





	Autumn Term		Spring Term		Summer Term	
Area of PSHE	Rights and Respect		Being my Best		Growing and Changing	
	<ul style="list-style-type: none"> Say some ways of checking whether something is a fact or just an opinion. Say how I can help the people who help me, and how I can do this. 	<ul style="list-style-type: none"> Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. Explain how reports can give messages that might influence how people think about things and why this might be a problem. Give examples of decisions and how they might relate to me. 	<ul style="list-style-type: none"> Give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done to improve it. 	<ul style="list-style-type: none"> Give a few examples of different things that I do already that help me to keep healthy. Give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> Name a few things that make a positive relationship and some things that make a negative relationship. Tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. 	<ul style="list-style-type: none"> Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have difficult feelings (e.g. conflict with parents). Tell you why people get married.
Key Vocabulary 	Online False Check Safe Parent Carer Adult Search Fact Opinion	Anti-social behaviour Media United Nations Rights Spending Reduce Influence Environment Public services Income tax Recycle Community Responsibility Volunteer School Council	Achieve Fruit Medicine Bones Goal-setting Muscles Balanced diet Improve Proteins Carbohydrates Dairy Energy	Accident Emergency Balanced diet Recycle Community Repair Reduce Mental health First aid Connect Future Reuse Wellbeing Mindful	Angry Penis Relationships Body Space Touch Assertive Vagina Jealous Womb Period/menstruation Pad Respect Breasts Uncomfortable Genitals Egg Puberty Testicles	Breasts Testicles Womb Choice Civil partnership Sperm Penis Hormones Pubic hair Periods Marriage Love Puberty Uncomfortable feelings Menstruation Vagina Vulva Compromise Ovaries Wet dreams
Key Questions 	Is a fact the same as an opinion? How do we check whether something is a fact or an opinion? What is a 'false fact' that might be seen online? How do we keep ourselves safe as we get older? Can we help the people who help us? How?	Can one person make a difference to the environment? Do the actions of one person affect lots of people? Can a bystander have a positive effect on negative behaviour? How can someone be an active bystander? Is everything in the media true? Are there always two sides to a story? Can media reports influence people? What choices and decisions do we make about spending money? How do decisions about money affect groups in the community?	Am I responsible for keeping myself healthy? What can I do myself to keep healthy? How can a talent or skill be developed? Does goal-setting help improve skills and talents? How? What would I like to achieve when I am older?	What choices help to keep me healthy? Why is it important to look after my health now? Why is it important to look after myself in the future? What different things do I do to look after the environment? Why is it important to look our environment? How does this affect our future?	Can a relationship be positive and/or negative? How? What can someone do to make a friendship healthy? What is menstruation? What happens when the human egg is not fertilised? Which parts of a woman's body are involved in menstruation? When is it okay to go into someone's body space? If someone wants another person to leave their body space, how can they ask them to leave?	What parts of the body are the same / different for girls and boys? How do some parts of the body change during puberty? What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise? Why do some people choose to get married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?
Relationships Education 	Where to get advice Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse.		The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. People sometimes behave differently online, including by pretending to be someone they are not. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships. How to recognise who to trust and who not to trust. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	

			<p>The importance of permission-seeking and giving in relationships with friends, peers and adults. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others. How to respond safely and appropriately to adults they may encounter whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. The concept of privacy and the implications of it for both children and adults.</p>
Physical Health and Mental Wellbeing 	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>What constitutes a healthy diet. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours. Personal hygiene including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.</p>	<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Where and how to report concerns and get support with issues online.</p> <p>Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Where and how to seek support.</p> <p>Menstrual wellbeing including the key facts about the menstrual cycle.</p>
Cross-Curricular Links	<p>Maths – Add and subtract amounts of money to give change. Using £ and p in practical contexts.</p> <p>Maths – Estimate, compare and calculate money in pounds and pence.</p> <p>Science – Living things and their habitats – recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Science – Living things and their habitats – explore examples of human impact on environments.</p>	<p>Science – Animals including humans – research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>Science – Animals including humans – the importance of nutrition and the main body parts associated with the skeleton and muscles.</p> <p>History – connections, contrasts and trends over time</p> <p>History – address historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Science – Animals including humans – identify that animals need the right types and amount of nutrition, and that they cannot make their own food' they get nutrition from what they eat.</p>