

Year 1 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Similar Feelings Different Hurt Special Feelings	The children know members of their family. They are beginning to identify some simple feelings.	<ul style="list-style-type: none"> • Pants Rule • That being touched is not always appropriate and how to respond to uncomfortable/unsafe touch. • About privacy, including keeping some parts of the body private. • Kind and Unkind behaviour • What respect means.
Key assessment questions		
Who can we talk to if we are worried? How can you help someone who is feeling sad or unhappy? Who does your body belong to? What is the pants rule?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Know what it means to be a family. • Know about people around them who care for them. • Who they can talk to if they are worried about something. • That bodies and feelings can be hurt. 	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Prior knowledge- Children should already be able to identify close members of their family and have a feeling that these people are important to them.	Prior knowledge- From the prior session, children should be able to identify who is in their family and why their family is important to them.	Prior knowledge- From the prior sessions, children should be able to identify ways in which families care for each other.	Prior Knowledge- From the prior sessions the children should be able to identify people who are important to them, and people who care for them in their immediate family and in the community.	Prior Knowledge- The children should know from the prior session people who care for them and who they can talk to if they are worried.	Prior Knowledge: From the prior session children should know that both bodies and feelings can hurt.
Key learning focus for the lesson (s)	<p><u>What does my family mean to me?</u></p> <ul style="list-style-type: none"> -Identify close family members and discuss what makes them important. -Identify and discuss how families care for each other. 	<p><u>Are all Families the same?</u></p> <ul style="list-style-type: none"> - Understand that families can be unlike. -Discuss different families. -Different families, Same love. - 	<p><u>Who cares for us?</u></p> <ul style="list-style-type: none"> - Family and Friends -People who care for us in the community. Doctors, Dentist, Firefighters, Police, Paramedics, Teachers, Lollypop people etc. 	<p><u>Who can we talk to if we are worried?</u></p> <ul style="list-style-type: none"> - We can tell someone if we are worried about something. -Who can we tell? 	<p><u>Our feelings</u></p> <ul style="list-style-type: none"> -How might we know that somebody is hurt? -Bodies AND feelings can be hurt. Feelings can sometimes hurt more than body injuries. 	<p><u>Our feelings</u></p> <ul style="list-style-type: none"> -Recognising that somebody else might be feeling hurt. -Empathising with how others might be feeling. How can we help them?
Potential amendments for SEND	<ul style="list-style-type: none"> - An awareness here is needed to support children who may have unstable families. Such as Children in care, or children with bereaved close family members. Adjustments to be made to support the child. - Staff to support with any children who require this- adjustments to be made based on the needs of the child. - 					

Year 1 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Respect Fair Unfair Safety Secrets	<ul style="list-style-type: none"> - The importance of families, including that families can be unlike. - People who care for us (family, friends, community) - Who they can tell if they are worried about something. - That bodies and feelings can be hurt. Empathising and helping people with hurt feelings. 	<ul style="list-style-type: none"> - Further consolidation of who they can talk to if they are worried required- including PANTS rule and Privacy. - Considering their own behaviour and how kind and unkind behaviour can affect others. - To know what respect means.
Key assessment questions		
<p>How can we be a respectful friend? What is the PANTS rule? How can you protect yourself? Who can we talk to? What is the difference between kind and unkind behaviour?</p>		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Pants Rule • That being touched is not always appropriate and how to respond to uncomfortable/unsafe touch. • About privacy, including keeping some parts of the body private. • Kind and Unkind behaviour • What respect means. 	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	<p><u>Unkind Behaviour</u></p> <p>Prior Knowledge: Both bodies and feelings can be hurt</p>	<p><u>Kind Behaviour</u></p> <p>Prior Knowledge: That unkind behaviour can hurt feelings.</p>	<p><u>Respecting others</u></p> <p>Prior Knowledge: How our kind or unkind behaviour can make others feel.</p>	<p><u>NSPCC Pants Rule</u></p>	<p><u>Different types of touch and responding to this.</u></p> <p>Prior Knowledge: PANTS rule (NSPCC) Who to tal to if worried.</p>	<p><u>Consolidation session</u></p> <p>Prior knowledge: -Full relationships topic.</p>
Key learning focus for the lesson (s)	<p><u>Unkind Behaviour</u></p> <p>-To identify what unkind behaviour is. -To consider how unkind behaviour might make others feel.</p>	<p><u>Kind Behaviour</u></p> <p>-To identify what kind behaviour is. -To consider how kind behaviour makes others feel.</p>	<p><u>Respecting others</u></p> <p>-What does respect mean? -How do we show respect? (class rules, being polite, sharing/turn taking. -Are respect and kindness linked?</p>	<p><u>NSPCC Pants Rule</u></p> <p>-Discuss- “your body belongs to you” -Learn the NSPCC Pants rule.</p>	<p><u>Different types of touch and responding to this.</u></p> <p>-Identify different types of touch. -When is touch not ok? -Who to talk to if you feel unsafe/uncomfortable.</p>	<p><u>Consolidation session</u></p> <p>Use this session to further consolidate learning from this topic as you feel necessary</p>
Potential amendments for SEND	<p>- Support where necessary and reasonable adjustments where necessary.</p>					

Year 2 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Similar Different Argument friend	In the last term of year 1 the children learned: <ul style="list-style-type: none"> - How to be observant and spot danger. - What to do in an emergency - The importance of healthy eating - How to take care of ourselves- simple daily routines e.g- handwashing/toothbrushing - How to be safe in the sun. 	Next half term the children will learn about bullying, peer pressure and feelings of loneliness.
Key assessment questions		
How can we be a good friend? How are you similar to your friend? How are you different to your friend?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
How can we be good friends? Resolving conflict with a friend Similarities and differences to our friends.		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> -People who care for them. -Kind and unkind behaviour -taking turns/cooperative behaviour 	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> -Characteristics of being a good friend -Turn taking/sharing -Kind/unkind behaviour 	<p><u>Prior knowledge:</u></p> <p>Maintaining friendships/ resolving conflict in friendships.</p>	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> -Knowledge of friendships and being a good friend. 	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> -Kind and unkind behaviour - Playing co-operatively and turn taking. - 	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> - Understanding what bullying is and different types of bullying.
Key learning focus for the lesson (s)	<p><u>How can I be a good friend?</u></p> <p>What is a good friend? What characteristics does a good friend have?</p>	<p><u>Resolving conflict with friends.</u></p> <p>What might cause an argument between friends? How can we resolve arguments with our friends?</p>	<p><u>How do people meet and make friends?</u></p> <p>How could we make a new friend?</p>	<p><u>Similarities to our friends.</u></p> <p>Friends can have similarities and differences.</p> <p>How are you similar to your friend?</p>	<p><u>Similarities to our friends.</u></p> <p>Friends can have similarities and differences.</p> <p>How are you different to your friend?</p>	<p><u>Good friends.</u></p> <p>Pair up with a friend. What makes your partner a good friend?</p> <p>How do good friends make us feel?</p>
Potential amendments for SEND	Teacher to adjust accordingly dependent upon the individual needs within the class.					

Year 1 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Bullying lonely support help kind unkind	<p>Last half term the children have learned:</p> <ul style="list-style-type: none"> - About positive friendships and resolving conflicts with friends. Maintaining and making new friendships. -Bullying and recognising/responding to hurtful behaviour -Feelings of loneliness and unhappiness and finding/giving help for this. 	<p>Next half term, the children will learn about:</p> <ul style="list-style-type: none"> -Diversity within our community -Equality -Responsibilities for our community
Key assessment questions		
<p>What is bullying? How can you get help if you feel lonely? How can you help someone else who feels lonely?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> • What is bullying (different types of bullying) • Responding to unkind behaviour/bullying. • Understanding feelings of loneliness and finding help/support for this. • Strategies to resist peer pressure 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 2 – Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	An awareness of a kind or unkind behaviour.	<u>Bullying</u> What is bullying? Different types of bullying	<u>Bullying</u> Recognising hurtful behaviour Developing strategies to deal with hurtful behaviour.	What is loneliness and unhappiness? How can you get help if you feel lonely or unhappy? How can you help someone else who feels this way?	<u>Peer Pressure</u> What is peer pressure- Pressure to do something that makes them feel uncomfortable or unsafe.	<u>Peer Pressure</u> -Develop simple strategies to resist peer pressure.
Key learning focus for the lesson (s)	<u>Bullying</u> What is bullying? Different types of bullying	<u>Bullying</u> Recognising hurtful behaviour Developing strategies to deal with hurtful behaviour.	<u>Recognising feelings of Loneliness and unhappiness.</u> What is loneliness and unhappiness? How can you get help if you feel lonely or unhappy? How can you help someone else who feels this way?	<u>Peer Pressure</u> What is peer pressure- Pressure to do something that makes them feel uncomfortable or unsafe.	<u>Peer Pressure</u> -Develop simple strategies to resist peer pressure.	<u>Consolidation session</u> Teacher is able to revisit/consolidate any areas within this topic.
Potential amendments for SEND	- Support where necessary and reasonable adjustments where necessary.					

Year 3 Autumn 1 PSHE

Year 3 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Relationships Different Support Stereotypes	Children have learned about the people around them who care for them, being a good friend and being kind to others.	Next half term, the children will learn about: <ul style="list-style-type: none"> • Bullying including online bullying, and what the consequences of bullying are. • How to respond to bullying. • Self respect. • That we all have a right to be treated respectfully.
Key assessment questions		
<ul style="list-style-type: none"> - Do the children know that not all families are the same? - Do the children know that families are supportive and loving? - Would the child know who to tell/where to get support if they are in an unhappy family relationship? - Do the children know about appropriateness around others and personal boundaries? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • To know that there are different kinds of families, not all families fit into a stereotype. • That families provide support, stability and love. • How to respond/who to tell an unhappy family relationship • Appropriateness- personal boundaries and privacy 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children should know who is in their family.	Children should know that they are cared for by their family.	Children should know that they are cared for by their family.	Children should have some connections from prior discussions about where to get help. The aim is to revisit this as a golden thread through the pshe curriculum.	The children should know what privacy is.	
Key learning focus for the lesson (s)	<p><u>Different kinds of families.</u></p> <p>What does a family look like? Draw a family. Do all families look like this? Discuss “Stereotype” All families are different. Different families same love.</p>	<p><u>Being a part of a family.</u></p> <p>Know that being a part of a family brings stability, safety, love and support.</p>	<p><u>Posiitve aspects of family</u></p> <p>Why is having a family a good thing? What is good about it?</p>	<p><u>Unhappy family relationships.</u></p> <p>Sometimes, a relationship can make us feel worried or unhappy.</p> <p>Who can we tell if this happens? How can we find support for this?</p>	<p><u>Appropriate sharing and privacy</u></p> <p>What is a personal boundary. Why is privacy important? Appropriate/inappropriate personal boundaries.</p>	<p><u>Consolidation Session</u></p> <p>Teacher to consolidate or revisit any learning within this topic based on the needs of the class.</p>
Potential amendments for SEND	<ul style="list-style-type: none"> - An awareness here is needed to support children who may have unstable families. Such as Children in care, or children with bereaved close family members. Adjustments to be made to support the child. - Staff to support with any children who require additional supports- adjustments to be made based on the needs of the child. 					

Year 3 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links: Links to computing curriculum- online safety.	
Key vocabulary	Prior learning	Next steps
Respect empathy consequences unacceptable compromise acceptable	<ul style="list-style-type: none"> - That bodies and feelings can be hurt. Empathising and helping people with hurt feelings. -Kind and unkind behaviour -Why the internet is useful 	Next half term the children will learn about:
Key assessment questions		
<p>Do they know how to be respectful to their peers? (turn taking, sharing, being polite)</p> <p>Do they know the PANTS rule?</p> <p>Do these children know who to talk to protect themselves if they need to?</p> <p>Do these children know the difference between kind and unkind behaviour and the impact of their actions?</p>		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Bullying including online bullying, and what the consequences of bullying are. • How to respond to bullying. • Self respect. • That we all have a right to be treated respectfully. 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 3 – Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children know that feelings can be hurt.	Children know that feelings can be hurt and bullying can be in person or online.	Children know that bullying has consequences for both people involved.		Children have learned about what self respect is.	
Key learning focus for the lesson (s)	<p><u>Bullying and Online bullying</u></p> <p>Where can bullying take place? What is bullying? What is the difference between joking and bullying? Bullying can be physical, verbal or both.</p>	<p><u>Consequences of Bullying</u></p> <p>Consequences for the victim Consequences for the perpetrator</p>	<p><u>Responding to bullying</u></p> <p>What should we do If we see bullying or are bullied ourselves? Who should we talk to? How could we make the victim feel better? Buddy bench at school.</p>	<p><u>Self respect.</u></p> <p>What is self respect and why is it important?</p>	<p><u>Rights- A right to be treated respectfully</u></p> <p>What is a right? Everyone has a right to be treated respectfully. We are all different, but should all be treated the same. Does this always happen? Where might we see someone not being treated respectfully? How can we change this?</p>	<p><u>Consolidation session</u></p> <p>Teacher to consolidate or revisit any learning within this topic based on the needs of the class.</p>
Potential amendments for SEND	- Support where necessary and reasonable adjustments where necessary.					

Year 4 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Personal Information Contact online positive relationship	Previously, in relationships the children have learned about kind and unkind behaviour, respecting others and being a good friend. Children have learned what bullying is and how they can respond to bullying.	To build upon these subjects further and in more depth, including more examples of different types of bullying,
Key assessment questions		
<ul style="list-style-type: none"> - Can the children distinguish between banter and bullying? - Can the children reflect upon their own friendships- determining whether these are positive or not. 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> - Features of positive and healthy friendships, - How to build a positive friendship. - When using digital devices, contact with friends should be respectful. - What to do when worried about online contact. - Banter vs Bullying - Responding to bullying. 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 4 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	To know what a friend is and have an ability to identify things they value within their friendships	To know the features of a healthy positive friendship.	To understand that contact with others using a digital device is a large part of our lives	An understanding that contact online SHOULD be respectful, not disrespectful.	Children will have probably found themselves in situations where a joke has been taken too far and upset someone.	Children should be able to identify some types of bullying or bullying behaviours.
Key learning focus for the lesson (s)	<p><u>Positive Friendships.</u></p> <p>What are the features of a positive healthy friendship? Can we recognise these in our own friendships? When might a friendship be unhealthy?</p>	<p><u>Strategies to build a Positive Healthy Friendship.</u></p> <p>How can we build a positive relationship? Are healthy friendships one sided? Compromise.</p>	<p><u>Contacting friends through digital devices.</u></p> <p>Contact with friends when using a digital device should always be respectful. What you write online stays there, screenshotting. Does it read how you meant it? Who else may see what you write?</p>	<p><u>Responding to online contact with someone you know.</u></p> <p>People we know can contact us in unkind ways online. Whatsapp and messaging services can include lots of unkind content. How can we respond to this if someone we know is bullying or being unkind to us? What if we are worried about what someone has said?</p>	<p><u>Banter vs Bullying.</u></p> <p>What is banter? What is bullying?</p> <p>How do we know if it's banter or bullying?</p> <p>How to communicate if we feel banter is taken too far.</p> <p>How to respond if someone tells you they don't like the banter/joke.</p>	<p><u>Responding to bullying.</u></p> <p>Bullying is very serious. Bullying is happening more and more online. How should we respond to bullying in person ? How should we respond to bullying online? Who can we talk to?</p>
Potential amendments for SEND	- Adjust content as necessary for the children who need this- use intelligent practice to meet the needs of all children.					

Year 4 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links: Computing- Online safety.	
Key vocabulary	Prior learning	Next steps
Secrets Privacy confidentiality respect discrimination equality.	The children have previously learned about positive friendships, contact with friends on digital devices, banter vs bullying and responding to bullying including bullying online.	A deeper understanding of online communication, not just from those you know. Online risks. Discrimination and challenging discrimination safely.
Key assessment questions		
<ul style="list-style-type: none"> - Do the children know that not all online content and communication is genuine. Not everyone is who they say they are. - Do the children know not to give out personal information online? - Do the children know that not all secrets should be kept? - Do the children know what discrimination is? Can they challenge it safely? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> - Not all secrets should be kept. - Online risks- including contact from people who are not who they say they are. - Not sharing personal information online. - People behave differently online - Equality- everyone should be treated equally. - Discrimination- different types and the impact of this. – Protected Characteristics. - Challenging discrimination- safely. 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 4– Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	The children should know what a secret is. It is likely they have been told secrets before by their friends.	The children should have an understanding that people present themselves online.	The children know that people can behave differently online.	The children should know about respecting others and self respect.	The children know the importance of equality. The children should have some awareness of protected characteristics.	The children should know about different types of discrimination and protected characteristics.
Key learning focus for the lesson (s)	<p><u>Secrets.</u> What does confidentiality mean? Should all secrets be kept? What kinds of secrets is it okay to keep? When should a secret not be kept? If a secret cannot be kept, who should you tell and who shouldn't you tell?</p>	<p><u>People behave differently online.</u> Not everyone online is who they say they are. People pretend to be different online. Why? What are the risks of this?</p>	<p><u>Online risks.</u> Online content can be harmful and fake. Online contact can be harmful and fake. You must not believe everything you see online. Why? You must not give personal information out online. Why?</p>	<p><u>Equality</u> What is equality? Everyone should be treated equally. Why? Why should we listen to thoughts and opinions from lots of people? Protected Characteristics.</p>	<p><u>Discrimination.</u> What is discrimination? Protected characteristics- Different types of discrimination. Impact of this.</p>	<p><u>Challenging discrimination safely.</u> -Reporting online. -Contacting adults or the police. -Protected characteristics. Challenging discrimination safely.</p>
Potential amendments for SEND	Adjust content as necessary for the children who need this- use intelligent practice to meet the needs of all children.					

Year 5 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Uncomfortable unsafe compromise negotiate Consent permission contact	The features of positive healthy friendships. Know how to communicate respectfully with friends when using digital devices. Know what to do if they are worried about any contact online. Differentiate between playful teasing, hurtful behaviour and bullying, including online.	-Protected Characteristics -Discrimination on an individual, group and societal level. -Equality, fight for global equality.
Key assessment questions		
<ul style="list-style-type: none"> - Do children know how to respond to friendships that make them feel uncomfortable, uneasy, worried or unsafe? - Can the children identify and resist peer pressure, do they have the skills to stay true to themselves? - Can the children begin to resolve friendship challenges independently? - Do the children understand the term “consent?” - Do the children know that they have autonomy over their own body and do not have to accept any kind of physical touch or contact they do not want. 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<p>Healthy friendships and how to recognise if a friendship is making them feel unsafe, worried or uncomfortable.</p> <p>Peer influence and how it can make people behave.</p> <p>Know that friendships can experience challenges.</p> <p>Know how to respond to unwanted and unacceptable physical contact.</p> <p>Know how to ask for, give and not give permission for physical contact.</p>		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 5 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children know that friendships can have challenges but that they are important.	An understanding of respecting others.	The children know about inclusion.	Children know about privacy and personal boundaries.	Children know about what feeling uncomfortable is and about unwanted physical contact.	Children know about consent, and have had some prior learning about secrets. This learning will build upon this.
Key learning focus for the lesson (s)	<p><u>Friendships</u> Not all friendships are easy and make us feel good. Sometimes friendships can make us feel uncomfortable, uneasy, worried, anxious or even unsafe. Sometimes we might not like how another friend treats other people. How can we respond to this?</p>	<p><u>Inclusion</u> What does inclusion/included mean? Why is feeling included important? Have you ever felt left out? How does it make you feel? How does it affect your mental health? How might people exclude others? Sometimes it's obvious, sometimes it's covered up. How can you ensure you are inclusive to others?</p>	<p><u>Peer Pressure</u> What is peer pressure? Peer pressure is a part of growing up. It's important to be strong to who you are. Peer pressure happens because people don't want to be left out.</p> <p>Responding to Peer Pressure</p> <p>Peer pressure poem- by Carl nova.</p>	<p><u>Unwanted physical contact.</u> What does "feeling uncomfortable mean?" Are you powerless in this situation? What can you do to stop unwanted physical contact? Who should you talk to if you are feeling unhappy, unsafe, uneasy or uncomfortable about physical contact. Will you be believed? Will it be taken seriously?</p>	<p><u>Consent</u> What is consent? You have autonomy over your body. You get to choose what physical contact you have. You are in control over this.</p> <p>It is wrong for anyone to physically touch you without your consent.</p> <p>How to give consent/ not give consent.</p>	<p><u>Keeping secrets</u> Sometimes you can be asked to keep secrets.</p> <p>If these secrets make you feel uncomfortable, uneasy, unsafe, worried you must speak to someone.</p>
Potential amendments for SEND	- Adjustments to be made for children who require it using the teacher's intelligent practice.					

Year 5 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Discrimination Protected characteristics society Personal equality diversity challenge	Healthy friendships and how to recognise if a friendship is making them feel unsafe, worried or uncomfortable. Peer influence and how it can make people behave. Know that friendships can experience challenges. Know how to respond to unwanted and unacceptable physical contact. Know how to ask for, give and not give permission for physical contact.	Next half term the children will learn about:
Key assessment questions		
<ul style="list-style-type: none"> - Do the children know the protected characteristics? - Can the children discuss types of discrimination and what the impact of these are on a personal, group and societal level? - Can the children discuss how we can respond to discrimination on a personal, group and societal level? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
-Protected Characteristics -Discrimination on an individual, group and societal level. -Equality, fight for global equality.		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 5– Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children will have some recollection of this from the previous unit of work. They will be building upon this in this unit.	Children will have some recollection of this from the previous unit of work. They will be building upon this in this unit.	Children will have some recollection of this from the previous unit of work. They will be building upon this in this unit.	Children will have some recollection of this from the previous unit of work. They will be building upon this in this unit.	Children will have some recollection of this from the previous unit of work. They will be building upon this in this unit.	
Key learning focus for the lesson (s)	<p><u>Protected Characteristics.</u></p> <p>What are protected characteristics?</p> <p>The law around protected characteristics</p>	<p><u>Discrimination.</u></p> <p>How does this link to the protected characteristics. Recap what discrimination is. Different types of discrimination.</p> <p>Personal, group, and societal discrimination.</p>	<p><u>Societal Discrimination</u></p> <p>How is discrimination in society prevented?</p> <p>Does it still occur?</p> <p>How can we challenge societal discrimination as individuals?</p>	<p><u>The impact of discrimination .</u></p> <p>What is the impact of discrimination at a societal level?</p> <p>What is the impact of discrimination at a group level?</p> <p>What is the impact of discrimination at an individual level?</p>	<p><u>Equality</u></p> <p>Recap what equality is. How can we fight for equality. Equality on a global level. Comparisons.</p>	<p><u>British values.</u></p>
Potential amendments for SEND	Adjustments to be made for children who require it using the teacher’s intelligent practice.					

Year 6 Autumn 1 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Civil partnership marriage forced marriage gender identity sexual orientation committed loving relationship	Previously in the year 5 relationships unit, the children learned: Healthy friendships and how to recognise if a friendship is making them feel unsafe, worried or uncomfortable. Peer influence and how it can make people behave. Know that friendships can experience challenges. Know how to respond to unwanted and unacceptable physical contact. Know how to ask for, give and not give permission for physical contact.	Next half term, the children will learn <ul style="list-style-type: none"> - It's a shared responsibility if someone is pressured into danger. - Online challenges and dares- resisting peer pressure. - That consent must be sought and given in relationships. - Gaining advice/seeking support if there are concerns over your personal safety. - That there is a link between values and behaviour - The importance of being a positive role model.
Key assessment questions		
-Do the children understand that there are different kinds of loving relationships and that love can be shown in different ways? -Do the children understand how physical attraction can change the nature of a relationship? - Can the children distinguish between gender identity and sexual orientation? -Do the children understand that marriage or entering into a civil partnership is a choice, and cannot be forced.		
Knowledge to be taught		Useful pictures / diagrams / weblinks
-Different kinds of loving relationships- love can be different but just as valuable. - Physical attraction- How can this change the nature of a relationship. - Love between people can be any gender, ethnicity or faith. -The difference between gender identity and sexual orientation. -Marriage, Forced Marriage, and Civil partnership, reporting forced marriage -British values- we are free to choose who to love, individual liberty		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Autumn 1 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children have a good understanding already of different kinds of relationships they have in their own lives.	Some understanding of what physical attraction is.	Children have an understanding of love and can discuss some of the loving relationships in their own lives.	Children understand that they can love who they want regardless of gender. Children have some knowledge about protected characteristics.	Children will know what a marriage is at a basic level.	
Key learning focus for the lesson (s)	<u>Different kinds of loving relationships</u> Identify different kinds of loving relationships. Can two different loving relationships be equally as valuable?	<u>Physical Attraction</u> How can physical attraction change the nature of a relationship? Can physical attraction be controlled?	<u>Love</u> Love is love. It can be any gender, any ethnicity, any faith.	<u>Gender identity vs Sexual orientation.</u> Discuss and understand the difference between someone’s sexual orientation and their gender identity.	<u>Marriage, Forced Marriage and Civil Partnership.</u> Discuss what they are and the differences between each. Reporting Forced Marriage to the Police.	<u>British Values</u> Individual liberty and freedom- link this to forced marriage, which is illegal in the UK.
Potential amendments for SEND	Teachers to make adjustments where necessary to meet the needs of children that may need extra support.					

Year 6 Autumn 2 PSHE		
Theme: Relationships	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Pressured shared responsibility consent personal safety concerns	Previously in Relationships Autumn 1 unit the children learned: -Different kinds of loving relationships- love can be different but just as valuable. - Physical attraction- How can this change the nature of a relationship. - Love between people can be any gender, ethnicity or faith. -The difference between gender identity and sexual orientation. -Marriage, Forced Marriage, and Civil partnership, reporting forced marriage -British values- we are free to choose who to love, individual liberty	
Key assessment questions		
<p>Do the children know that it is a shared responsibility if someone is pressured into danger?</p> <p>Do the children know how to manage peer pressure- in particular online peer pressure such as games and dares.</p> <p>Do the children know that they must seek consent and give consent in relationships they enter into?</p> <p>Can the children report any concerns they may have about their own personal safety?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> - It's a shared responsibility if someone is pressured into danger. - Online challenges and dares- resisting peer pressure. - That consent must be sought and given in relationships. - Gaining advice/seeking support if there are concerns over your personal safety. - That there is a link between values and behaviour - The importance of being a positive role model. 		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Autumn 2 – PSHE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	An understanding of responsibility.	An understanding that online content has risks and can be harmful.	The children have previously learned about autonomy and giving consent for physical contact.	The children have a support network they know they can access.	The children can identify different positive and negative behaviours.	The children will look up to various people in the public eye.
Key learning focus for the lesson (s)	<p><u>Responsibility.</u></p> <p>If you are involved in encouraging or pressuring someone to do something dangerous, it is a shared responsibility and you are culpable too.</p>	<p><u>Online challenges and dares.</u></p> <p>There is a growing trend in which children are pressured into taking part in dangerous online challenges and dares. How can we manage peer pressures around this?</p>	<p><u>Seeking and giving consent</u></p> <p>Discuss the importance of both seeking and giving consent for physical contact in relationships</p>	<p><u>Personal Safety</u></p> <p>How to seek advice and support or report concerns if you feel your personal safety is at risk online or in day to day life.</p>	<p><u>Values and behaviour.</u></p> <p>Discuss the link between values and behaviour.</p>	<p><u>Positive Role Models</u></p> <p>Identify positive role models in the public eye and around them. What characteristics does a positive role model have? Why is it important to be a positive role model?</p>
Potential amendments for SEND	Teachers to make adjustments where necessary to meet the needs of children that may need extra support.					

