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| **Autumn 1 2020** |
|  | **First few days** | **Week 1**PHMWB | **Week 2**PHMWB | **Week 3** FF | **Week 4** FF | **Week 5** FF | **Week 6** FF | **Week 7** FF |
| Year 5 | Establishing Ground RulesEmbracing ChangeNew Beginnings | **From Summer Term**that bacteria and viruses can affect health• how they can prevent the spread of bacteria and viruses with everyday hygieneroutines• to recognise the shared responsibility of keeping a clean environment  | **From Summer Term**about the benefits of being outdoors and in the sun for physical and mental health• ways to boost their mood and improve emotional wellbeing | \*what makes a healthy friendship and how they make people feel included\*strategies to help someone feel included | \*that it is common for friendships to experience challenges\*strategies to positively resolve disputes and reconcile differences in friendships | \*about peer influence and how it can make people feel or behave\*the impact of the need for peer approval in different situations, including online | \*that friendships can change over time and the benefits of having new and differenttypes of friends\*how to recognise if a friendship is making them feel unsafe, worried, oruncomfortable | \*when and how to seek support in relation to friendships\*strategies to manage peer influence and the need for peer approval e.g. exitstrategies, assertive communication |
| **Resources** | PHSE Association Resources Embracing Change | See GB Resources in Google Drive | Red Cross Well Being PackPHSE Association Resources Mental Health  | <https://plprimarystars.com/resources/do-the-right-thing>Medway Health Year 3 Resources | <https://plprimarystars.com/resources/do-the-right-thing>Medway Health Year 3 Resources | PHSE Association Making Decisions Resources |  | PHSE Association Making Decisions Resources |
|  |  | PHMWB | PHMWB | FF | FF | FF | FF | RO&O |
| Year 6 | Embracing ChangeNew BeginningsEstablishing Ground Rules | **From Summer Term**\*that mental health is just as important as physical health and that both need lookingAfter\*to recognise that anyone can be affected by mental ill-health and that difficultiescan be resolved with help and support | **From Summer Term**\*how negative experiences such as being bullied or feeling lonely can affect mentalwellbeing\* positive strategies for managing feelings | \*to compare the features of a healthy and unhealthy friendship\*about the shared responsibility if someone is put under pressure to do somethingdangerous and something goes wrong | \*how to recognise and respond to pressure from others to do something unsafe orthat makes them feel worried or uncomfortable\*what consent means and how to seek and give/not give permission in differentsituations | \*strategies to respond to pressure from friends including online\*how to assess the risk of different online ‘challenges’ and ‘dares’ | \*how to get advice and report concerns about personal safety, including online\*what consent means and how to seek and give/not give permission in differentsituations | \*about the link between values and behaviour and how to be a positive role model\*how to discuss issues respectfully\*how to listen to and respect other points of view\*ways to participate effectively in discussions online and manage conflict ordisagreements |
| **Resources** | PHSE Resources Embracing Change | PHSE Association Mental Health ResourcesRed Cross – Well Being Pack | PHSE Association Mental Health ResourcesRed Cross -Well Being Pack | PHSE Association Making Decisions Resources | PHSE Association Making Decisions Resources | NSPCC Share aware<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>Think u Know play like share<https://www.thinkuknow.co.uk/professionals/resources/play-like-share/> | NSPCC Share aware<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>Think u Know play like share<https://www.thinkuknow.co.uk/professionals/resources/play-like-share/> | https://plprimarystars.com/resources/do-the-right-thing |

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| **Autumn 2 2020** |
|  | **Week 1** | **Week 2** RO&O | **Week 3** RO&O | **Week 4** RO&O | **Week 5** SR | **Week 6** SR | **Week 7** |
| Year 5 | Recap/Review previous term’s learning | \*to recognise that everyone should be treated equally\*why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | \*what discrimination means and different types of discrimination e.g. racism, sexism,homophobia\*the impact of discrimination on individuals, groups and wider society\* ways to safely challenge discrimination\* how to report discrimination online | \*to identify online bullying and discrimination of groups or individuals e.g. trolling andharassment\*the impact of discrimination on individuals, groups and wider society\*ways to safely challenge discrimination\* how to report discrimination online | \*to identify what physical touch is acceptable, unacceptable, wanted or unwanted indifferent situations\*how to ask for, give and not give permission for physical contact\*how to respond to unwanted or unacceptable physical contact\* whom to tell if they are concerned about unwanted physical contact | \*how it feels in a person’s mind and body when they are uncomfortable\*that it is never someone’s fault if they have experienced unacceptable contact\* that no one should ask them to keep a secret that makes them feel uncomfortableor try to persuade them to keep a secret they are worried about\* whom to tell if they are concerned about unwanted physical contactMight need to revisit next Term! | Pupil Voice Lesson- gathering views on PHSE curriculum so far and suggestions for future teaching |
| **Resources** |  | <https://plprimarystars.com/resources/inclusion><https://plprimarystars.com/resources/values/values-film>PHSE Association Inclusion | <https://plprimarystars.com/resources/inclusion><https://plprimarystars.com/resources/values/values-film>PHSE Association Inclusion Resources | PHSE Association Making Decisions ResourcesBlack Lives Matter Resources |  |  | **PHSE Lesson Plan P14-21 Preparing for statutory Relationships** |
|  |  | RO&O | F&F | F&F | F&F |  |  |
| Year 6 | Recap/Review previous term’s learning | \*how to listen to and respect other points of view\*how to constructively challenge points of view they disagree with\*ways to participate effectively in discussions online and manage conflict or disagreements | \*what it means to be attracted to someone and different kinds of loving relationships\* that people who love each other can be of any gender, ethnicity or faith\* the difference between gender identity and sexual orientation and everyone’s rightto be loved | \*about the qualities of healthy relationships that help individuals flourish\*ways in which couples show their love and commitment to one another, includingthose who are not married or who live apart | \*what marriage and civil partnership mean e.g. a legal declaration of commitmentmade by two adults\*that people have the right to choose whom they marry or whether to get married\*that to force anyone into marriage is illegal\* how and where to report forced marriage or ask for help if they are worried | Review and revisit as necessary | Pupil Voice Lesson- gathering views on PHSE curriculum so far and suggestions for future teaching |
| **Resources** |  | https://plprimarystars.com/resources/do-the-right-thing | Medway Health Lesson 3 – Positive and Healthy Relationships |  |  |  | **PHSE Lesson Plan P14-21 Preparing for statutory Relationships** |

**KEY**

PHMWB = Physical Health and Mental Wellbeing

FF= Families and Friendships

RO&O = Respecting Ourselves and Others

SR = Safe Relationships

**NB**

* **Each lesson to start with a) Setting/Recapping the Ground Rules b) Time to Talk (opportunity to share worries, subjects children wish to discuss, recent events…) c) Reflection of previous lesson d) Baseline assessment – what do the children already know about lesson focus?**
* **Anonymous suggestions/questions box to be created and kept in each class**