

# St Laurence in Thanet CE Junior Academy

## Personal, Social, and Health Education, and Relationship and Sex Education (PSHE and RSE)



*Believe, Achieve, Aspire!*

*'Through God all things are possible' (Matthew 19:26)*



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At St Laurence-in-Thamet CE Junior Academy we regard PSHE as an important, integral component of the whole curriculum and we strongly promote our values through our day- to- day dealings with children and adults. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, mentally, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our Personal, Social, Health and Economic (PSHE) education programme runs alongside our Relationships and Sex Education (RSE) Policy. It promotes children's personal, social and economic development as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.



### Spiritual, Moral, Social and Cultural Aspects of the PSHE Curriculum

Through Personal, Social and Health Education children will be able to develop the following: —

#### **Spiritual:**

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our pupils.

We are sensitive to pupils' individual needs, backgrounds and experience.

We promote a sense of awe and wonder as we consider the world through others' eyes and the beauty within it.

Offer opportunities for personal reflection and spiritual development.

We help our pupils to express their feelings, thoughts and help them to make choices and decisions.

#### **Moral:**

Within the classroom, we encourage respect and reward good behaviour. We value listening to others views and opinions on different topics.

We promote discussion about other views and beliefs, challenge assumptions, and encourage them to consider aspects of right and wrong in different situations.

We use "big questions" and world events to enable pupils to become more aware of ethical and moral issues within the community and society as a whole.

Through studying others' responses, we consider consequences of behavior and actions.

#### **Social:**

In classrooms, we look for opportunities for pupils to use whiteboards to promote self-esteem and build self-confidence.

We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.

We encourage pupils to develop a sense of belonging and identity, acknowledging their rights to individual liberty and developing their understanding of consequences from personal choice.

We seek out events for increased pupil involvement.

Having a better understanding of others and their beliefs allows enables pupils to flourish within their communities as well as individually as citizens in a multicultural, society.

#### **Cultural:**

We enhance pupil's awareness and understanding of beliefs, teachings, and practices, forms of expression, family life, communities and cultures.





We encourage pupils to respectfully accept the views, values and traditions of others to consider how as a world community we are all the same and to celebrate our differences.

We incorporate PSHE into the school wide Theme Weeks and celebrate the diversity of cultures within our school.

We look to include visitors and visits to enrich our PSHE curriculum and allow the pupils to explore it through the eyes of others.

We look at laws within the country related to our own laws/ rules that we follow.

To be most effective, SMSC will be made explicit by staff when delivering the teaching sequence. [SMSC policy 2023.pdf](#)

## **Pedagogical Approach**

### **Metacognition**

*Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report* [EEF Metacognition and self-regulated learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

### **Teaching Process**

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.



Metacognition is about the way's learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.

### Pedagogical Approach

#### **Cognitive Load Theory**

*Adapted from: Cognitive Load Theory: Research that teachers really need to understand*

**Cognitive Load Theory** — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in 'cognitive load' which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.

**Explicit instruction** involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

**Long term memory** relies on the formation of schemas where information can be processed automatically with minimal conscious effort.

Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

**There are 3 types of Cognitive load**—Intrinsic, Extraneous and Germane

**Intrinsic** —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

**Extraneous** — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

**Germane**—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

**PSHE - Subject Leader Action Plan (23-24) – Key areas for development (use budget bid to determine outcomes)**

Action Focus Area	How will this be achieved?	By Whom?	When?	Success Criteria	Financial Implications	Monitoring Who? When?	IMPACT
There is a whole school focus on healthy eating, healthy mind and healthy body so that children thrive.	PSHE lessons	CTs	Weekly	Pupil Voice Children be aware of what constitutes a healthy lifestyle.	N/A	Pupil Voice CC	To enable children to make the right choices when it comes to how they treat their bodies.
	Water Safety Week	CC	June 18 - June 25	Children be aware that it is important that the mind is also healthy and positive thinking is good.			
	Children's Mental Health Week	CC	6-12 Feb 2023				
	Hello Yellow Day		13.10.23			Pupil Voice	
				Pupil Voice			
Teach a discrete mental health curriculum through ONE Goal Mental Health Champions programme. Year 5/6	Mental Health videos with workbooks. Online training.	One Goal	October 2023	To give the children ways to cope with life struggles that affect them mentally .	£1200	CC  Pupil Voice  Workbooks	To help those struggling with negativity to try and change things in their life to create positivity.

To continue to develop children's life skills and aspirations through opportunities and Character Education curriculum	Life skills – discrete objectives taught through cookery and maths	CC		PSHE Big books Pupil Voice		CC	To prepare the Year 6 children for Secondary School
	World Kindness Day	CTs	13/11/23		Cost of ingredients and Mrs Easley for the two afternoons a week.		
	World diabetes Day	CTs	14/11/23	Wear Blue. Make children aware of what it is like to live with an illness (diabetes) that can be life-threatening.			
	Random Acts of Kindness Day  PSHE lessons	CTs	17/2/24			CC	
Cultural capital and Diversity continues to be embedded within the curriculum.	PSHE curriculum Remembrance Day		11 <sup>th</sup> November	PSHE Big books Pupil Voice To promote an understanding of the difficulties that adults and children face in their day to day lives.		CC	To think of others and not only themselves and be tolerant of differences.
	International Women's Day		March 8			CC	
	Children in Need		Friday 18 <sup>th</sup> November				
British Values promoted across the school. T	PSHE curriculum  UK Parliament week Year 6 visit to Houses of Parliament.	CTs	CTs  13-21st November 2023  May 2024	PSHE Big books Pupil Voice To be aware of the way in which the UK is governed and that we live in a	Transport Costs	CC	To hope that children follow British Values e.g. tolerance, democracy,

	Mock Election – Year 6			tolerant, democratic society.  Whole school to vote and a hustings assembly.  Visit to Houses of Parliament.			
<b>End Term 1</b>	<b>End Term 2</b>	<b>End Term 3</b>	<b>End Term 4</b>	<b>End Term 5</b>	<b>End Term 6</b>		
PSHE action plan to SLT Front covers designed for each year group -check Monitor big books Set diary dates to promote PSHE .	Monitor British Values across the school Discuss lesson observations with staff.	Monitor big books	Review action plan Develop PSHE assessment Monitor big books	Monitor big books Monitor British Values across school	Impact report to governors final monitoring Pupil voice		

## Whole School Cultural Capital /Enrichment Opportunities

Whole School Cultural Capital / Enrichment Opportunities (minimum of 3 a year)		
Term	Event	PSHE link
1	Whole School wear yellow for World Mental Health Day	Mental Health and mindfulness activities and videos.
2	Children in Need Day World Kindness Day World Diabetes day. Rock-Kidz Workshops	Children appreciate the difficulties that some children face every day due to disability, mental health issues and family situations. To show that being kind can help others and ourselves. Raise awareness of Diabetes and how people manage the condition – understanding of others. Take part in workshops to strengthen self-esteem, self-confidence and celebrate uniqueness.
3	Random Acts of Kindness Day	To encourage the children to think about others and do something kind for them.
4	International Women's Day	Children to learn about inspirational women and how they have helped to make life better in the world today and appreciate their many sacrifices and bravery.
5	Mock Election	To encourage children to take part in the electoral system by showing that it is important to be an active and valued member of a community and the country and understand about democracy and need to respect the views of others.
6	Visit Parliament	Children in Y6 visit Houses of Parliament

**LONG-TERM OVERVIEW**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	How can we be a good friend?	What are families like?	Why should we keep active and sleep well?
Year 4	How can we manage our feelings?	How can we manage risk in different places?	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can our choices make a difference to others and the environment?	How will we grow and change?
Year 5	What makes up a person's identity?	How can friends communicate safely?	What jobs would we like?	How can drugs common to everyday life affect health?	What decisions can people make with money?	How can we help in an accident or emergency?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



## SCHEMES OF WORK

### YEAR 3 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes/resources (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
<b>Autumn 1</b> What makes a community?	<b>Living in the wider world</b> Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>how the community helps everyone to feel included and values the different contributions that people make</li> <li>how to be respectful towards people who may live differently to them</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a>
<b>Autumn 2</b> What keeps us safe?	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> <li>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if</li> <li>they feel uncomfortable</li> <li>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>how to react and respond if there is an accident and how to</li> <li>deal with minor injuries e.g. scratches, grazes, burns</li> <li>what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-powerpoint-lesson-plans</a>
<b>Spring 1</b> Why should we eat well and look after our teeth?	<b>Health and wellbeing</b> Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>how people make choices about what to eat and drink, including who or what influences these</li> <li>how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and">https://pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and</a>

<p><b>Spring 2</b></p> <p>How can we be a good friend?</p>	<p><b>Relationships</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to</li> <li>• manage when there is a problem or an argument between</li> <li>• friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel</li> <li>• uncomfortable or unsafe and how to ask for support</li> </ul>	<p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p>
<p><b>Summer 1</b></p> <p>What are families like?</p>	<p><b>Relationships</b></p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p>RSE Lessons 1-3 (Teaching SRE with Confidence)</p>
<p><b>Summer 2</b></p> <p>Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p>

# PSHE Knowledge Organiser

## Year 3 - How can we be a good friend?

Key Vocabulary	Definition
friendships	A friend is a person that someone likes or knows. People who are friends talk to each other and spend time together.
loneliness	Loneliness is a sad emotion that a person can feel if they are isolated or lack friends and family members.
arguments	When people do not agree. An argument is an attempt to persuade someone of something.
positive friendship	A relationship with a friend that makes you happy and feel better.

### Possible experiences

Friendship week  
Making friendship stones or cookies for a friend.

### Prior Knowledge

Year 2- What makes a good friend?



### In this unit you will learn:

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
  - how to recognise if a friendship is making you unhappy, feel uncomfortable or unsafe and how to ask for support

# PSHE Knowledge Organiser

## Year 3 - What are families like?

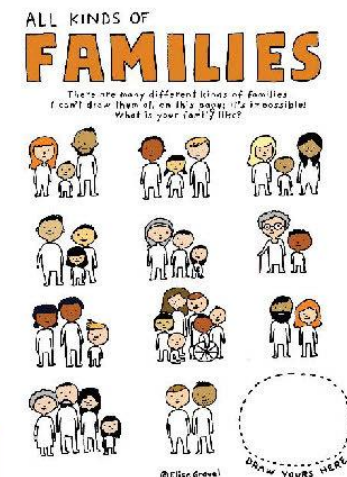
Key Vocabulary	Definition
Family	A family is a group of people who, in most cases, live together. They share their money and food and take care of one another.
Diverse families	There are many different types of families in society today.
Same-sex parents	When there are two mums or two dads in a family household.
Step-parents	Any person (other than the biological parent of a child) who marries the parent of that child becomes the "stepparent" of the child.
Blended families	A blended family is where one or both parents have children from a previous relationship and have combined to create a new family.
Foster parents	Foster care is a term used to describe when a child is living and looked after by a family which is not their own.
Adoptive parents	Adoption is the legal act of permanently placing a child with a parent or parents other than the birth parents.

### Prior Knowledge

Year 1 -

Who is special to us?

What is the same and different about us?



### In this unit you will learn...

- families differ from each other (not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe



## PSHE topic in focus:

What keeps us safe?

HEALTH AND WELLBEING

### Key Terms

#### Household products

Everyday items you find in your house.

#### Medicine

A substance which treats illness. This can come in liquid or tablet form.

#### Prescription

A form given and signed by a doctor to allow someone to have a medicine.

#### Cleaning product

Any spray, powder or liquid which is used in the home to clean things like floors, windows, surfaces, toilets, sinks etc.

#### Hazard

A danger or risk

#### Fatal

Something which kills somebody.

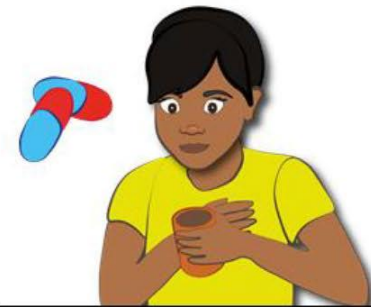
#### Consent

to give permission for something to happen.

### Home Safety Hazards



- |  |  |
|--|--|
| 1 Keep candles away from flammable objects.                            | 6 Medicines should be safely stored, high up and out of the reach of children.       |
| 2 Handles of pots and pans should be turned to the side while cooking. | 7 Throw away any medicines if the instructions are damaged or unclear.               |
| 3 Keep the floor clear of any choking hazards.                         | 8 Knives should be stored safely using child-locks on drawers.                       |
| 4 Washing detergents should be kept out of the reach of children.      | 9 Rat or mouse poison should be placed in a secure bait box.                         |
| 5 Keep all electrical devices away from water.                         | 10 Keep all cupboards and drawers closed. Use child-locks to protect small children. |



### HELP AND SUPPORT:

Adults who can help:

- Parents/guardians
- Teachers and school staff
- GP (doctor) or practice nurse

NHS Websites:

<https://www.nhs.uk/>

ROSPA

The Royal Society for the Prevention of Accidents

<https://www.rospace.com/home-safety>

CAPT

Child Accident Prevention Trust

<https://www.capt.org.uk/>

In an Emergency call 999!

# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

What keeps us safe?

## HEALTH AND WELLBEING

### Medicines

### Uses - For Information Purposes Only



#### Steroid Inhaler

Steroid inhalers are used to treat asthma. Asthma is a type of illness that affects the lungs and sometimes makes it difficult to breathe.



#### Cough Syrup

Cough syrup is a medicine that can be taken to help reduce the symptoms of coughing. There are different types of cough medicine, some of which contain a slippery substance called glycerol.



#### Antihistamine

Antihistamines are used to treat the symptoms of allergies. During the summer months, some people develop an allergy to pollen called hay fever. Symptoms often include itchy eyes, a runny nose and sneezing.



#### Paracetamol

Paracetamol is a drug that is used to treat pain. It is often given to children in liquid form, while adults often prefer to take tablets. Paracetamol can also help to lower a high temperature.



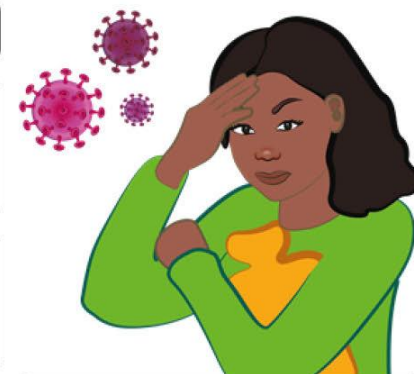
#### Ibuprofen

Ibuprofen is a type of painkilling drug. It reduces pain and swelling and is used to treat symptoms like aches and pains. It is often given to children in liquid form, but it can also be found in tablets. Ibuprofen creams and gels can also be rubbed into the skin to help treat muscular aches and pains.



#### Antibiotics

Antibiotics are used to treat bacterial infections. This means that the patient's symptoms are caused by a type of germ called bacteria. Antibiotics are often given to children in liquid form, but they can also come in tablets and creams.



### OTC Medicines

Some medicines are available to buy over the counter in your local pharmacy. We call these drugs '**Over the Counter Medicines**' or **OTC Medicines** for short. Examples include painkilling medicines, antihistamines and cough syrup. OTC medicines can be very dangerous if misused.

### Prescription Medicines

Prescription medicines have to be prescribed by a doctor. For example, antibiotics are usually only available on prescription. This is to check that you have a bacterial infection.












## PSHE topic in focus:

What keeps us safe?

HEALTH AND WELLBEING

### Hazard Symbols

Hazards	Description	Products with this symbol	Staying Safe
 <b>Corrosive</b>	Corrosive substances are very harmful to living tissues such as your eyes or skin. They will attack and destroy anything living that they meet.	 Household bleach Laundry detergent Spray cleaner	<div>  <p>Always wear protective gloves when using cleaning products.</p> </div> <div>  <p>Take care to keep all tablets and medicines out of the reach of children.</p> </div> <div>  <p>Harmful chemicals should be kept in a locked cupboard or stored in a locked shed or garage.</p> </div> <div>  <p>Safety goggles can be used to protect your eyes from harmful chemicals.</p> </div> <div>  <p>If a chemical splashes into your eye, immediately flush it with clean, lukewarm tap water.</p> </div>
 <b>Serious Health Hazard</b>	These substances are harmful to health and may result in on-going or long-term health issues. Some substances may be carcinogenic, meaning that they can cause cancer.	 Asbestos Benzene Vinyl chloride	
 <b>Irritant</b>	Irritants can be harmful to the eyes, skin, and airways. You should always wear protective equipment when using products displaying this symbol.	 Household bleach Laundry detergent Window cleaner	
 <b>Harmful to the Environment</b>	Substances like household bleach often display this symbol. If released, they can be extremely harmful to all living things in the environment.	 Household bleach White spirit Creosote	
 <b>Flammable</b>	Flammable substances will catch fire very easily. You may have seen this symbol on the reverse side of a can of hairspray, or at the local petrol station.	 Hairspray Spray deodorant Spray polish	

## PSHE topic in focus:

What keeps us safe?

## RELATIONSHIPS

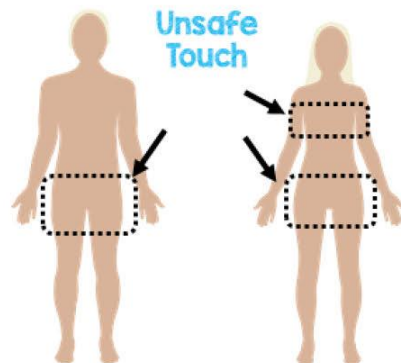
### KEY TERMS:

**Consent** – to give permission for something to happen.

**Permission** – allowing someone to do something.

**Safe touch** – physical contact or affection from a friend or family member that you consent to. Examples include a hug from a friend, or a kiss goodnight from a parent or guardian.

**Unsafe touch** – When someone touches the parts of your body that are covered by a bathing suit.



### Asking for Permission



Is it ok if I give you a hug?

Yeah, that would be nice.

OR

Thanks, but not right now.



snip  
snip



Sorry to be a pain, I think I'll just have a trim instead.



### If I give my consent, can I change my mind?

Yes, you can! Say no at any point if you feel unsafe, uncomfortable, or you simply change your mind!

### What should I do if someone says no when I ask for permission?

React calmly and respect their answer. Don't argue, ask questions, or try to persuade them to do what you want. Be polite and say something like, 'okay' to show that you understand.

### Need help, support or more information?

NSPCC Helpline: 0808 800 5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>



# PSHE Knowledge Organiser

## Year 3 - What makes a community?

Key Vocabulary	Definition
Community	A community is a group of people living or working together in the same area.
belonging	Belonging is a sense of fitting in or feeling like you are an important member of a group.
similarities	What is similar or the same between people or things.
differences	What makes two or more persons or things not the same.
respect	Being respectful means you act in a way that shows care for how your actions may impact others. We can show respect for people, places, and things.
British Values	British values are defined as democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths, cultures and beliefs.

### Prior Knowledge

Year 1 - What jobs do people do?  
How can we look after each other and the world?

### Possible experiences

Community based events- organise a parent cake + coffee morning.  
Hold a fundraiser at the church.  
Church visit.  
Singing at Hanover court.

### In this unit, you will learn...

- you belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to you.



# PSHE Knowledge Organiser

Year 3 - Why should we eat well and look after our teeth?

Key Vocabulary	Definition
healthy eating	Same as having a balanced diet. Having a diet that contains foods from each food group so you get a wide range of nutrients to help you stay healthy.
dental care	Looking after your teeth so that your teeth and gums stay healthy.

## Possible experiences

Visit from dentist.  
Design and make a healthy packed lunch.  
(Saracens)

## Prior Knowledge

Year 2- what helps us grow and stay healthy?



## THE 5 FOOD GROUPS



## In this unit, you will learn...

- how to eat a healthy diet and the benefits of nutritionally rich foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care

# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

Why should we keep active and sleep well?

## HEALTH AND WELLBEING



### How much exercise should I get?

You should aim to do **60 minutes** of moderate exercise every day. Moderate exercise means something that makes your body work a bit harder than normal.

### What are the benefits of staying physically active?

Regular exercise is good for both your mental and physical health.

When you exercise, your brain releases **dopamine**, a chemical that makes you feel good.



Exercising gives your heart a workout. It beats faster to supply oxygen to various parts of your body.

Regular exercise can also help to strengthen your muscles and bones.



### What does it mean to be physically active?

Being **physically active** simply means moving your body!



**Exercise** is any movement which makes your body work a bit harder than it normally does, but even gentle activity is good for your health!

### What are the risks of an inactive lifestyle?

- You may find it difficult to maintain a healthy weight.
- Your mental health could suffer. You may feel tired, or sluggish, and have very little energy.
- Your bones could weaken and lose important minerals.
- You will likely lose some muscle strength.
- Your immune system may not work as well as it should.
- You may develop problems with your circulation (the way that blood moves around your body).

### Vocabulary:

#### Physical activity:

Physical activity is any activity that involves moving your body.

#### Well-being:

a combination of physical, mental, emotional and social health.

**Sleep routine:** activities before bed each night.

### HELP AND SUPPORT:

Adults who can help:

- Parents/guardians
- Teachers and school staff
- GP (doctor) or practice nurse

NHS Live Well Website:

<https://www.nhs.uk/live-well/>



# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

Why should we keep active and sleep well?

## HEALTH AND WELLBEING

### Healthy Habits



Going to bed at the same time every night. Sleep is very important to our health and well-being.



Washing hands regularly with soap and warm water.

Walking the dog every evening.



Getting regular exercise.



Reading for an hour before bedtime.



Playing an instrument such as a piano, guitar, or the drums.



Eating 5 portions of fruit or veg every day.



Brushing your teeth every morning and night.



Spend time outdoors.

Mindfulness techniques can help you to stay calm and relaxed.



Hobbies that don't involve a screen, such as drawing or painting.



### Unhealthy Habits



Watching a tablet or screen to relax in the evening.

Spending hours online or playing computer games.



Drinking fizzy drinks.

Vaping or smoking electronic cigarettes.



Smoking cigarettes or tobacco products.

Thumb sucking or biting nails.



Drinking caffeinated drinks such as tea, coffee or energy drinks.



An adult drinking more than the recommended weekly limit of alcohol.



Eating lots of junk food.

Leading an inactive lifestyle.



Gambling is an unhealthy habit that can be very difficult to stop.

### How to Develop a Healthy Sleep Routine



#### HELP AND SUPPORT:

Talk to Frank Helpline:  
0300 123 6600  
[talktofrank.com](http://talktofrank.com)

National Association for  
the Children of Alcoholics Helpline  
0800 358 3456  
<https://www.nacoa.org.uk/>

## YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes/resources (See regularly-updated pdf. version for latest Quality Assured resources)
<b>Autumn 1</b> How can we manage our feelings?	<b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour  PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a>
<b>Autumn 2</b> How can we manage risk in different places?	<b>Health and wellbeing</b> Keeping safe; out and about; recognizing and managing risk  PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe</li> <li>• and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/play-share">https://pshe-association.org.uk/curriculum-and-resources/resources/play-share</a>
<b>Spring 1</b> How do we treat each other with respect?	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights  PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and</li> <li>• when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or</li> <li>• experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/changing-faces-world-difference">https://pshe-association.org.uk/curriculum-and-resources/resources/changing-faces-world-difference</a>

<b>Spring 2</b> What strengths, skills and interests do we have?	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<a href="https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE">https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE</a>
<b>Summer 1</b> How can our choices make a difference to others and the environment?	<b>Living in the wider world</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal">https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</a>
<b>Summer 2</b> How will we grow and change?	<b>Health and wellbeing</b> Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	RSE Lesson 1-3 (Teaching SRE with Confidence)



# PSHE Knowledge Organiser

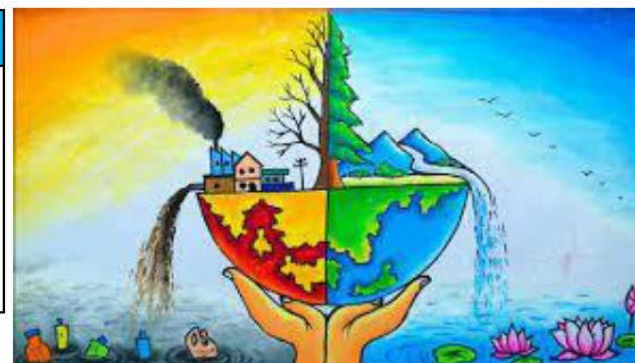
Year 4 - How can our choices make a difference to others and the environment?

Key Vocabulary	Definition
Shared responsibility	We all have a responsibility to look after our environment and our world.
everyday choices	The simple choices we make each day such as turning the tap off while we brush our teeth
environment	All the physical surroundings on Earth are called the environment.
Fairtrade	Fair trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.
British Values	British values are defined as democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths, cultures and beliefs.

## Prior Knowledge

Year 1 - How can we look after each other and the world?

Year 3 - What makes a community?



PLEASE  
RECYCLE



## In this unit, we will learn...

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share your thoughts, ideas and opinions in discussion about different issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way



# PSHE Knowledge Organiser

## Year 4 - How can we help in an accident or emergency?

Key Vocabulary	Definition
first aid	help given to a sick or injured person until full medical treatment is available.
accidents	An accident is when something goes wrong when it is not meant to. Physical accidents are things like collisions, injuries, and falling.
emergencies	An emergency is a situation in which a risk to health, life, property or environment is about to happen.
If someone is hurt or injured it is very important that you do not put yourself in any danger by helping them. It is important to recognise and manage risk.	
What to do in an emergency: Stay calm. Find an adult to help you. If there is no adult around, ring 999, explain what has happened and ask for the police, fire brigade, an ambulance or the coastguard.	

### Prior Knowledge

Year 3 - What keeps us safe?

### Possible experiences

British Red Cross Training the children  
Basic first Aid.  
Role play an accident and emergency.  
Police talk.

### In this unit, we will learn...

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help





# PSHE Knowledge Organiser

Year 4 - How can we manage our feelings?

Key Vocabulary	Definition
Mental Health	Everybody has mental health, and it can be better, worse or fluctuate depending on the individual.
Well-being	Mental wellbeing is an individual's level of psychological wellbeing which can affect a person's mood and their thoughts and can sometimes dictate their behaviour.
Feelings/emotions	Feelings can change overtime and become more or less powerful.
Express	To share something.

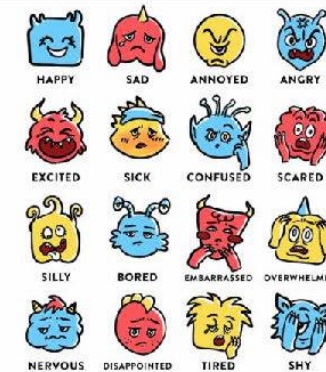
## Prior Knowledge

Year 2 - How do we recognise our feelings?

## Possible experiences

Mental Health Week  
Mental health Workshop

## HOW ARE YOU FEELING TODAY?



Rachel

## All emotions are okay!

Remember our emotions change all of the time and all emotions are okay. If our emotions feel too big for us to handle it can be useful to talk to an adult we trust, use our class worry box or if we would rather not speak to an adult we know we can talk to Childline: 0800 1111.

## In this unit we will learn...

- that everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- ways of managing feelings at times of loss, grief and change
- how to access advice and support to help manage your own or others' feelings.

## Class Zone's of Regulation:

<b>Blue Zone</b> <b>Tools:</b> Rest/Stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Think happy thoughts.</li> <li>• Talk about your feelings.</li> <li>• Ask for a hug.</li> <li>• Draw a picture.</li> </ul>	<b>Green Zone</b> <b>Tools:</b> Go Time <ul style="list-style-type: none"> <li>• Complete your work.</li> <li>• Listen to the teacher.</li> <li>• Remember your daily goal.</li> <li>• Think happy thoughts.</li> <li>• Help others.</li> </ul>
<b>Yellow Zone</b> <b>Tools:</b> Slow Down <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Talk to the teacher.</li> <li>• Squeeze my stress ball.</li> <li>• Go for a walk.</li> <li>• Take three deep breaths.</li> </ul>	<b>Red Zone</b> <b>Tools:</b> Stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Squeeze my stress ball.</li> <li>• Take three deep breaths.</li> <li>• Count to ten.</li> <li>• Talk about my problem.</li> </ul>

# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

How can we manage risk in different places?

## HEALTH AND WELLBEING

### Possible experiences:

Anti-bullying Week,  
includes cyberbullying  
awareness

Career event  
Internet Safety  
Road Safety, includes  
Bikeability

Prior learning: What  
keeps us safe? in Year 3



Peer pressure can be a positive thing when it helps challenge or motivate you to do your best.

Peer pressure can cause someone to doubt themselves and can lead to them having lower self-esteem. Keeping a secret can be very stressful, especially if it leads to telling lies.

One of the biggest signs of an unhealthy friendship is one which makes you feel bad about yourself rather than good about yourself.

## RULES

Many rules are there to keep everyone safe. We are constantly assessing situations around us for risk or danger.

If we understand the dangers and hazards around us, it can help us avoid them and stay safe.

Wearing a seatbelt in the car is compulsory and can be the difference between life and death in a serious car accident.

In any risky situation, the most important thing to do is get help quickly.

Always give yourself time to think about a situation before rushing into something that could be risky in some way.

Not joining in with something you are comfortable with it not being a coward - it is the bravest thing you can do.

Playing on the railway is dangerous. Between July 2017 and July 2018, seven children died and 48 received life-changing injuries on the railway.

999 is the emergency number to call in the UK.

Photos, videos and comments we post on social media are impossible to completely delete.



## PSHE topic in focus:

How can we manage risk in different places?

### Vocabulary:

Recognising/managing risk (hazards)

Online safety: how to keep yourself safe when using the Internet.

Peer pressure: Peer pressure means feeling like you have to do something because people around you want you to or expect you to. It can be positive or negative.

## Staying Safe Online

### Dos

- Check that your online privacy settings are set to the maximum.
- Ask your parent's permission before accepting a new friend request online.
- Stay aware and be clear about your personal boundaries.
- Use the 'report' and 'block functions'.
- Tell a trusted adult.

### Don'ts

- Don't make unkind or personal comments.
- Don't overshare. Keep personal information private.
- Don't accept friend requests without asking an adult for permission.
- Never send images of yourself to someone that you don't know online.



Hey, how old are you?  
Send me a picture!



Need help, support  
or more information?

NSPCC Helpline: 0800 800 5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>

**Be firm.**  
If a friend behaves in a way that upsets you, you should tell them to stop.

**Be respectful.**  
Don't snap or say something rude that you may regret.

**How can I set clear boundaries with my friends?**

**Be clear.**  
Give examples of what is and isn't okay.

**Be polite.**  
Think carefully about the words that you use.

## PSHE topic in focus:

How do we treat each other with respect?

### KEY TERMS:

**Consent** - to give permission for something to happen.

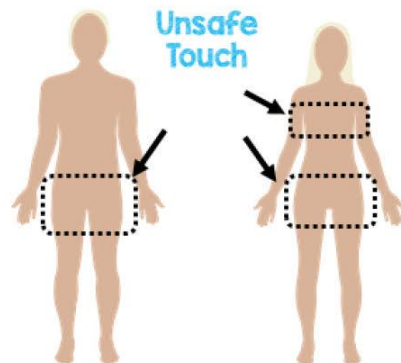
**Permission** - allowing someone to do something.

**Safe touch** - physical contact or affection from a friend or family member that you consent to. Examples include a hug from a friend, or a kiss goodnight from a parent or guardian.

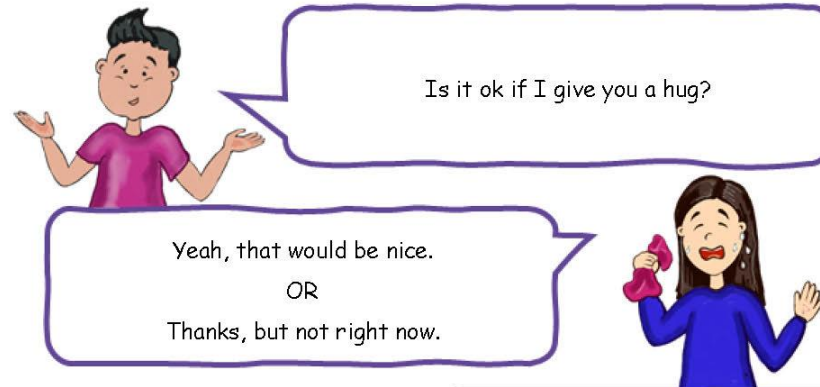
**Unsafe touch** - When someone touches the parts of your body that are covered by a bathing suit.

**Respect**: regard for the feelings, wishes, or rights of others.

The difference between secrets and surprises and when it is appropriate to keep secrets.

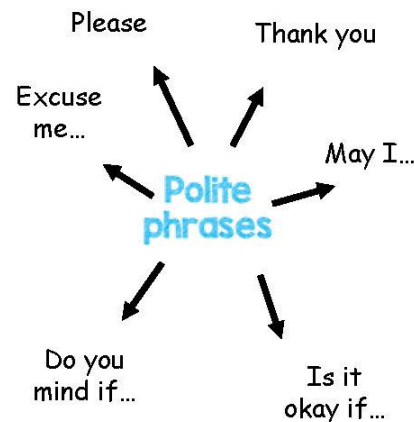


### Asking for Permission



Prior learning:

Year 3 - How Can we be a good friend?



### If I give my consent, can I change my mind?

Yes, you can! Say no at any point if you feel unsafe, uncomfortable, or you simply change your mind!

### What should I do if someone says no when I ask for permission?

React calmly and respect their answer. Don't argue, ask questions, or try to persuade them to do what you want. Be polite and say something like, 'okay' to show that you understand.

### Need help, support or more information?

NSPCC Helpline: 0808 800 5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>



# PSHE Knowledge Organiser

Year 4 - What strengths, skills and interests do we have?

Key Vocabulary	Definition
Self-esteem	Self-esteem is the way people think about themselves, and how worthwhile they feel
self-worth	Another term for self-esteem
personal qualities	The characteristics that make up your personality
goal setting	Deciding what you want to achieve
set backs	When something happens to stop or slow down a plan

## We are all unique!

We are all unique and this should be celebrated. Everybody has valuable contributions to make. Strengths and interests form part of a person's identity. It is important to voice our thoughts and feelings. This can help us manage our emotions and responses to situations. Self-confidence is how secure you feel in yourself and your abilities.

**unique**

## Prior Knowledge

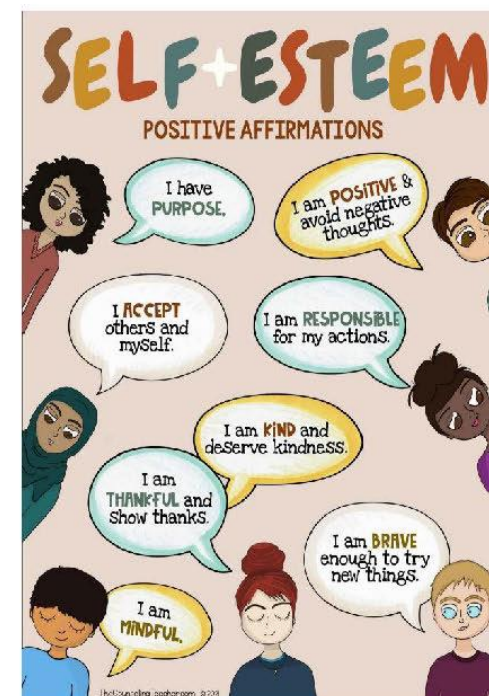
Year 3 - How can we be a good friend?

## In this unit we will learn...

- how to recognise personal qualities and individuality
- to develop self-worth by identifying positive things about Yourself and your achievements
- how your personal strengths, skills and interests contribute to your self-esteem
- how to set goals
- how to manage when there are set-backs and learn from mistakes

## Possible experiences

Nurture your talent/hobby afternoon.  
Talent show.



## YEAR 5 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes/resources (See regularly-updated pdf. version for latest Quality Assured resources)
<b>Autumn 1</b>  What makes up our identity?	<b>Health and wellbeing</b>  Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes  PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<a href="https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE">https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE</a>
<b>Autumn 2</b>  How can friends communicate safely?	<b>Relationships</b>  Friendships; relationships; becoming independent; online safety  PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	RSE Lessons 1-3 (Teaching SRE with Confidence)
<b>Spring 1</b>  What jobs would we like?	<b>Living in the wider world</b>  Careers; aspirations; role models; the future  PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why</li> <li>• they would choose it and what might influence their decisions</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences">https://pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences</a>

<b>Spring 2</b> How can drugs common to everyday life affect health?	<b>Health and wellbeing</b> Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping/nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or</li> <li>• concerns about drugs</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%9494-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%9494-lesson-plans</a>
<b>Summer 1</b> What decisions can people make with money?	<b>Living in the wider world</b> Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and</li> <li>• how money can affect people's feelings and emotions</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%9494-free-ks1-ks2-economic">https://pshe-association.org.uk/curriculum-and-resources/resources/values-money-and-me-%E2%80%9494-free-ks1-ks2-economic</a>
<b>Summer 2</b> How can we help in an accident or emergency?	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear</li> <li>• information about what has happened to an adult or the emergency services</li> </ul>	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/st-john-ambulance-%E2%80%98first-aid-training-school%E2%80%9999">https://pshe-association.org.uk/curriculum-and-resources/resources/st-john-ambulance-%E2%80%98first-aid-training-school%E2%80%9999</a>

## PSHE topic in focus:

## Drugs & their effects

## HEALTH AND WELLBEING

### KEY TERMS:

**Drug** - A chemical which is put into the body and has an effect on the body.

**Stimulant** - A drug which increases the body's heart rate and reaction times.

**Depressant** - A drug which slows down the body's reaction times.

**Hallucinogenic** - A drug which creates hallucinations, including thoughts, images and sensations that feel real but are not.

**Analgesic** - A drug that is able to relieve pain.

**High** - An intense, altered state of mind which happens as a result of taking a drug.

**Intoxicated** - When a person has lost control of their body due to taking a drug.

**Addiction** - an inability to stop a compulsive habit or behaviour, often relating to the consumption of drugs or alcohol.

**Alcoholic** - a person who is addicted to alcohol.

**Legal** - Allowed by the law of a country.

**Illegal** - Forbidden by the law of a country.

Drug	Stimulant	Depressant	Hallucinogen	Analgesic
Caffeine	✓			
Alcohol		✓		
Tobacco		✓		
Heroin		✓		✓
Cannabis		✓		✓
Cocaine	✓			
Ecstasy	✓			
Ketamine		✓	✓	✓

### RECOGNISING DRUGS



#### ILLEGAL DRUGS



- Cannabis**
- Black or brown resin
  - Green or brown leaves
  - A yellow or brown oil



- Cocaine**
- Powder
  - Clear-white or off-white in colour
  - Clumps called 'rocks'.



- Heroin**
- A fine powder
  - White, rose-grey, brown or black in colour



- Ecstasy (MDMA)**
- Pill or powder form
  - Pills can be round, square, white or coloured.



- Ketamine**
- A clear liquid (in a medical context)
  - Pill form (occasionally)
  - A white or brown grainy powder.

Prior knowledge:  
Yr 4: How can we manage risk in different places?  
Yr 3: What keeps us safe?

### HELP AND SUPPORT:

NSPCC Helpline:  
0808 800 5000  
(24 hours, every day)  
[www.nspcc.org.uk](https://www.nspcc.org.uk)

Childline Helpline:  
0800 1111  
(24 hours, every day)  
<https://www.childline.org.uk>

Talk to Frank Helpline:  
0300 123 6600  
[talktofrank.com](https://talktofrank.com)

The Mix Helpline:  
0808 808 4994  
[The Mix Counselling Service](https://www.themix.org.uk)  
(10 - 18 year olds)

National Association for the Children of Alcoholics Helpline  
0800 358 3456  
<https://www.nacaa.org.uk/>



## PSHE topic in focus:

## Types of Drugs

## HEALTH AND WELLBEING



### Legal drugs



#### Caffeine

Caffeine is a stimulant that occurs naturally in several plant sources, but most notably in cocoa beans. The active ingredient is a stimulant called trimethyl xanthine. Commonly found in tea, coffee and chocolate, caffeine is often consumed to help people to stay awake or alert.

#### Alcohol

Alcohol is made through a process called fermentation. When grains, fruits or vegetables are allowed to ferment (a process where a yeast or bacteria reacts with natural sugars), a chemical called ethanol is produced as a by-product. This odourless, colourless liquid is a depressant, that has the effect of lowering inhibitions and making people feel more relaxed.

#### Tobacco

Nicotine and tobacco are both found in cigarettes: tobacco is the plant which contains nicotine. Tobacco is most commonly smoked in cigarettes. Nicotine is an addictive substance and people who smoke can often find it difficult to quit without help.

#### Medicines

Medicines are a type of drug which are legal to take as long as a doctor has prescribed them to you. You can buy some medicines over the counter at a chemist's without needing a prescription as long as you are above the minimum age to take the medicine.

### Illegal drugs



#### Heroin

Probably the most addictive and deadly of the Class A drugs, Heroin gives users a feeling of well-being, while bigger doses can make people sleep and vomit. Heroin is usually a powder that can be white, grey or brown in colour. It also is a very strong painkiller, and overdoses can lead to coma and even death.

#### Cocaine

Cocaine and crack cocaine are two variants of the same drug. Where cocaine is usually a clear or off-white powder, the stronger form, crack cocaine often comes in clumps or rocks. Over time, snorting cocaine will seriously damage the cartilage in your nose. Cocaine is highly risky for anybody with high blood pressure or a heart condition. Even perfectly healthy, young people can have a fit or heart attack after taking too much.

#### Cannabis

Cannabis is a drug that is made from the cannabis plant. It can give pleasant effects, like feelings of being relaxed, calm, and chilled out. It can also make you see or hear things which aren't really there - which can be quite scary. Cannabis is also known as: marijuana, dope, pot, weed, grass, bud, joint, and ganja.

#### Ecstasy

Ecstasy (also known by its chemical name, MDMA) is often found in pill or power form. The main effects of ecstasy include an energy buzz that makes people feel alert, alive, and in tune with their surroundings. The comedown from ecstasy can make people feel lethargic and depressed. Evidence suggests long-term users can suffer memory problems and may develop depression and anxiety.

#### Ketamine

You may have heard that is a ketamine is a horse tranquiliser. This is because it is - it's used by vets to put horses to sleep before operations. Ketamine is usually snorted as a powder in very small doses. It can make you far, far less aware of what's going on around you - to the point where it can make you pass out. In very small doses it won't make a person listless, but it may still be a very unpleasant experience.

# PSHE Knowledge Organiser

## Year 5 - How can friends communicate safely?

Key Vocabulary	Definition
Relationships	the way in which two or more people or things are connected
becoming independent	The word independence means "not dependent", or not having to depend on anyone or anything else
Online safety	how to keep yourself safe when using the Internet
Risk	Hazard or danger
Consent	Giving someone the choice and respecting their decision/ having a choice. Giving permission

### Prior Knowledge

Yr 3 - How can we be a good friend?

Yr 4 - How do we treat each other with respect?

How can we manage risk in different places?

### Possible experiences

Friendship Retreat

Friendship week

### In the unit, we will learn...

- about the different types of relationships people have in their lives
- how friends and family communicate together; how the internet and social media can be used positively
- how knowing someone online differs from knowing someone face-to-face
- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- how to respond if a friendship is making them feel worried, unsafe or uncomfortable
- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

Need help, support  
or more information?

NSPCC Helpline: 0808 800  
5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800  
1111 (24 hours, every day)  
<https://www.childline.org.uk>





# PSHE Knowledge Organiser

Year 5 - How can friends communicate safely?

# S

## **Stay Safe**

Don't give out your personal information to people / places you don't know.



# M

## **Don't Meet Up**

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.



# A

## **Accepting Files**

Accepting emails, files, pictures or texts from people you don't know can cause problems.



# R

## **Reliable?**

Check information before you believe it. Is the person or website telling the truth?



# T

## **Tell Someone**

Tell an adult if someone or something makes you feel worried or uncomfortable.

**Follow  
these SMART  
tips to keep  
yourself safe  
online!**

# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

How will we grow and change?

## HEALTH AND WELLBEING

### Vocabulary:

**Puberty:** the period during which adolescents reach maturity and become capable of reproduction.

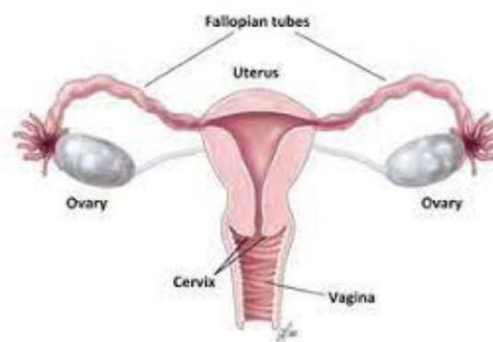
**Menstruation:** A period is the 2 to 7 days that a girl or woman has her menstrual flow.

**Personal hygiene:** practices conducive to maintaining health and preventing disease, especially through cleanliness.

**Wellbeing:** physical, mental, emotional and social health.

When a female reaches puberty, about once a month an egg is released from the ovary. It travels along the fallopian tube to the uterus (womb).

In preparation for this, the lining of the womb thickens. But, if the egg is not fertilized, the womb lining is not needed. It is passed, with the tiny egg, in the form of blood, through the vagina. It happens monthly, for about 3-7 days, and is commonly called a 'period.' The whole monthly process is called a menstruation cycle.



### Puberty and Feelings

-Puberty is the series of changes that our bodies



make as we turn from boys and girls into men and women.

- Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. Puberty starts when

hormones are triggered by the brain. Hormones also affect our mood and our feelings. This can make a young person think and feel different. They may want to be more independent and think about adulthood.

-Remember, however you are thinking/feeling, it is important to be kind to others. This may take compromise (reach agreements by giving up some things that you want).



# Take5

steps to wellbeing

## Looking after your mental health while you stay at home

### Connect



#### Connect

Connect with the people around you. We are all in this together. Keep in touch with family, friends, colleagues or neighbours through calls, text or video links like FaceTime, WhatsApp, Messenger or Skype. Arrange a daily telephone call, especially with those who may be at home alone.

### Be active



#### Be active

Exercising makes us feel good mentally and physically. We have to be a little creative in our new situation. Gardening or housework count as physical activity. Maybe try an online exercise video. The NHS website <http://pha.site/workout> has a range of options, or there are a number of fun videos available free on YouTube for all ages and different levels of ability.

### Take notice



#### Take notice

Stop, pause and take a moment to be still and look around you. Reduce your time watching the news and browsing social media. Let go of what none of us can control right now and focus on what you can control. Acknowledge your thoughts and feelings and be kind to yourself. It is normal not to feel 'normal' during this time. Listen to gentle music or try relaxation apps and videos. Know that this is temporary and things will get better. Take notice of your habits. Avoid smoking or drugs, and try not to drink too much alcohol. It can be easy to fall into unhealthy patterns of behaviour that end up making you feel worse.

### Keep learning



#### Keep learning

We are all learning how to do things differently for now; learning new ways of doing things and how to enjoy ourselves. Use this time for some discovery. Learning new things gives us a sense of achievement, increased confidence and enjoyment. Use this as an opportunity to teach your children new skills or maybe sign up to an online course.

### Give



#### Give

We are all helping our community and our health service by staying at home. This is the greatest gift you can give right now.

# PSHE Knowledge Organiser

## Year 5 - What decisions can people make with money?

Key Vocabulary	Definition
Money/ Currency	
Making decisions	People are free to choose how they spend money. It is important to make mature decisions with money, especially as you grow. <i>Why?</i>
Budget	Many households create a budget in which they calculate their income (how much money they make in their job) and their expenses (bills and other outgoings) and then with the money they have left over, they save some of it (savings).

### Prior Knowledge

Year 1 - What can we do with money?



### In the unit, we will learn...

- how people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save
- how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them
- that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

### Possible experiences

Careers Day  
Money week - Maths



# PSHE Knowledge Organiser

## Year 5 - What jobs would we like?

Key Vocabulary	Definition
careers	A job undertaken for a significant period of a person's life and with opportunities for progress.
aspirations	a hope or ambition of achieving something.
role models	a person looked to by others as an example to be imitated.
future	the time to come.
attributes	different behaviours, traits, skills and qualities.
qualifications	a course completed or a skill that allows someone to do a job.
Training	teaching a person a particular skill or type of behaviour.

### Prior Knowledge

Year 2 - What jobs do people do?

### Possible experiences

Careers day



### In the unit, we will learn...

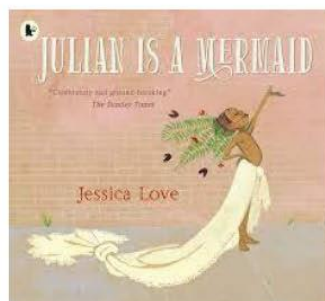
- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions



# PSHE Knowledge Organiser

## Year 5 - What makes up a person's identity?

Key Vocabulary	Definition
Identity	the set of qualities and beliefs that make one person or group different from others
personal attributes	different behaviours, traits, skills and qualities
similarities and differences	Similarities: what is the same or similar Differences: what is not the same
individuality	Individuality is the idea that each person has characteristics that make them different from everyone else in society
stereotypes	Stereotypes are a commonly held public belief about specific social groups or types of individuals



### Prior Knowledge

Year 4 - What strengths, skills and interests do we have?

### Possible experiences

Book Study - Julian is a Mermaid  
Identity Art



### In the unit, we will learn...

- how to recognise and respect similarities and differences between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others



## YEAR 6 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes/resources (See regularly-updated pdf. version for latest Quality Assured resources)
<b>Autumn 1 &amp; 2</b> How can we keep healthy as we grow?	<b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including:               <ul style="list-style-type: none"> <li>○ how to plan a healthy meal</li> <li>○ how to stay physically active</li> <li>○ how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>○ how to benefit from and stay safe in the sun</li> <li>○ how and why to balance time spent online with other activities</li> <li>○ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>○ how to manage the influence of friends and family on health choices</li> </ul> </li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside of school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>	<p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/ks1-2-health-education-food-choices-physical">https://pshe-association.org.uk/curriculum-and-resources/resources/ks1-2-health-education-food-choices-physical</a></p>

<p><b>Spring 1 &amp; 2</b></p> <p>How can the media influence people?</p>	<p><b>Living in the wider world</b></p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	<p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices">https://pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices</a></p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans</a></p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</a></p>
<p><b>Summer 1 &amp; 2</b></p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	<p>RSE Lessons 1-4 (Teaching SRE with Confidence)</p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p><a href="https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</a></p>

# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

How can the Media influence people?

### KEY TERMS:

#### Cyberbullying

Harassing, threatening or verbally abusing somebody on the internet.

#### Identity theft

Stealing somebody's personal details (e.g. address, credit card details) and using them illegally.

#### Trolling

Deliberately upsetting people online by making hurtful or unhelpful comments.

#### Grooming

Paying lots of attention to a child in order to gain their trust and eventually abuse them.

**Consent** - to give permission for something to happen.

**Media Literacy** is the ability to access, analyse, evaluate and create media in a variety of forms.

**Digital resilience** is the ability of young people to develop a critical mind-set

**Sexting** (or "sex texting") is sending or getting sexually explicit or suggestive images, messages, or video on a smartphone or through the Internet.

**Targeted/ranked content:** Recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with.

### Online Gaming Safety

This when someone finds out your personal details and uses them for themselves. This could include stealing the details of your parents' credit card, or taking the details of who you are and where you live.



Identity Theft

**How to deal with this issue:** NEVER give personal details to anyone you meet online. Report any suspected identity theft to the police. Your parents or guardians will help you.

This is when someone tricks you into giving them money, usually by giving you a false story about needing money or by promising you something in exchange for money.



Scams

**How to deal with this issue:** NEVER give your bank details to anyone you meet online, even if someone makes you feel very sorry for them.

This is when a person that you're playing with picks on you, harasses you, uses abusive language about you or threatens you.



Cyberbullying

**How to deal with this issue:** block anyone who is being abusive towards you and report their abuse to the official company in charge of the game. Not sure how? Ask a parent or guardian.

These are people who use online gaming to trick young people into meeting up with them. Predators are very dangerous as they will assault their victims physically and/or sexually and may even murder them.



Online Predators

**How to deal with this issue:** NEVER meet up with anyone that you've met online. If someone tries to find out information about you, you should tell a trusted adult immediately.

Prior learning:  
YR 5 - How can friends communicate safely?

Need help, support or more information?

NSPCC Helpline: 0808 800 5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>

CEOP - Child Exploitation and Online Protection Command

<https://www.ceop.police.uk/Safety-Centre/>



## PSHE topic in focus:

How can the Media influence people?

### KEY TERMS:

**Data** – Facts and numbers which provide information about you, for example your location, age, browser history, online preferences, passwords etc.

**Privacy** – Keeping personal information private so that it can't be seen by other people.

### IP address

A unique number that can be used to identify every device connected to the internet. This number allows people to see the location of the device and find out where you are.

### Password

A secret word or phrase that must be used to gain access to a computer, or online service e.g. online banking. Never write down or tell another person your password.



## Staying Safe Online

### Tips to protect yourself



DO NOT accept friend requests from anyone you don't know.



DO NOT use the same password for multiple accounts.



Manage who can view your posts photos and personal information.



Keep anti-virus software up-to-date.



Create strong passwords with a combination of numbers, letters and special characters.

Don't share personal information: name, age, address, school etc.

Don't post 'public' events on social media. Literally anyone could show up!

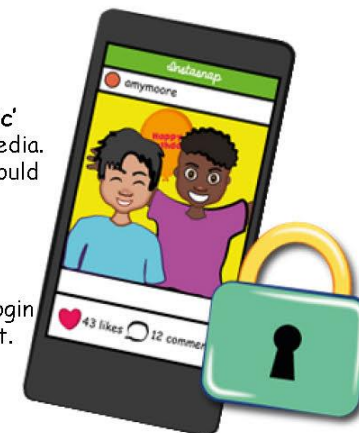
Never send a stranger a picture of yourself online.

Keep your password and login details secret.

Never send anyone money or share your bank details with an online contact..

Don't share films, pictures, games or music online. You could be breaking copyright laws.

What shouldn't be shared online?



### What should I do if someone knows my password?

#### Dos

- Reset your password immediately.
- Choose a new password using a mixture of upper and lower case letters, numbers and special characters.

#### Don'ts

- Ignore it!
- Use the same password on several websites.
- Choose a password that someone who knows you could guess.

### Need help, support or more information?

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[www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>

Thinkuknow Website  
<https://www.thinkuknow.co.uk/>



# PSHE Knowledge Organiser

Year 6 - How can we keep healthy as we grow?

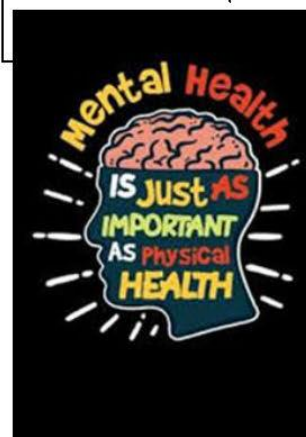
Key Vocabulary	Definition
Mental health	Mental health includes our emotional, psychological, and social wellbeing.
physical health	Physical fitness refers to good body health
well-being	a combination of physical, mental, emotional and social health.
stress	Stress is a common feeling we get when we feel under pressure. A small amount can be good and motivate us to meet our goals. But too much stress can be overwhelming.
independence	not needing the support or advice of another; self-sufficient
responsibility	Responsibility means being dependable, making good choices, and taking accountability for your actions.
FGM	Female Genital Mutilation

## Prior Knowledge

Year 5 - How will we grow and change?  
- How can drugs common to everyday life affect health?

## Possible experiences

Kooth - Mental Health workshop



Need help, support or more information?

NSPCC Helpline: 0800 800 5000 (24 hours, every day)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

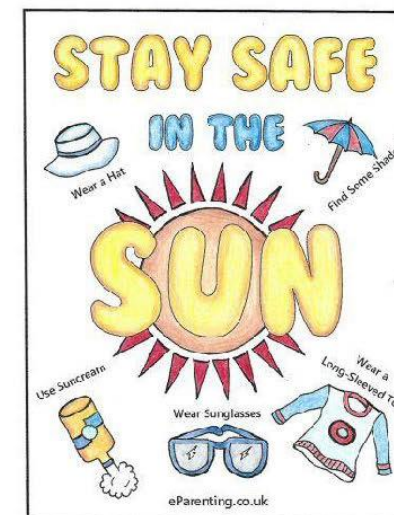
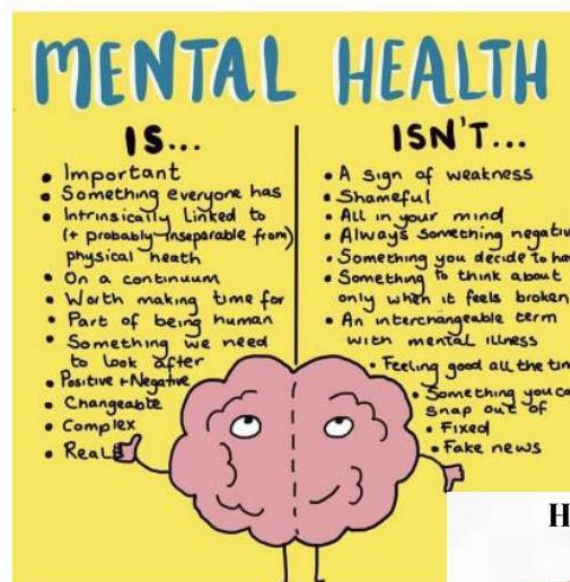
Childline Helpline: 0800 1111 (24 hours, every day)  
<https://www.childline.org.uk>

# PSHE Knowledge Organiser

## In the unit, we will learn...

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
  - » how to plan a healthy meal
  - » how to stay physically active
  - » how to maintain good dental health, including oral hygiene, food and drink choices
  - » how to benefit from and stay safe in the sun
  - » how and why to balance time spent online with other activities
- how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
- how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

How can we keep healthy as we grow?



## Healthy v/s UnHealthy Lifestyle





# PSHE KNOWLEDGE ORGANISER KS2

## PSHE topic in focus:

What will change as we become more independent?  
How will friendships change as we grow?

## HEALTH AND WELLBEING

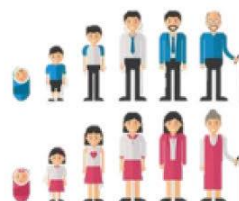
### Overview and Recap

#### Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

**You should already know that:** Our bodies are unique and special. Different parts of our bodies have different jobs. It is important to respect people's privacy and only touch appropriately.

- Different people approach long-term relationships in different ways – these include marriage, living together and civil partnerships. There can be same-sex or different-sex relationships.
- As we get older, we have to deal with lots of change. This includes changes to ourselves (puberty) and often we also must learn to embrace changes in the world around us.
- Puberty causes both physical and emotional changes in young people.



### Vocabulary:

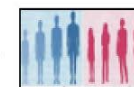
**Puberty:** the period during which adolescents reach maturity and become capable of reproduction.  
**Menstruation:** A period is the 2 to 7 days that a girl or woman has her menstrual flow.  
**Personal hygiene:** practices conducive to maintaining health and preventing disease, especially through cleanliness.

**Erection:** An erection happens when the penis fills up with blood and hardens. The penis will become bigger and stand out from the body.  
**Wet dreams:** A wet dream is when a male ejaculates while he's sleeping.

**County Lines** is where illegal drugs are transported from one area to another, often across police and local authority boundaries.

### Puberty and Feelings

- Puberty is the series of changes that our bodies make as we turn from boys and girls into men and women.
- Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. Puberty starts when hormones are triggered by the brain. Hormones also affect our mood and our feelings. This can make a young person think and feel different. They may want to be more independent and think about adulthood.
- Remember, however you are thinking/feeling, it is important to be kind to others. This may take compromise (reach agreements by giving up some things that you want).



**PREVIOUS LEARNING:**  
Puberty /menstruation in year 5.

What makes up a person's identity?



# Get Set for Secondary School

## Own Your Independence

Start showing your independence in the lead-up to secondary school by packing your own school bag, laying the table for breakfast or putting dirty clothes in the laundry basket. Being able to rely on yourself is a great skill to have when it comes to starting a new school.



## Be Organised

Use your new school's website to research the school layout, what lockers are available and whether swipe cards are needed in the canteen. Once you have your new timetable, print a copy for home. Get any books or equipment you might need ready the night before to save rushing in the morning.

## Practise

Before term starts, plan the route you're going to take to get to school. Carry out some practice runs, especially during the times when you would normally be travelling to and from school. Arrange to meet a friend at the entrance on the first day so you can walk in together.



## Stay Positive

Embrace the change. Think about all the opportunities ahead of you - new subjects, new teachers, learning new sports and making new friends. Teachers won't expect you to get every answer right in class but they will be impressed with a positive, confident attitude.

## Be a Good friend

Be kind and helpful to others, even if you don't know them that well. Showing kindness and support to someone else might help boost their confidence as well as make you feel good too. Showing empathy and understanding is a great way to start building up positive friendships.



## Get Talking

If you're not sure about anything, just ask. The teachers at your new school are all there to help you settle in. Talk to your parents or carers if you are worried or nervous about anything. They've been in your shoes before and will be able to offer support and advice.



## Be Yourself

There is no one else in the world like you. Don't try to be someone you are not. People will like you for who you are. Believe in yourself - you've got this!

## Look After Yourself

Eat healthily and get plenty of sleep. Look after your physical and mental health. Find time to relax after school by doing things you enjoy - take a walk in the park, meet up with a friend, listen to some music. Being able to 'switch off' may make you feel more relaxed and energised the next day as a result.



## **PSHE and RSE PROGRESSION MAP**

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils discover more about themselves and how they fit in different groups/scenarios	Pupils use greater sense of self belief to build confidence	Pupils build on their growing self - awareness to assess how they can prepare to meet the increasing expectations on them	Pupils have a clear idea of what they are aiming for
Pupils extend their boundaries with more independence including online	Pupils develop strategies to help them meet the higher expectations that others will have of them	Pupils start to become aware of changes in themselves and how that might affect their sense of self	Pupils have a good idea of where to get help when they need it
Pupils can identify organisational techniques that work for them and how they contribute to success	Pupils begin to appreciate that it helps to get along with those around them	Pupils start demonstrating their developing maturity through independence and initiative	Pupils are aware of their feelings and how they might be affected by them
Pupils extend their boundaries with more independence	Pupils begin to develop safer and more cooperative ways to interact with others	Pupils consider others in their communication style	Pupils develop the resilience to carry them through
Pupils are able to present their feelings and views with sensitivity to the feelings and views of others	Pupils begin to develop ways of interacting that can help both themselves and those around them	Pupils can identify characteristics that will help them achieve their goals next year	Pupils will reflect on how far they have come and how far they can now go
Pupils reflect on what they have learnt about themselves	Pupils develop greater understanding of how to make their interactions more effective	Pupils can identify aspects of their character that would be useful to improve next year	Pupils will identify and develop the skills and attitudes needed to succeed in the next stage of their education
Pupils learn how to keep themselves safe and value differences	Pupils learn about changes which happen as they grow up, including puberty. They also learn what makes a healthy relationship.	Pupils talk about what puberty is, how the reproductive system works and how to ask for help and support.	Pupils will learn about and discuss puberty, reproduction and different types of relationships

### How is the PSHE Scheme of work organised?

The core concepts, fit into a spiral curriculum where concepts are re-visited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

### Inclusion in PSHE

At St Laurence CE Junior Academy, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.

In **PSHE** this will look like:

<b>Inclusion in PSHE</b>	PSHE has the potential to greatly enhance the learning experience of children with special educational needs. It enables them to grasp and comprehend complex life-related concepts that may not always be effectively expressed in their written work. The PSHE Agreed Syllabus promotes inclusive education. PSHE is a core subject taught to all pupils with a significant positive impact on the mentioned concerns. Teachers of PSHE acknowledge that all pupils have unique needs based on their experiences, and effective teaching addresses these individual needs.
<b>Positive role of PSHE</b>	There is strong evidence that PSHE can positively contribute to the academic achievement of pupils nationally and locally. PSHE addresses issues that promote the well-being of all pupils and boosts the self-esteem of specific groups. It emphasises equality of opportunity, the intrinsic value of all pupils, and their rights and responsibilities. PSHE cultivates the values and attitudes necessary for thriving in a diverse society that recognises and values both similarities and differences for the collective benefit.
<b>Building on pupil's interests and experiences</b>	Some children with special educational needs have a heightened awareness of people's feelings and a curiosity about their actions. This can lead to an interest in the impact of all kinds of beliefs on individuals and how they put these into practice. For example, instead of testing comprehension on health, a teacher could encourage students to draw their own picture of a what can keep them healthy, allowing them to express their personal vision and understanding.
<b>Removing barriers</b>	To ensure inclusivity in PSHE lessons, teachers should proactively anticipate potential barriers that may hinder the participation and learning of students with specific SEN and/or disabilities. Consequently, during the planning stage, it is crucial to consider strategies that minimise or eliminate these barriers, enabling all students to fully engage and learn. In certain activities, students with SEN and/or disabilities can actively participate alongside their peers without any modifications. However, in other instances, scaffolding may be necessary to ensure the inclusion of all students. Some activities may require the provision of parallel tasks for students with SEN and/or disabilities, allowing them to pursue the same lesson objectives as their peers but through a different approach.

### Teacher responsibilities as laid out in the SEND Code of Practice:

*“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”*

#### How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards

**Communication and Interaction** (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)

##### Subject specific Support for this aspect of SEND

Minimal language load involved in achieving a successful outcome  
A multisensory approach – environmental modifications.  
AAC systems – visual aids, communication boards, technology-based tools.  
Social skills support – maintains conversations, non-verbal cues, understanding social norms.

##### Strategies to overcome potential barriers arising from this subject

“Now (you are doing this) and Next (you are going to be doing that)” boards and sequence strips  
Use the learner’s name to gain their attention before giving instructions  
Keep instructions simple  
Awareness of own tone of voice (calm and not too loud)  
Pre-teach topic vocabulary  
Encourage ‘thinking time’.  
Sensory considerations  
Family involvement  
Encourage peer support.  
Foster an inclusive and accepting environment.  
Alternative communication methods – sign language, Widgit, Communicate in Print, AAC devices.  
Patience and wait time.

#### **Cognition & Learning** (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)

##### Subject specific Support for this aspect of SEND

Minimal requirement for Reading / Writing  
Reduced memory load  
Multi sensory, explicit, differentiated instructions – accommodate diverse learning styles.  
Scaffolding – break down complex tasks, information into smaller sections, visual organisers, checklists.  
Metacognitive strategies – self-monitoring/regulation, reflective

##### Strategies to overcome potential barriers arising from this subject

Use simple language and provide visual supports.  
Break information down into smaller, manageable chunks to reduce cognitive overload.  
Assistive technology – Software that can support reading, writing, memory and organisational skills.  
Accommodations and modifications – extra time for tasks, allowing use of assistive devices or tools, alternative fonts, accessible Bibles.  
Using visual cues, checklists.

thinking.	<p>Provide clearly labelled resources.</p> <p>Consistent routines to reduce confusion and enhance focus.</p> <p>Regular reviews and reinforcement of previous learning – strategies such as quizzes, games, interactive activities.</p> <p>Metacognitive strategies – encourage reflective learning, provide guidance in self monitoring, evaluation, identify effective strategies.</p>
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<b>Social Emotional and Mental Health</b> (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)	
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<p><b>Subject specific Support for this aspect of SEND</b></p> <p>Scaffolded instruction – accommodate diverse learning needs and preferences.</p> <p>Provide different options for expressing understanding - written responses, verbal presentations, artistic creations, group discussions.</p> <p>Positive and inclusive environment.</p> <p>Sensory considerations</p> <p>Promote a calm learning environment – mindfulness and relaxation techniques.</p> <p>Positive reinforcement and motivation.</p> <p>Personal connections – able students to connect their religious teachings to their own lives and experiences.</p>	<p><b>Strategies to overcome potential barriers arising from this subject</b></p> <p>Use clear concise language.</p> <p>Provide visual supports such as diagrams, visual aids, word mats.</p> <p>Create a safe and supportive learning environment.</p> <p>Create a flexible learning environment that accommodates the diverse needs and preferences of students with SEMH – movement breaks, alternative seating options, sensory tools.</p> <p>Teach and practise skills such as active listening, empathy and respectful communication.</p> <p>Incorporate brief mindfulness exercises or reflective moments.</p>
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<b>Physical and Sensory</b> (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)	
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<p><b>Subject specific Support for this aspect of SEND</b></p> <p>Accessible learning materials – large print, braille, audio format or assistive technology.</p> <p>Multi sensory approach.</p> <p>Adaptive physical activities.</p> <p>Visual supports</p> <p>Communication and language support</p>	<p><b>Strategies to overcome potential barriers arising from this subject</b></p> <p>Provide accessible learning materials – braille, audio formats, assistive technology.</p> <p>Incorporate multi sensory approach – visual aids, tactile materials auditory cues and kinaesthetic activities.</p> <p>Modify physical activities to accommodate motor skills and coordination challenges.</p> <p>Appropriate communication methods – sign language, captioned visuals, visual descriptions.</p> <p>Encourage collaborative learning</p> <p>Necessary environmental adaptations for accessibility – appropriate lighting, acoustics.</p>
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	Sensory breaks.
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**Assessment:** Children are not assessed in PSHE especially as it is a subjective subject in which their voice and opinion is their own. However, the children get a chance to discuss topics at length within their lessons which shows their ability to share their thoughts and feelings as well as accept those of others.

**PSHE and RSE Progression Map - Year 3, Year 4, Year 5, Year 6.** Pupils discover more about themselves and how they fit in different groups/scenarios. Pupils use greater sense of self belief to build confidence. Pupils build on their growing self-awareness to assess how they can prepare to meet the increasing expectations on them. Pupils have a clear idea of what they are aiming for. Pupils extend their boundaries with more independence including online. Pupils develop strategies to help them meet the higher expectations that others will have of them. Pupils start to become aware of changes in themselves and how that might affect their sense of self. Pupils have a good idea of where to get help when they need it. Pupils can identify organisational techniques that work for them and how they contribute to success. Pupils begin to appreciate that it helps to get along with those around them. Pupils start demonstrating their developing maturity through independence and initiative. Pupils are aware of their feelings and how they might be affected by them. Pupils extend their boundaries with more independence. Pupils begin to develop safer and more cooperative ways to interactive with others. Pupils consider others in their communication style. Pupils develop the resilience to carry them through. Pupils are able to present their feelings and views with sensitivity to the feelings and views of others. Pupils begin to develop ways of interacting that can help both themselves and those around them. Pupils can identify characteristics that will help them achieve their goals next year. Pupils will reflect on how far they have come and how far they can now go. Pupils reflect on what they have learnt about themselves. Pupils develop greater understanding of how to make their interactions more effective. Pupils can identify aspects of their character that would be useful to improve next year. Pupils will identify and develop the skills and attitudes needed to succeed in the next stage of their education. Pupils learn how to keep themselves safe and value differences. Pupils learn about changes which happen as they grow up, including puberty. They also learn what makes a healthy relationship. Pupils talk about what puberty is, how the reproductive system works and how to ask for help and support. Pupils will learn about and discuss puberty, reproduction and different types of relationships.

## Displays

Each class has a big book in which the work completed is displayed. There are also opportunities for classes to display other work such as posters and poems that the children have created to be displayed on the walls.

