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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 Rules  Embracing Change  New Beginnings | **From Summer Term**  that bacteria and viruses can affect health  • how they can prevent the spread of bacteria and viruses with everyday hygiene  routines  • 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 different  types of friends  \*how to recognise if a friendship is making them feel unsafe, worried, or  uncomfortable | \*when and how to seek support in relation to friendships  \*strategies to manage peer influence and the need for peer approval e.g. exit  strategies, assertive communication |
| **Resources** | PHSE Association Resources  Embracing Change | See GB Resources in Google Drive | Red Cross Well Being Pack  PHSE 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 Change  New Beginnings  Establishing Ground Rules | **From Summer Term**  \*that mental health is just as important as physical health and that both need looking  After  \*to recognise that anyone can be affected by mental ill-health and that difficulties  can be resolved with help and support | **From Summer Term**  \*how negative experiences such as being bullied or feeling lonely can affect mental  wellbeing  \* 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 something  dangerous and something goes wrong | \*how to recognise and respond to pressure from others to do something unsafe or  that makes them feel worried or uncomfortable  \*what consent means and how to seek and give/not give permission in different  situations | \*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 different  situations | \*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 or  disagreements |
| **Resources** | PHSE Resources  Embracing Change | PHSE Association Mental Health Resources  Red Cross – Well Being Pack | PHSE Association Mental Health Resources  Red 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 and  harassment  \*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 in  different 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 uncomfortable  or try to persuade them to keep a secret they are worried about  \* whom to tell if they are concerned about unwanted physical contact  Might 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 Resources  Black 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 right  to be loved | \*about the qualities of healthy relationships that help individuals flourish  \*ways in which couples show their love and commitment to one another, including  those who are not married or who live apart | \*what marriage and civil partnership mean e.g. a legal declaration of commitment  made 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**