be and identify good friendships and know what doesn't make a good friend (BV – Mutual Respect, Tolerance, Individual Liberty)How to label different emotions and thought processes (BV – Mutual Respect, Tolerance, Individual Liberty)What to do to show kindness in a variety of different situations (BV – Mutual Respect, Tolerance, Individual Liberty)What forgiveness is (BV – Mutual Respect, Tolerance, Individual Liberty)Which trusted adults they could ask about putting something online (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)The importance of working as a team and communicating, building on each other's individual strengths (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law, Democracy)What they can do to keep an active lifestyle and what may happen if they don't have an active lifestyle (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)The negative impact on smoking and how they can prevent (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – PSHE



Prior Learning	In Year 2, children will explore different emotions and understand how to express them. They will explore their character traits and what makes each person special. They identify how to be the best they can be and how our communities can help us. During the drugs and alcohol unit, the children will identify different hazardous substances and learn about personal hygiene and how bacteria and viruses can affect us.
What Comes Next	In Year 4, they will build on the knowledge and understand of character traits and understand that characters are multi-faceted and some character traits can be inappropriate at times. They will also be taught to understand the affect alcohol has on the body and identify the risks.
Key Vocabulary	Families, positive, negative, school, happy, safe, different, special, belonging, allergic, airways, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, auto injector, anaphylaxis, emergency services

Notes and Guidance	Skills	Knowledge
<p>Spring 1 – Healthy Mind, Happy Me unit (Belonging)</p> <p>Spring 2 – Basic First Aid</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>	<ul style="list-style-type: none">• Understand that all families are different (HMHM unit)• Identify special people who are important to them and explain why (HMHM unit)• Discuss ways in which they can help others to feel like they belong (HMHM unit)• Understand the features of what makes a good school (HMHM unit)• Understand what it means to feel safe and happy (HMHM unit)• Discuss and explain the mental benefits of an active lifestyle (PE, Mental health week)• Understand the importance of building in regular exercise into your daily and weekly routines (PE)• Build on their knowledge of healthy foods (School nurse talk)• Understand the importance of building in regular exercise into your daily and weekly routines (PE)• Identify what to do in an emergency situation and call the emergency services (basic first aid lessons)• Understand what they need to do to deal with common injuries (basic first aid lessons)• Identify when a casualty is having an allergic reaction to a bite or sting (basic first aid lessons)• Provide first aid treatment for a casualty who has been bitten or stung (basic first aid lessons)• Comfort and reassure a casualty who has been bitten or stung (basic first aid lessons)• Talk about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion, first aid sessions)	<ul style="list-style-type: none">• That other people's families may be made up differently to theirs (BV – Mutual Respect, Tolerance, Individual Liberty)• Who their trusted adults are and who is special to them (BV – Mutual Respect, Tolerance, Individual Liberty)• How to make others feels they belong and what strategies they can use to do this (BV – Mutual Respect, Tolerance, Individual Liberty)• Identify what makes them feel safe and happy at home and school (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• How having an active lifestyle impact positively on your mental health (BV – Mutual Respect, Tolerance, Individual Liberty)• The benefits of regular exercise into their (BV – Mutual Respect, Tolerance, Individual Liberty)• Which foods are healthy and which foods you should eat in moderation (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• The steps to treat basic first aid for bites and stings (BV – Mutual Respect, Tolerance, Individual Liberty)• The benefits of regular handwashing and cleaning your body/teeth (BV – Mutual Respect)

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – Ancient Greece
Year 3 – Summer Term
Subject – PSHE



Prior Learning	In Year 2, children will have learnt how to interpret a UV index (Sun Safety Week), and appreciate that sunscreen provides protection against UV and that it should be applied before going out when the index level is high. Children will have also learnt about the concepts of gender stereotypes (CWP unit) and identified differences between male and female (sex) (CWP unit)	
What Comes Next	As part of sun safety, they will explain why the sun has beneficial and harmful effects for living (Sun Safety Week). In Year 4, the children will explore the human life cycle (CWP unit), identify basic facts about puberty (CWP unit) and explore how puberty is linked to reproduction (CWP unit).	
Key Vocabulary	Stereotypes, gender roles, similar, different, family, fostering, adoption, relationship, trusted adult, community, gratitude, help, support, school environment, sun damage, bullying, harassment, sun damage, male, female, private parts, penis, testicle, vulva, vagina, uterus, family, fostering, adoption, relationship, trusted adult, community, gratitude, help, support	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (My Wider World)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Explore different types of families and who to go to for help and support (CWP unit) Understand that their community can be different to that of others (HMHM unit) Begin to think about the different communities to which they belong and identify in these communities (HMHM unit) Build on their knowledge of what it means to be connected to others and how this can support them (HMHM unit) Begin to show gratitude towards others (HMHM unit) Understand why it's important to look after their school environment (HMHM unit) Identify the differences between rights and responsibilities (HMHM unit) Understand that colour change from our natural skin colour is a sign of sun damage (Sun Safety Week) Explore different types of families and who to go to for help and support (CWP unit) Identify that people are unique and to respect those differences (CWP unit) Consider appropriate and inappropriate physical contact/consent (CWP unit) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion) Explore the differences between female and male bodies (CWP unit) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> That all families are different and have different family members Who to go to when they need help/support The meaning of 'community' What connects them to others What gratitude means and how they show it to others That each person's body belongs to them How to respect other peoples personal space What they can do to help their school environment Know what rights and responsibilities they have in their lives and how they are similar/different to their peers The negative impact that the internet can have on their mental health Signs and symptoms of sun damage That all families are different and have different family members Who to go to when they need help/support That each person's body belongs to them How to respect other peoples personal space What they can do to help their school environment Know what rights and responsibilities they have in their lives and how they are similar/different to their peers The negative impact that the internet can have on their mental health That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day How to name male and female body parts using agreed words
Enrichment	During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.	



Topic – Roman Empire
Year 4 – Autumn Term
Subject – PSHE



Prior Learning	In Year 3, the children will build on their knowledge about knowing that all families are different. They'll also be able to identify special people who are important to them and explain why. During first aid lessons, the children will learn what they need to do to deal with common injuries and when a casualty is having an allergic reaction to a bite or sting.
What Comes Next	In Year 5, the children will identify important figures in their lives and understand how these figures can offer different things depending on the context. In addition to this, the children will know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help
Key Vocabulary	celebrate, character traits, embarrassed, excited, lonely, sad, proud, emotions, abstract, desire, creativity, uncertainty, safe, healthy, alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious, risk, safe, support

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none"> Celebrate the differences between their own characteristics and the characteristics of their peers (HMHM unit) Build on their knowledge and vocabulary about character traits (HMHM unit) Understand that characters are multi-faceted and some character traits can be inappropriate at times (HMHM unit) Express their emotions in a safe and healthy way (HMHM unit) Identify different types of bullying (both face to face and online) (Anti-Bullying Week) Build upon their knowledge of emotions to explore abstract emotions (desire, creativity, uncertainty) (HMHM unit) The benefits of an active lifestyle both physically and mentally (PE) Understand the affect alcohol has on the body (CWP unit) Identify the risks related to alcohol (CWP unit) Consider how society limits the drinking of alcohol (CWP unit) When to seek support including which adults to speak to in school if they are worried about their health <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> How to celebrate each other and their differences How to deal with their feelings and self-regulate How to identify bullying How to build on their prior knowledge about emotions What they can do to keep an active lifestyle and how it impacts their mental health How alcohol effects the human body That everyone will be affected differently by alcohol That there are laws and risks involved with drinking alcohol When is the right time to seek support and how to advice someone else to seek support

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Topic – Water
Year 4 – Spring Term
Subject – PSHE



Prior Learning	In Year 3, the children will build on their knowledge about knowing that all families are different. They'll also be able to identify special people who are important to them and explain why. During first aid lessons, the children will learn what they need to do to deal with common injuries and when a casualty is having an allergic reaction to a bite or sting.
What Comes Next	In Year 5, the children will identify important figures in their lives and understand how these figures can offer different things depending on the context. In addition to this, the children will know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help
Key Vocabulary	Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate, asthma, change, mindful, positive, family, changes, comfortable

Notes and Guidance	Skills	Knowledge
<p>Spring 1- Healthy Mind, Happy Me unit (Resilience)</p> <p>Spring 2 – Basic First Aid</p> <p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none">Families and people who care – Understand that changes in families are normal and be comfortable with the emotions linked to such changes (HMHM unit)Mental wellbeing – Understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness (HMHM unit)Begin to understand what it means to have a 'kind mind' (HMHM unit)Develop their understanding of what it means to be a resilient personUnderstand that it is sometimes okay to change your mind (HMHM unit)Begin to build up effective resources to develop a resilience toolkit which can be applied to real life situationsBasic first aid – Identify a casualty who is having an asthma attack (basic first aid lessons)Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none">Families and people who care – How to deal with changes with their family body (BV – Mutual Respect, Tolerance, Individual Liberty)Mental wellbeing – The benefits of having a positive mindful approach to life body (BV – Mutual Respect, Tolerance, Individual Liberty)What resilience is and how they can be resilient in a variety of situations (BV – Mutual Respect, Tolerance, Individual Liberty)That sometimes they may want to change their mind about something and it's ok to do so (BV – Mutual Respect, Tolerance, Individual Liberty)Basic first aid – What asthma is and how to help someone who is having an asthma attack (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law).

Enrichment

During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.



Topic – Rainforests
Year 4 – Summer Term
Subject – PSHE



Prior Learning	In Year 3, the children understood that colour change from our natural skin colour is a sign of sun damage and identified appropriate clothing to protect their skin. They also identified that people are unique and it is important to respect people's differences. In addition to this, the children considered appropriate and inappropriate physical contact/consent.
What Comes Next	In Year 5, the children will explain the importance of staying indoors or in the shade during certain parts of the day/Year. They'll also identify ways in which they are connected to others around the world and understand ways they can help in the wider community. In addition to this, the children will understand the male and female puberty changes in more detail and explore the impact of puberty on the body and the importance of physical hygiene.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Families and people who care – Reflect on role models in the wider community and what character traits they may possess (HMHM unit) Respectful relationships = Explore respect in a range of relationships (CWP unit) Discuss the characteristics of healthy relationships (CWP unit) Mental wellbeing – Begin to reflect on the various 'personal strengths' that they have (HMHM unit) Reflect on and discuss times in which they have 'persevered' (HMHM unit) Reflect on their 'personal strengths' and the various jobs these may relate to in the future (HMHM unit) Health and prevention – SUN Changing adolescent body – basic puberty <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Families and people who care – What a community is in more detail and what character traits they possess (BV – Mutual Respect, Tolerance, Individual Liberty) Respectful relationships – That respect is important in all relationships including (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Mental wellbeing – What personal strengths they possess (BV – Mutual Respect, Tolerance, Individual Liberty) How to persevere and identify occasions when they have persevered (BV – Mutual Respect, Tolerance, Individual Liberty) Which jobs suit their personal strengths (BV – Mutual Respect, Tolerance, Individual Liberty) Health and prevention – That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day (BV – Mutual Respect, Tolerance, Individual Liberty) That sun exposure causes sun burn, skin and eye damage (BV – Mutual Respect, Tolerance, Individual Liberty) Changing adolescent body (BV – Mutual Respect, Tolerance, Individual Liberty)

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - PSHE



Prior Learning	Children have explored character traits of themselves and others. They have looked at how to identify bullying and explored abstract emotions. Children have focussed on the effects of alcohol and the benefits of active lifestyle. They have thought about which adults to go to if they need support with their health.
What Comes Next	Children will understand and address inappropriate character elements. They will learn how to promote their own self-esteem and label their own character traits in real-life contexts. Children will find out how to gain evidence of bullying online. They will explore healthy and unhealthy eating and the effects of unhealthy eating. Children will understand the effects of cannabis and volatile substance abuse and where to go to seek support.
Key Vocabulary	characteristics, good friend, problem-solving, working together, resolve, conflict, positive, negative, thoughts, feelings, legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (Friendships)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Identify a wide range of characteristics that contribute towards being a good friend (HMHM unit) Understand the importance of working together and to identify features of effective collaboration (HMHM unit) Understand the importance of helping each other resolve conflicts (HMHM unit) Outline possible strategies to resolve conflict in a range of situations (HMHM unit) Understand the importance of resolving conflicts and moving on (HMHM unit) Identify different types of bullying (including online) and what they can do to help themselves or their peers (Anti-bullying week) Recognise that their preferences, thoughts and feelings may differ to others (HMHM unit) Identify characteristics and mental and physical benefits of an active lifestyle (PE) Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (PE) Explore a range of legal and illegal drugs, their risks and effects (CWP unit) Consider attitude and beliefs about drug use and drug users (CWP unit) Consider strategies to resist drug use (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> What characteristics are needed to be a good friend (BV – Mutual Respect, Tolerance, Individual Liberty) How to support each other to problem-solve (BV – Mutual Respect, Tolerance, Individual Liberty) The importance of forgiveness and moving on (BV – Mutual Respect, Tolerance) The different types of bullying (BV – Mutual Respect, Tolerance) How to show respect and tolerance towards others with different views, opinions and beliefs (BV – Mutual Respect, Tolerance) The benefits of regular exercise on a person's physical and mental health (BV – Mutual Respect, Individual Liberty) About a range of legal and illegal drugs health (BV – Rule of Law, Individual Liberty) What the risks and effects of illegal drugs are (BV – Rule of Law, Individual Liberty) What to do to resist peer pressure (BV – Rule of Law, Individual Liberty, Mutual Respect)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee



Topic – Reach for the Stars
Year 5 – Spring Term
Subject – PSHE



Prior Learning	The children have learned that changes in families are normal and how to be comfortable with the emotions linked to such changes. They have learned how to give examples of how to be respectful online. They learned what it means to be 'mindful' and will have started to consider the benefits of mindfulness and develop their understanding of what it means to be a resilient person. They have learned how to identify a casualty who is having an asthma attack (basic first aid lessons), assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons). They are taught to seek medical advice, and help, if required, if someone is having an asthma attack (basic first aid lessons)
What Comes Next	Children will learn to understand that change happens and that this can feel uncomfortable, but that this is okay. They will how to respect people online and face to face. They will identify times they may benefit from engaging in mindfulness activities. The importance of staying positive during life situations and to ride a bike safely and understand what positive impact this has on their body/environment (Bikeability). They will learn how to place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons). They will when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons).
Key Vocabulary	Safety, minor, severe, bleeding, heart, arteries, veins, positioning, shock, oxygen, red blood cells, circulating, white blood cells, infection, bandaging, reassuring, unresponsive, alert, Primary survey, respiratory rate, heart rate, pulse, ABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths

Notes and Guidance	Skills	Knowledge
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring 1 – Healthy Mind, Happy Me unit (Belonging)</p> <p>Spring 2 – Basic First Aid</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none">Understand the different features of what makes a good school (HMHM unit)Understand that all families are different (HMHM unit)Identify important figures in their lives and understand how these figures can offer different things depending on the context (HMHM unit)Discuss ways in which they could help others to feel like they belong (HMHM unit)How to support their friendsIdentify what it means to feel 'safe' and why this is important for everyone (HMHM unit) What safe means in different contextsEnsure the safety of themselves and others (basic first aid lessons)Assess a casualty's condition calmly and give first aid to a casualty who is bleeding (basic first aid lessons)Give first aid to a casualty who is in shock (basic first aid lessons)Seek medical help if required for a casualty who is bleeding (basic first aid lessons)Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons)Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical helpHow to react if someone is in shock or bleedingWhat to do if someone is breathing/not breathing	<ul style="list-style-type: none">That families are made up differently for everyone friend (BV – Mutual Respect, Tolerance, Individual Liberty)Who is important to them in their lives and how these figures can offer?different things for them (BV – Mutual Respect, Tolerance, Individual Liberty)How to support their friends (BV – Mutual Respect, Tolerance, Individual Liberty)What safe means in different contexts (BV – Mutual Respect, Tolerance, Individual Liberty)How to react if someone is in shock or bleeding (BV – Mutual Respect)What to do if someone is breathing/not breathing ((BV – Mutual Respect)

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Shields, Swords and Settlers
Year 5 - Summer Term
Subject - PSHE



Prior Learning	Children have discussed their role models in the wider community and their character traits. Children have reflected on times they have persevered and their personal strengths, thinking about how they might link to their future jobs. Children have thought about why some social media is age restricted and how the internet can be harmful to mental health. Children have talked about personal hygiene and how the sun has some harmful effects for living.
What Comes Next	Children will think about how they could use their personal strengths to help others and how they have acted as a role model in their life. Children will consider positive strategies to help them with transitions at home and at school. Children will know the importance of hand washing and that some bacteria are naked to the eye. They will learn that UV is invisible and its effects can be life threatening but this is avoidable. Children will learn how and why their body changes in preparation for reproduction.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, Semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (My Wider World)</p> <p>Summer 2 - Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none">• Understand what it means to be part of a diverse community (HMHM unit)• Identify ways in which they are connected to others around the world (HMHM unit)• Understand ways they can help in the wider community (HMHM unit)• Understand what it means to show gratitude (HMHM unit)• Understand their rights and responsibilities (HMHM unit)• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion)• Explain the importance of staying indoors or in the shade during certain parts of the day/Year (Sun Safety Week)• Explore the emotional and physical changes occurring in puberty (CWP unit)• Ask questions about puberty with confidence (CWP unit)• Understand the male and female puberty changes in more detail (CWP unit)• Explore the impact of puberty on the body and the importance of physical hygiene (CWP unit)• Explore ways to get support during puberty (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none">• How to explain the changes that occur during puberty (Mutual Respect, Individual Liberty, Tolerance)• What happens during menstruation and sperm production (Mutual Respect)?• How to keep clean during puberty (Mutual Respect)• About emotions and how they can change during puberty (Mutual Respect, Tolerance)

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Survival of the Fittest
Year 6 – Autumn
Subject – PSHE



Prior Learning	In Year 4, pupils celebrate the differences between their character traits and their peers and build on their knowledge and vocabulary of character traits. In Year 5 pupils look at the importance of regular exercise and explore a range of legal and illegal drugs and strategies to resist drug usage.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Calories, healthy diet, self-esteem, unique, self-identity, character traits, emotion, real-world, bullying, cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Understand that character elements can be inappropriate at times and how to address this in real-life contexts (HMHM unit) (BV – Mutual Respect, Tolerance, Individual Liberty) Apply their understanding of bullying/cyber bullying and identify what they can do to help someone else and to get support for themselves (Anti-bullying week) (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Identify their unique characteristics to promote self-identity and self-esteem (HMHM unit) (BV – Mutual Respect, Individual Liberty) Develop enhanced emotional understanding by applying emotion labels to real-life situations (HMHM unit) (BV – Mutual Respect, Individual Liberty) Understand how to express their emotions in a safe and healthy way (HMHM unit) (BV – Mutual Respect, Individual Liberty) Label their own character traits and understand these traits in real-world contexts (HMHM unit) (BV – Mutual Respect, Individual Liberty) What constitutes a healthy diet (including understanding calories and other nutritional content) (Science) (BV – Mutual Respect, Individual Liberty) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health) (Science/PE) (BV – Mutual Respect, Individual Liberty, Rule of Law) Understand the effects, risks and law relating to cannabis (CWP unit) ((BV – Mutual Respect, Rule of Law) Understand the risk of volatile substance abuse (VSA) (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) Build an awareness of the options for getting help, advice and support (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) 	<ul style="list-style-type: none"> About character traits in themselves and others How to promote their own self-esteem and self-identify How to label a range of emotions on themselves and others in a variety of real life situations What to do to gain evidence of bullying online About what makes a healthy, balanced diet and understand calories The side-effects of unhealthy living What effect cannabis can have on your health and life The legal consequences of using cannabis The effects and risks of volatile substance abuse How to get and give help and support

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - PSHE



Prior Learning	In Year 4, pupils start to consider the importance of mindfulness and develop their understanding of what it means to be resilient. They also begin to build up a tool kit of strategies to promote resilience. In Year 5, pupils look at how to treat shock and bleeding and how to place a casualty in the recovery position.
What Comes Next	The children will complete work on transition in summer term and then transition to the KS3 curriculum in September.
Key Vocabulary	Primary survey, respiratory rate, heart rate, pulse, DRsABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths, keeping fit, mindfulness, mental well-being, positive, support

Notes and Guidance	Skills	Knowledge
Children's Mental Health Week/Safer Internet Day during Spring term Spring 1- Healthy Mind, Happy Me unit (Resilience) Spring 2 – Basic First Aid Through Computing, Science and PE, some of the statutory targets will be delivered. Bikeability	<ul style="list-style-type: none">Understand that change happens and that this can feel uncomfortable, but that this is okay (HMHM unit)Identify times they may benefit from engaging in mindfulness activities (HMHM unit)Identify times they may need to address their thinking styles to be more positive (HMHM unit)Think about positive ways they can support themselves during times of need (HMHM unit)Understand that it is okay to change their mind (HMHM unit)Ride a bike safely and understand what positive impact this has on their body/environment (Bikeability)Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons)Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons)Identify a casualty who is chokingAssess and give first aid to a casualty who is chokingSeek medical help if required	<ul style="list-style-type: none">That change can sometimes make you feel uncomfortable ((BV – Mutual Respect, Individual Liberty, Tolerance)What mindfulness is and when they need to use it ((BV – Mutual Respect, Individual Liberty, Tolerance)The importance of staying positive during life situations ((BV – Mutual Respect, Individual Liberty, Tolerance)How to ride a bike safely and what impact this has on their body ((BV – Mutual Respect, Individual Liberty, Tolerance)Road safety ((BV – Mutual Respect, Rule of Law, Tolerance)What to do if someone is breathing/not breathing ((BV – Mutual Respect, Individual Liberty)What steps to take if someone is choking ((BV – Mutual Respect, Individual Liberty)

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Topic – The American Dream
Year 6 – Summer Term
Subject – PSHE



Prior Learning	In Year 4, pupils reflect on their personal strengths and make links to possible jobs in the future. In Year 5, pupils explore the emotional and physical changes occurring during puberty, the impact of puberty on the body and the importance of personal hygiene.
What Comes Next	The children will transition to the KS3 curriculum.
Key Vocabulary	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, womb, sperm, egg, fostering, adoption, relationship, friendship, consent, communication, personal/private, transitions, skin damage, UV

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p> <p>Loudmouth Production (Puberty)</p>	<ul style="list-style-type: none"> • Reflect on situations in which they would use particular ‘personal strengths’ over others (HMHM unit) • Reflect on situations in which they have been a role model and what character traits they possessed (HMHM unit) • Reflect on situations in which they have tried their best (HMHM unit) • Think of positive strategies to help them with school transitions (HMHM unit) • Think of positive strategies to help them with school transitions whilst at home (HMHM unit) • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion) • Explain that UV is invisible and its effects on the skin is damaging and possibly life threatening (Sun Safety Week) • Understand that skin damage can be avoided • Loud Mouth Production – Understanding puberty • Describe how and why the body changes during puberty in preparation for reproduction (CWP unit) • Explore the importance of communication and respect in relationships (CWP unit) 	<ul style="list-style-type: none"> • How to cope with transitions in their life at school and while they’re at home ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • The importance of having a positive ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • That germs and bacteria are invisible to the naked eye and know why it’s important to wash their hands throughout the day ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • How to avoid skin damage from UV ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • The differences between healthy and unhealthy relationships ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • That communication and permission seeking is important ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)

Enrichment

During this topic, Year 6’s residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Topic – Water
Year 4 – Spring Term
Subject – PSHE



Prior Learning	In Year 3, the children will build on their knowledge about knowing that all families are different. They will also be able to identify special people who are important to them and explain why. During first aid lessons, the children will learn what they need to do to deal with common injuries and when a casualty is having an allergic reaction to a bite or sting.
What Comes Next	In Year 5, the children will identify important figures in their lives and understand how these figures can offer different things depending on the context. In addition to this, the children will know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help
Key Vocabulary	Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate, asthma, change, mindful, positive, family, changes, comfortable

Notes and Guidance	Skills	Knowledge
<p>Spring 1- Healthy Mind, Happy Me unit (Resilience)</p> <p>Spring 2 – Basic First Aid</p> <p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p>	<ul style="list-style-type: none">Families and people who care – Understand that changes in families are normal and be comfortable with the emotions linked to such changes (HMHM unit)Mental wellbeing – Understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness (HMHM unit)Begin to understand what it means to have a 'kind mind' (HMHM unit)Develop their understanding of what it means to be a resilient personUnderstand that it is sometimes okay to change your mind (HMHM unit)Begin to build up effective resources to develop a resilience toolkit which can be applied to real life situationsBasic first aid – Identify a casualty who is having an asthma attack (basic first aid lessons)Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none">Families and people who care – How to deal with changes with their family body (BV – Mutual Respect, Tolerance, Individual Liberty)Mental wellbeing – The benefits of having a positive mindful approach to life body (BV – Mutual Respect, Tolerance, Individual Liberty)What resilience is and how they can be resilient in a variety of situations (BV – Mutual Respect, Tolerance, Individual Liberty)That sometimes they may want to change their mind about something and it's ok to do so (BV – Mutual Respect, Tolerance, Individual Liberty)Basic first aid – What asthma is and how to help someone who is having an asthma attack (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law).

Enrichment

During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.



Topic – Rainforests
Year 4 – Summer Term
Subject – PSHE



Prior Learning	In Year 3, the children understood that colour change from our natural skin colour is a sign of sun damage and identified appropriate clothing to protect their skin. They also identified that people are unique and it is important to respect people's differences. In addition to this, the children considered appropriate and inappropriate physical contact/consent.
What Comes Next	In Year 5, the children will explain the importance of staying indoors or in the shade during certain parts of the day/Year. They will also identify ways in which they are connected to others around the world and understand ways they can help in the wider community. In addition to this, the children will understand the male and female puberty changes in more detail and explore the impact of puberty on the body and the importance of physical hygiene.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Families and people who care – Reflect on role models in the wider community and what character traits they may possess (HMHM unit) Respectful relationships = Explore respect in a range of relationships (CWP unit) Discuss the characteristics of healthy relationships (CWP unit) Mental wellbeing – Begin to reflect on the various 'personal strengths' that they have (HMHM unit) Reflect on and discuss times in which they have 'persevered' (HMHM unit) Reflect on their 'personal strengths' and the various jobs these may relate to in the future (HMHM unit) Health and prevention – SUN Changing adolescent body – basic puberty <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Families and people who care – What a community is in more detail and what character traits they possess (BV – Mutual Respect, Tolerance, Individual Liberty) Respectful relationships – That respect is important in all relationships including (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Mental wellbeing – What personal strengths they possess (BV – Mutual Respect, Tolerance, Individual Liberty) How to persevere and identify occasions when they have persevered (BV – Mutual Respect, Tolerance, Individual Liberty) Which jobs suit their personal strengths (BV – Mutual Respect, Tolerance, Individual Liberty) Health and prevention – That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day (BV – Mutual Respect, Tolerance, Individual Liberty) That sun exposure causes sun burn, skin and eye damage (BV – Mutual Respect, Tolerance, Individual Liberty) Changing adolescent body (BV – Mutual Respect, Tolerance, Individual Liberty)

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - PSHE





Prior Learning	Children have explored character traits of themselves and others. They have looked at how to identify bullying and explored abstract emotions. Children have focussed on the effects of alcohol and the benefits of active lifestyle. They have thought about which adults to go to if they need support with their health.
What Comes Next	Children will understand and address inappropriate character elements. They will learn how to promote their own self-esteem and label their own character traits in real-life contexts. Children will find out how to gain evidence of bullying online. They will explore healthy and unhealthy eating and the effects of unhealthy eating. Children will understand the effects of cannabis and volatile substance abuse and where to go to seek support.
Key Vocabulary	characteristics, good friend, problem-solving, working together, resolve, conflict, positive, negative, thoughts, feelings, legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (Friendships)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Identify a wide range of characteristics that contribute towards being a good friend (HMHM unit) Understand the importance of working together and to identify features of effective collaboration (HMHM unit) Understand the importance of helping each other resolve conflicts (HMHM unit) Outline possible strategies to resolve conflict in a range of situations (HMHM unit) Understand the importance of resolving conflicts and moving on (HMHM unit) Identify different types of bullying (including online) and what they can do to help themselves or their peers (Anti-bullying week) Recognise that their preferences, thoughts and feelings may differ to others (HMHM unit) Identify characteristics and mental and physical benefits of an active lifestyle (PE) Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (PE) Explore a range of legal and illegal drugs, their risks and effects (CWP unit) Consider attitude and beliefs about drug use and drug users (CWP unit) Consider strategies to resist drug use (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> What characteristics are needed to be a good friend (BV – Mutual Respect, Tolerance, Individual Liberty) How to support each other to problem-solve (BV – Mutual Respect, Tolerance, Individual Liberty) The importance of forgiveness and moving on (BV – Mutual Respect, Tolerance) The different types of bullying (BV – Mutual Respect, Tolerance) How to show respect and tolerance towards others with different views, opinions and beliefs (BV – Mutual Respect, Tolerance) The benefits of regular exercise on a person's physical and mental health (BV – Mutual Respect, Individual Liberty) About a range of legal and illegal drugs health (BV – Rule of Law, Individual Liberty) What the risks and effects of illegal drugs are (BV – Rule of Law, Individual Liberty) What to do to resist peer pressure (BV – Rule of Law, Individual Liberty, Mutual Respect)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee

	<p>Topic – Reach for the Stars Year 5 – Spring Term Subject – PSHE</p>		
Prior Learning	<p>The children have learned that changes in families are normal and how to be comfortable with the emotions linked to such changes. They have learned how to give examples of how to be respectful online. They learned what it means to be 'mindful' and will have started to consider the benefits of mindfulness and develop their understanding of what it means to be a resilient person. They have learned how to identify a casualty who is having an asthma attack (basic first aid lessons), assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma (basic first aid lessons). They are taught to seek medical advice, and help, if required, if someone is having an asthma attack (basic first aid lessons)</p>		
What Comes Next	<p>Children will learn to understand that change happens and that this can feel uncomfortable, but that this is okay. They will how to respect people online and face to face. They will identify times they may benefit from engaging in mindfulness activities. The importance of staying positive during life situations and to ride a bike safely and understand what positive impact this has on their body/environment (Bikeability). They will learn how to place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons). They will when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons).</p>		
Key Vocabulary	<p>Safety, minor, severe, bleeding, heart, arteries, veins, positioning, shock, oxygen, red blood cells, circulating, white blood cells, infection, bandaging, reassuring, unresponsive, alert, Primary survey, respiratory rate, heart rate, pulse, ABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths</p>		
Notes and Guidance	Skills	Knowledge	
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring 1 – Healthy Mind, Happy Me unit (Belonging)</p> <p>Spring 2 – Basic First Aid</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/ 'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> • Understand the different features of what makes a good school (HMHM unit) • Understand that all families are different (HMHM unit) • Identify important figures in their lives and understand how these figures can offer different things depending on the context (HMHM unit) • Discuss ways in which they could help others to feel like they belong (HMHM unit) • How to support their friends • Identify what it means to feel 'safe' and why this is important for everyone (HMHM unit) What safe means in different contexts • Ensure the safety of themselves and others (basic first aid lessons) • Assess a casualty's condition calmly and give first aid to a casualty who is bleeding (basic first aid lessons) • Give first aid to a casualty who is in shock (basic first aid lessons) • Seek medical help if required for a casualty who is bleeding (basic first aid lessons) • Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons) • Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help • How to react if someone is in shock or bleeding • What to do if someone is breathing/not breathing 	<ul style="list-style-type: none"> • That families are made up differently for everyone friend (BV – Mutual Respect, Tolerance, Individual Liberty) • Who is important to them in their lives and how these figures can offer? • different things for them (BV – Mutual Respect, Tolerance, Individual Liberty) • How to support their friends (BV – Mutual Respect, Tolerance, Individual Liberty) • What safe means in different contexts (BV – Mutual Respect, Tolerance, Individual Liberty) • How to react if someone is in shock or bleeding (BV – Mutual Respect) • What to do if someone is breathing/not breathing ((BV – Mutual Respect) 	
<p>Enrichment</p> <p>During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.</p>			



Topic – Shields, Swords and Settlers
Year 5 - Summer Term
Subject - PSHE



Prior Learning	Children have discussed their role models in the wider community and their character traits. Children have reflected on times they have persevered and their personal strengths, thinking about how they might link to their future jobs. Children have thought about why some social media is age restricted and how the internet can be harmful to mental health. Children have talked about personal hygiene and how the sun has some harmful effects for living.
What Comes Next	Children will think about how they could use their personal strengths to help others and how they have acted as a role model in their life. Children will consider positive strategies to help them with transitions at home and at school. Children will know the importance of hand washing and that some bacteria are naked to the eye. They will learn that UV is invisible and its effects can be life threatening but this is avoidable. Children will learn how and why their body changes in preparation for reproduction.
Key Vocabulary	Rights, responsibilities, diverse community, gratitude, help, support, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, Semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, UV, sun damage, shade

Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (My Wider World)</p> <p>Summer 2 - Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none">• Understand what it means to be part of a diverse community (HMHM unit)• Identify ways in which they are connected to others around the world (HMHM unit)• Understand ways they can help in the wider community (HMHM unit)• Understand what it means to show gratitude (HMHM unit)• Understand their rights and responsibilities (HMHM unit)• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion)• Explain the importance of staying indoors or in the shade during certain parts of the day/Year (Sun Safety Week)• Explore the emotional and physical changes occurring in puberty (CWP unit)• Ask questions about puberty with confidence (CWP unit)• Understand the male and female puberty changes in more detail (CWP unit)• Explore the impact of puberty on the body and the importance of physical hygiene (CWP unit)• Explore ways to get support during puberty (CWP unit) <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none">• How to explain the changes that occur during puberty (Mutual Respect, Individual Liberty, Tolerance)• What happens during menstruation and sperm production (Mutual Respect)?• How to keep clean during puberty (Mutual Respect)• About emotions and how they can change during puberty (Mutual Respect, Tolerance)

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Survival of the Fittest
Year 6 – Autumn
Subject – PSHE



Prior Learning	In Year 4, pupils celebrate the differences between their character traits and their peers and build on their knowledge and vocabulary of character traits. In Year 5 pupils look at the importance of regular exercise and explore a range of legal and illegal drugs and strategies to resist drug usage.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Calories, healthy diet, self-esteem, unique, self-identity, character traits, emotion, real-world, bullying, cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Understand that character elements can be inappropriate at times and how to address this in real-life contexts (HMHM unit) (BV – Mutual Respect, Tolerance, Individual Liberty) Apply their understanding of bullying/cyber bullying and identify what they can do to help someone else and to get support for themselves (Anti-bullying week) (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Identify their unique characteristics to promote self-identity and self-esteem (HMHM unit) (BV – Mutual Respect, Individual Liberty) Develop enhanced emotional understanding by applying emotion labels to real-life situations (HMHM unit) (BV – Mutual Respect, Individual Liberty) Understand how to express their emotions in a safe and healthy way (HMHM unit) (BV – Mutual Respect, Individual Liberty) Label their own character traits and understand these traits in real-world contexts (HMHM unit) (BV – Mutual Respect, Individual Liberty) What constitutes a healthy diet (including understanding calories and other nutritional content) (Science) (BV – Mutual Respect, Individual Liberty) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health) (Science/PE) (BV – Mutual Respect, Individual Liberty, Rule of Law) Understand the effects, risks and law relating to cannabis (CWP unit) ((BV – Mutual Respect, Rule of Law) Understand the risk of volatile substance abuse (VSA) (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) Build an awareness of the options for getting help, advice and support (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) 	<ul style="list-style-type: none"> About character traits in themselves and others How to promote their own self-esteem and self-identify How to label a range of emotions on themselves and others in a variety of real life situations What to do to gain evidence of bullying online About what makes a healthy, balanced diet and understand calories The side-effects of unhealthy living What effect cannabis can have on your health and life The legal consequences of using cannabis The effects and risks of volatile substance abuse How to get and give help and support

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - PSHE



Prior Learning	In Year 4, pupils start to consider the importance of mindfulness and develop their understanding of what it means to be resilient. They also begin to build up a tool kit of strategies to promote resilience. In Year 5, pupils look at how to treat shock and bleeding and how to place a casualty in the recovery position.
What Comes Next	The children will complete work on transition in summer term and then transition to the KS3 curriculum in September.
Key Vocabulary	Primary survey, respiratory rate, heart rate, pulse, DRsABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths, keeping fit, mindfulness, mental well-being, positive, support

Notes and Guidance	Skills	Knowledge
Children's Mental Health Week/Safer Internet Day during Spring term Spring 1- Healthy Mind, Happy Me unit (Resilience) Spring 2 – Basic First Aid Through Computing, Science and PE, some of the statutory targets will be delivered. Bikeability	<ul style="list-style-type: none">Understand that change happens and that this can feel uncomfortable, but that this is okay (HMHM unit)Identify times they may benefit from engaging in mindfulness activities (HMHM unit)Identify times they may need to address their thinking styles to be more positive (HMHM unit)Think about positive ways they can support themselves during times of need (HMHM unit)Understand that it is okay to change their mind (HMHM unit)Ride a bike safely and understand what positive impact this has on their body/environment (Bikeability)Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons)Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons)Identify a casualty who is chokingAssess and give first aid to a casualty who is chokingSeek medical help if required	<ul style="list-style-type: none">That change can sometimes make you feel uncomfortable ((BV – Mutual Respect, Individual Liberty, Tolerance)What mindfulness is and when they need to use it ((BV – Mutual Respect, Individual Liberty, Tolerance)The importance of staying positive during life situations ((BV – Mutual Respect, Individual Liberty, Tolerance)How to ride a bike safely and what impact this has on their body ((BV – Mutual Respect, Individual Liberty, Tolerance)Road safety ((BV – Mutual Respect, Rule of Law, Tolerance)What to do if someone is breathing/not breathing ((BV – Mutual Respect, Individual Liberty)What steps to take if someone is choking ((BV – Mutual Respect, Individual Liberty)

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Topic – The American Dream
Year 6 – Summer Term
Subject – PSHE



Prior Learning	In Year 4, pupils reflect on their personal strengths and make links to possible jobs in the future. In Year 5, pupils explore the emotional and physical changes occurring during puberty, the impact of puberty on the body and the importance of personal hygiene.
What Comes Next	The children will transition to the KS3 curriculum.
Key Vocabulary	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, womb, sperm, egg, fostering, adoption, relationship, friendship, consent, communication, personal/private, transitions, skin damage, UV

Notes and Guidance	Skills	Knowledge
Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be) Summer 2 – Christopher Winter Project CWP Relationships unit Loudmouth Production (Puberty)	<ul style="list-style-type: none">• Reflect on situations in which they would use particular ‘personal strengths’ over others (HMHM unit)• Reflect on situations in which they have been a role model and what character traits they possessed (HMHM unit)• Reflect on situations in which they have tried their best (HMHM unit)• Think of positive strategies to help them with school transitions (HMHM unit)• Think of positive strategies to help them with school transitions whilst at home (HMHM unit)• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion)• Explain that UV is invisible and its effects on the skin is damaging and possibly life threatening (Sun Safety Week)• Understand that skin damage can be avoided• Loud Mouth Production – Understanding puberty• Describe how and why the body changes during puberty in preparation for reproduction (CWP unit)• Explore the importance of communication and respect in relationships (CWP unit)	<ul style="list-style-type: none">• How to cope with transitions in their life at school and while they’re at home ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• The importance of having a positive ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• That germs and bacteria are invisible to the naked eye and know why it’s important to wash their hands throughout the day ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• How to avoid skin damage from UV ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• The differences between healthy and unhealthy relationships ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)• That communication and permission seeking is important ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)

Enrichment

During this topic, Year 6’s residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.

