

Throughout the teaching and learning opportunities within PSHE , students have a clear progressive route to enable them to be fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable the development of a range of practical skills with an understanding of aesthetic, social and environmental issues. The strands are:

Relationships

- To enable our students to understand and be part of a healthy relationship
- To prepare our students for potential employment.

Living in the wider world

- To prepare our students for employment within the wider world as well as understanding charities and voluntary work.
- To develop lifelong habits in caring for themselves and the environment.

Health and wellbeing

- To support and develop them into healthy pupils who have an understanding of the importance of how to keep the body healthy physically and mentally and to keep themselves safe.
- To support and develop their physical and mental health by engaging with their local and wider communities.

Scheme of Work - PSHE

Autumn Term	Relationships							
Phase 2 Exploring relationships: how they grow develop and change through a person's life							Phase 3	
2 Pre Birth and infancy	3 Early Childhood	4 Early Adolescence	5 Middle Adolescence	6 late adolescence	7 Early adulthood	8 Adulthood	9 Elderly	
Relationships							Relationships	
Planned PFA Links	Interview a healthcare worker (midwife).	Interview school buddies- what is their role? Do they help on the playground? What does it mean to volunteer? - Why do they volunteer?	Go into the community - Jarrow focus, meet local volunteer groups, discuss how they got their role. Community leaders, how did they get their role? Why do they do it? e.g. Cloud Singh	Billy Spoons to talk about his role in schools, his qualifications and other roles.	teamwork through yoga and meditation	Victoria Thompson - Kalma baby -	Speak to Priests regarding their role and job. Invite a counsellor to discuss own work and the importance of listening to others	Visit a care home, what jobs are available in this industry? What does the job involve caring
Planned Cultural Capital Opportunities	Older students to talk about their family set up (celebrating differences in families) Roni to do a session around feelings and emotions	Links with a local Primary School (Penpal letters) Links with an International Primary School (Penpal letters) Playground games from different cultures and countries	Researching different local community groups and making a link with a group Kidscape - Anti Bullying Week - why id-s friendship important?	Visit from Childnet into Schools Billy Spoons - Online Kidscape - Anti Bullying Week - who am I? Respecting differences	International Day of Peace - (Visit Dhammakaya meditation centre in Hebburn)	Kidscape - Anti Bullying Week - LGBTQ+ awareness	Visit to a Church - what does it look like? What happens in a church? Who works there? Watch a wedding ceremony - online Visit a registry office - what happens there? Who works there?	Visit a care home - music, sing and sign christmas carols Visit a local day centre to join in activities with the elderly

Scheme of Work - PSHE

		Kidscape - Anti Bullying Week - why id-s friendship important? Best Friend Forever and Anti Bullying Workshop	Best Friend Forever and Anti Bullying Workshop	David Burns - Anti Bullying			What is the difference between a register office and a church ceremony? Billy Spoons - Relationship works	
Planned Reading Opportunities	The Colour of Happy Mixed All about Families Happy to be Me	The Ugly Five Together We Can The Smeds and the Smoos	The Bumble Bear All about Families Magic Finger Mr Men Books	Serious Unfortunate events	The Gruffalo Matilda	Horrid Henry The Bully and the Shrimp	Harry Potter Magic Finger Mr Stink How to Train your Dragon Worst witch Holes Boy in the Dress	Boy in the Dress The Twits Matilda Film - Mean Girls Noughts and Crosses Cup of Tea - consent video
Planned Key Vocabulary (subject specific)	Discussing Recognising Respecting Working Sharing	Discussing Recognising Respecting Working Sharing Listening Cooperatively	Discussing Recognising Respecting Working Sharing Listening Cooperatively	Discussing Recognising Respecting Working Sharing Listening Cooperatively	Discussing Recognising Respecting Working Sharing Listening Cooperatively Strategy		Managing Demonstrating Responding Respecting Recognising Working Relationships Friendship Maintaining Expressing Recognising Influences Challenging	Managing Demonstrating Responding Respecting Recognising Working Relationships Friendship Maintaining Expressing Recognising Influences Challenging
Planned Key Vocabulary (Topic specific)	Family Feelings Special people Safe Unsafe Similarities Differences Cared Loved Seeking	Friendship Family Feelings Secrets Special people Safe Similarities Differences Views and Ideas Cared	Family Feelings Safe Similarities Differences Views and Ideas Cared Loved Behaviour Polite	Friendships Emotions Safe Online Similarities Differences Seeking Behaviour Reporting Risks	Friendships Physical Contact Disputes Conflict Resolution Emotions Safe Similarities Differences Seeking	Friendships Physical Contact Disputes Conflict Resolution Emotions Safe Seeking Behaviour Reporting	Peer influence civil partnership prejudice pressure romantic relationship marriage church civil wedding civil partnership	pressure civil partnership attraction romantic relationship marriage consent point of view topical issues confidentiality

Scheme of Work - PSHE

	<p>Right Wrong Midwife Health assistant Doctor Nurse Hospital Baby Immediate Family Siblings Surrogacy Adoption Fostered Communication Body</p>	<p>Loved Seeking Behaviour Polite Respectful Opinions Appropriate Inappropriate Fair Unfair Pressure Interests Empathy School Community (wider) Hobbies Sharing Personal Boundaries Self Respect Courteous Physical Contact</p>	<p>Respectful Opinions Appropriate Inappropriate Fair Unfair Pressure Interests Empathy School Community (wider) Hobbies Sharing Personal Boundaries Self Respect Courteous Law Rights Consequence</p>	<p>Respectful Opinions Appropriate Inappropriate Pressure E- Safety Bullying Cyber Bullying Sharing Personal Boundaries Self Respect Courteous Law Rights Consequence</p>	<p>Behaviour Reporting Risks Respectful Opinions Appropriate Inappropriate Pressure Bullying Personal Boundaries Self Respect Law Rights Consequence</p>	<p>Risks Respectful Opinions Appropriate Inappropriate Pressure Bullying Personal Boundaries Self Respect Law Rights Consequence</p>	<p>priest vicar consent discrimination feelings actions consequences negotiation compromise feedback concerns challenge</p>	<p>healthy relationship unhealthy relationship maintaining relationships committed loving acceptable unacceptable physical touch personal boundaries privacy Stereotypes Discrimination Bullying</p>
	<p>Pupils should be taught...</p> <p>Babies are born (discuss that some babies are adopted, fostered or surrogacy) Important people who have a role to bring the baby into the world (midwife, doctor) How the mother and baby are cared for after the birth (in the hospital, at home with health visitor)</p>	<p>Pupils should be taught...</p> <p>identify relationships that are important to us at this stage, the importance of spending time with these people. -Identify who is in your family, included extended family that you don't live with (Grandparents, aunties, uncles, cousins) Discuss that</p>	<p>Pupils should be taught...</p> <p>identify relationships that are important to us at this stage, the importance of spending time with these people. -That they belong to different types of families (school, communities and wider world) Demonstrate how to build good</p>	<p>Pupils should be taught...</p> <p>how to identify relationships that are important to us at this stage and the importance of spending time with these people. -Discuss how children are wanting more independence from their parents.</p>	<p>Pupils should be taught ...</p> <p>identify relationships that are important to us at this stage, -Discuss different relationships including (friendship, professional) -Discuss different opportunities of meeting new people including meeting people online -Dangers and risks of meeting people online and how to</p>	<p>Pupils should be taught ...</p> <p>identify relationships that are important to us at this stage, -Discuss different relationships including (friendship, professional) Discuss different opportunities of making friendships in college, uni, work living with friends -To respect differences and similarities and</p>	<p>Pupils should be taught...</p> <p>identify relationships that are important to us at this stage, - Discuss that children have moved out of home and are adults themselves. Some may have children of their own. - Identify people's roles and responsibilities</p>	<p>Pupils should be taught...</p> <p>identify relationships that are important to us at this stage, -the importance of caring for others especially as they get older. -Understanding the role changes as you get older and children look after their parents -Responsibility and expectation of</p>

<p>Discuss emotions and feelings when babies are born How do people in the family feel including older siblings when there is a new addition to the family. How it feels to be part of a family</p> <p>How do people share emotions and feelings?</p> <p>What are the needs of a baby (milk, warmth, shelter and love)?</p> <p>Discuss what makes a family</p> <p>Understand not all family structures are the same (single, same sex parents, foster, adopted parents, stepparents)</p> <p>Know about special people in their lives in immediate family (parents, grandparents)</p>	<p>families are important and the features of family life</p> <ul style="list-style-type: none"> - Explain shared family experiences including , holidays, celebrations. - Identify what is similar and different to their family and others in their class - The importance of spending time together and sharing each other's lives - Understand parents need to care for children at this stage. Identify the role of the parent and what the child needs. - Important to tell someone (such as a teacher) if something about their family makes them unhappy or worried. -Identify children are part of a school community and 	<p>friendships and know how to maintain friendships .</p> <ul style="list-style-type: none"> -Discuss qualities you look for in a friend. - know that positive friendships support their own wellbeing. - Discuss how friendships are expanding , include own experiences outside of school (hobbies, sports, neighbours) -Understand how friendships change during this time and how people may lose touch if they move clubs. -friends have similarities and things in common but it's also okay to have differences and other interests. -Discuss the importance of parents and how their interest and influences have an impact on what 	<ul style="list-style-type: none"> -How teenagers can behave with parents, family members, friends. -Understand how their behaviour can affect others - Discuss different types of pressures as a teenager. including (anti social behaviour, online use, intimate relationships) - Discuss how friendships can change (secondary school. including losing friendships, being hurt) explain how this affects their feelings and emotions. -identify if they are feeling lonely and excluded from a friendship and what strategies can they use to help them. -that friendships sometimes have difficulty such as 	<p>keep themselves safe.</p> <ul style="list-style-type: none"> -Understand that communicating online can also be positive - staying in touch with family and friends .About acceptable and unacceptable physical contact to and from others -Inappropriate contact or concerns about personal safety -Know what confidentiality is and the importance of breaking this, if something is inappropriate or making you feel frightened or worried. - Discuss the importance of people's mental well being and how they can help their mental health. - Identify the importance of keeping themselves 	<p>discuss them sensitively</p> <ul style="list-style-type: none"> -Explain that friendships may change as they grow up. -Explain that some relationships change and grow into romantic and intimate relationships . -How to manage and respond to these pressures in different situations including relationships and consent. -Discuss different types of pressures as you grow up. Understand that young adults still have pressure, to fit in , be successful -Importance of having a healthy routine - keeping a job -importance of money in their life to help with living costs, moving out of home. 	<ul style="list-style-type: none"> -About different types of relationships (healthy and unhealthy) -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 - To be able to identify stereotypes in relationships and how to challenge them -relationships can include committed relationships that include marriage and civil partnerships - discuss emotions and feelings surrounding a wedding -marriage should be wanted equally by both people. Understand that if this is not the 	<p>looking after elderly family members</p> <p>Identify where elderly members of the family live, at home, with family, in a care home.</p> <ul style="list-style-type: none"> -who is important in their lives, including what roles they play., who cares for them - children , grandchildren , carers, health care assistant , doctors nurses/ -Importance of a positive, healthy and loving relationship - Importance of mental well being - Important for elderly people to keep active, physically and mentally. Identify hobbies and interests that they can do. -Understand how people can stay in touch with elderly family members, (online, face time, letters, visits)
--	--	---	---	--	---	---	---

<p>Explain how immediate family members show they care and love them.</p> <p>know about the importance for respect for differences and similarities between people and their family</p> <p>Understand who and how you care for a baby</p> <p>What makes a baby unique and special?</p> <p>Understand that babies are unable to communicate their needs.</p> <p>Explain how babies communicate (cry, scream)</p>	<p>key people in their life. Professional relationships such as school staff.</p> <p>- Explain that all children are different with different qualities, strengths and personal features.</p> <p>- What makes them special?</p> <p>- discuss similarities and differences of personal features of themselves and others.</p> <p>Identify what they have in common with others.</p> <p>Explain what friendship is?</p> <p>Identify what friends do children have in early childhood.</p> <p>-How to make friends with others.?</p> <p>- Discuss how people behave with others if they are friends?</p>	<p>opportunities you do outside of school The importance of being courteous and polite when attending clubs and other interests.</p> <p>- Discuss behaviours in the family life including relationships with siblings.</p> <p>Differences and similarities with siblings.</p> <p>Know how to resolve disputes and conflicts between peers and siblings.</p> <p>- Explain that people's behaviour in the home , school and groups affect others</p> <p>- Understand about different types of behaviour and how this can make others feel.</p> <p>- Understand about the importance of not keeping secrets that make them</p>	<p>arguments, disputes.</p> <p>- Discuss how Positive relationships can also include friendships online.</p> <p>- Name different ways friends keep in touch online.</p> <p>- Explain that there are risks to being online .</p> <p>-Identify the difference between face to face friends and online friends</p> <p>How to respond safely and appropriately to adults they may come across (in all contexts including online)</p> <p>-How to report risks online</p> <p>-identify when to keep something confidential or secret and knowing when to break it</p> <p>-how to recognise if a friendship is making them</p>	<p>healthy and taking part in groups and hobbies they are interested in</p> <p>--how to ask for support and advice about information relating to growing up and changing.</p>	<p>- Responsibilities of looking after themselves and a home.</p>	<p>case then this is a crime.</p> <p>-What is acceptable and unacceptable behaviour in a relationship including physical touch.</p> <p>About Privacy and the right to Discuss issues of unhealthy relationships and how that can affect people's well being including domestic abuse in the home.</p> <p>-learn about changes in the human body linked to puberty. It relates to growing from childhood to adulthood.</p> <p>- Develop understanding of the reproductive process - how babies are conceived and born.</p>	<p>- Understand what is Alzheimers and dementia.</p> <p>- Discuss the importance of money at the stage in people's lives including cost of care in a home.</p> <p>- Look at savings that some people may have.</p>
---	---	---	---	---	---	---	--

Scheme of Work - PSHE

		<p>What makes a good friend?</p> <ul style="list-style-type: none"> - that friends sometimes have arguments. -demonstrate how to listen and play cooperatively with others. - Identify what is appropriate physical and inappropriate touch - know that bodies and feelings can be hurt - know that hurtful bullying and teasing is wrong and it hurts - know what to do if teasing and bullying is happening to themselves and others 	<p>feel uncomfortable anxious or afraid</p> <ul style="list-style-type: none"> - Identify that bullying can happen anywhere and not just at school. How to recognise and identify bullying and hurtful behaviour. -unacceptable behaviour to others including , name calling, teasing, deliberately excluding others, bullying . - who to tell if this happens and why it is important to tell someone. - how to report bullying or hurtful behaviour (include online bullying) - The importance of reporting bullying to an adult. 	<p>unhappy, feel uncomfortable or unsafe.</p> <p>Discuss different types of bullying that people could come across at this age -identify when to keep something confidential or secret and knowing when to break it</p> <ul style="list-style-type: none"> -Understand that bullying affects people physically and mentally. -Identify strategies to deal with different types of bullying and teasing -How to ask for help and support relating to friendship, relationships and bullying 			<ul style="list-style-type: none"> -Understand that babies need to be cared for. Identify how babies need to be cared for and having a baby is a big responsibilities - that there are ways to prevent a baby being made 	
--	--	--	---	---	--	--	---	--

Spring Term								
Phase 2							Phase 3	
2	3	4	5	6	7	8	9	

Scheme of Work - PSHE

	Home Environment caring for your home and Safety in the Home	School Environment	Local Environment	National Environment	World Environment - damage caused to our planet	preparing for the world of work	World of Work	World of Work Enterprise Challenge
	Living in the Wider World - what is my place in the world and how I can contribute						Living in the Wider World - application in the world	
Planned PFA Links	Invite in the Fire Brigade or visit a local fire station - roles, responsibilities, qualifications, skills, qualities needed?	Interview school groundsman - what jobs do they do in the school environment? Do they enjoy the work, what qualifications are needed?	interview Environment Agency - local contact to discuss the areas around school and how they are looked after - discuss what jobs you can do in the Council. Visit to 6th form eco grounds - what is there? how is it used / maintained? Interview Groundworks employees - what are their roles? What qualifications are needed for the job?	Visit the local NT and interview employees - what do they do? Why is the area NT managed, what jobs are available at the NT, when and how can you volunteer for this charity	Interview someone from the RNLI , - roles, responsibilities, qualifications, skills, qualities needed?	independent travel training - how to access and use public transport safely	National Careers visit in school Visiting school sixth form Pupils are able to ask sixth form pupils what work experience they have done and what career they are hoping to do or training.	Visit the town hall - what are the roles within the Town Hall? What does the TH represent? How do you contact the TH? What would you contact them about?

Scheme of Work - PSHE

Planned Cultural Capital Opportunities	<p>Safetyworks - focusing on the dangers in the home environment</p>	<p>Meet pupils from the eco school committee , explain what is the eco school committee- understand what areas they are focusing on in the school .</p> <p>Meet pupils from the student council. Discuss own ideas on how to improve the school grounds.</p> <p>Spend time identifying wildlife on the school wildlife camera.</p>	<p>Visit local community groups that are looking after the environment - what do they do? Why? Can anybody be involved?</p> <p>visit local facilities libraries and Jarrow focus - what happens in these places? What are the job roles within them?</p> <p>Visit Local coastline, beach</p>	<p>Visits to local NT - Soutar, wallington what do they do, understand that they are a national charity and have places of interest in our local area</p> <p>Food bank - key project</p> <p>Comic relief / sport relief - work that has taken place in school and have raised money for - what areas has it helped.</p>	<p>RNLI water safety talk</p> <p>Great British Beach Clean Up - take part in cleaning up plastic and rubbish from local beaches.</p>	<p>community officer visit to highlight issues and consequences that can arise on public transport</p>	<p>Visit Nissan to look at careers in the local area - how many job roles are there on site?</p> <p>Visit to local fire stations, police stations, to discuss first aid as well as local jobs.</p>	<p>Opportunity to work with other local schools - Enterprise market.</p>
Planned Reading Opportunities	<p>The playground Problem</p> <p>Together we Can</p>	<p>Busy People Book Pack</p>	<p>George saves the world by lunchtime</p> <p>Superfrog and the big stink</p>		<p>Charlie and Lola Look after your Planet</p> <p>One world</p> <p>Watch clips from Blue Planet - ocean.</p>	<p>bus and metro timetables route planners</p>	<p>In Training STEM jobs</p> <p>Fantastically Great Women who changed the World</p> <p>Stand Up and Stand Out the Kids Guides to First Aid</p> <p>In Training STEM jobs</p> <p>Fantastically Great Women who</p>	<p>Stand Up and Stand Out</p> <p>Human Rights for All</p> <p>I am Malala</p> <p>Children Learn What They Live By Dorothy Law Nolte</p> <p>Every Child's rights (poem) by Suzi palmer</p>

	<p>-To understand what rules are and why they are important . -Pupils able to discuss their own experiences of rules (home) -respecting the needs of ourselves and others -Understand that people will have differences and similarities in their home. -Know that Children have the right to a warm, safe environment. - Discuss what outside space you have at home/ garden, yard. How can you care for this environment.. -Explore what plants you could grow at home (Discuss herbs that could be grown, tomato plants - linked to healthy eating)</p>	<p>- about groups that they belong to (school, local community) - to be able to identify which groups that they belong to. (committees in school , after school clubs) - Listen to others own experiences with being in a group. - Identify differences and similarities from other groups - know that they belong to a community in school, -To create rules suitable for the classroom and the playground. -To discuss and demonstrate how to be polite and courteous to others. -To know how to care for the playground environment and school grounds including the</p>	<p>That they belong to a community in the local area . -know that people live in different areas and Jarrow may not be there local area based on where they live. -To identify South Tyneside as the overall local area -identify places of interests in the local community for leisure. - this could include the coast, beach, museums., facilities available including library , the word -To discuss and identify the importance of travelling safely to local places in the community . to discuss acceptable behaviour in the local community. -to discuss how to be polite and courteous to others in the local community whilst</p>	<p>To use the internet safely by researching national charities in the UK to be able to name national charities in the UK -know about different groups. including national charities who help the local community. - To understand that people and the environment need to be cared for. - Understand that some people struggle in life and charities help them. - Explain different ways charities can help people - Know what role is a volunteer . - work in a team to support a charity. - Recognise the importance of diversity in the UK - To respect people's</p>	<p>-Research , discuss and debate issues concerning the environment focusing on the ocean and our planet. -how to work cooperatively within a team. - Identify own personal skills and skills needed to work in a team -Understand the different roles in a team and the importance of listening to others. - Respecting other people's ideas and opinions -Present information around topic to pupils in the class -Identify charities who support protecting the planet including the ocean. - Discuss and debate the importance of children having a voice about the</p>	<p>-To understand what rules are in the wider community and why they are important - age for driving, wearing helmets when riding a bike, seatbelts, rules in workplace etc -what must we be able to do to be successful in employment? -To discuss and identify the importance of travelling safely to local places in the community . to discuss acceptable behaviour in the local community. -understand how to be polite and courteous to others in the local community whilst keeping themselves safe. How to plan a route, using timings and paying for travel - practice</p>	<p>-to identify their interests linked to career opportunities. -to identify and discuss their aspirations linked to career opportunities. - That there are different ways into jobs and careers, colleges, apprenticeships. -what it is that influences their career opportunities . -to be able to identify jobs in the school and local community -What is a personal goal? - how to set personal goals (SMART) -what is a stereotype, and can they think of any stereotypes? -Understand that there can be job stereotypes.</p>	<p>-Listen to other people's views and ideas - To demonstrate working together as a team. -Respecting other peoples roles in the team and their ideas - Know what it takes to set up an enterprise - know what enterprise means in work and society - Identify skills that are used in enterprise challenges. Identify own skills and strengths during the challenge -To make choices about what to spend money on through Enterprise Challenge. - Learn about financial risks, it can be won , stolen or lost-linked to enterprise challenge</p>
--	---	---	---	--	--	---	--	--

	<p>- Identify dangers in the home. -Understand the consequences of behaviour at home and the dangers they can put themselves and others in. -Know how to call for help in an emergency - Identify who can help you in a situation if you have to phone emergency services (police, fire, ambulance)</p>	<p>woodland walk. -discuss why they think it's important that they care and look after the playground and school environment. -identify and demonstrate how to care for the school grounds -To discuss with others acceptable behaviour in the classroom and playground Understand the importance of being outside and how it makes them feel including their mental health. -identify wildlife that you can see in our school grounds. Identify what can be grown in the school grounds. - Take responsibility for an area of the school ground.</p>	<p>keeping themselves safe. -Identify road safety understanding Explore the local community and groups are available, who do the groups support? Explore personal interests/ hobbies, identify groups in the community that can support that -identify the local environment in the surrounding local school area. -Identify what can harm the local environment. -Discuss how own behaviour can harm local environment -Explain why it is important to look after the local environment. - Demonstrate how to look after the</p>	<p>differences, views, faiths, culture and race -Discuss and debate appreciating differences and diversity around the world. recognise the importance of diversity in the world. To discuss acceptable behaviour in the wider community. -To discuss how to be polite and courteous to others in the wider community whilst keeping themselves safe.</p>	<p>world they live in. -Discuss and explore how behaviours and actions from humans can have both positive and negative. - Discuss what is the media and how the information they present can be misleading- link to the project. what has the media written about the topic pollution in the ocean - Identify and express own emotions relating to the topic.</p>	<p>this on buses and metros what to do if planned method of transport doesn't arrive how to solve a problem in the community or workplace - Understand the different roles in a team and the importance of listening to others. - Respecting other people's ideas and opinions</p>	<p>-To identify stereotypes that they could have or have seen relating to jobs//careers. -Know that there are a broad range of jobs and most people have more than one over their lifetime. - Identify skills needed to do certain jobs - explain why different skills and qualities are important in the workplace. -the importance of recognising own skills and qualities. -Understand the importance of finance in people's lives and jobs enables people to earn money. .</p>	<p>- Understand the importance of looking after money -To be able to track and record how much they have spent so they know what they can spend or save. -To show an understanding of what 'value for money' means - link to the enterprise challenge. - How money can affect people's Feelings and emotions - evaluation of enterprise challenge</p>
--	---	--	--	---	---	---	---	---

Scheme of Work - PSHE

			<p>local environment. - discuss how it makes you feel taking care of the local environment. - that there are groups that look after the local environment in your local community. - how to volunteer to take part in a local environment project.</p>					
--	--	--	--	--	--	--	--	--

Scheme of Work - PSHE

Summer Term								
Phase 2							Phase 3	
2	3	4	5	6	7	8	9	
Health and Wellbeing - How can I be a healthy adult?							Health and Wellbeing - How can I be a healthy adult?	
Planned PFA Links	Interview School oral health advisor - what is her role?	Interview School oral health advisor - what is her role? How is she different to a dentist? Interview VI link teacher (hayley bayfield) - what is her role/optician etc	Interview school mental health team - What is their role? How are they contacted? How do they support all pupils in school?	Interview staff in the school kitchen, what is their role? How did they get into this job - what qualifications do they need?	Interview school nurse - what is her role? How is she different to a hospital nurse?	Interview Police, CSO, what is their role in the community? Are their different roles in the police force?	Watch the online safety play created by police/drama groups	Interview group leads from local support groups , Key Project Interview school mental health team - What is their role? How are they contacted? How do they support all pupils in school?
Planned Cultural Capital Opportunities	Oral health input - nurse in to talk about oral health School nurse input - nurse in to talk about hygiene and health	Oral health input - nurse in to talk about oral health School nurse input - nurse in to talk about hygiene and health visit the optician	session ran by mental health team in school linked to feelings and emotions	Visit to supermarket and food markets to identify healthy food and try food they have not experienced before	- School nurse visit - puberty talk visits to markets, supermarkets, etc to see different types of food - does the location of the shop / market decide what is on offer?	access first aid course	Local areas, transport systems NEXUS - what help do they offer? What are the roles and responsibilities the employees have?, How can they help in an emergency or difficult situation? Safetyworks visit - dangerous situations in the home and community, how to manage the	School nurse visit - drugs and alcohol Matrix visit David Burn workshops on drug Healthy minds team workshop

Scheme of Work - PSHE

<p>Planned Reading Opportunities</p>	<p>Happy to be Me Happy in our Skin Elmer I Used to Be the Baby The Tooth Fairy</p>	<p>Lift- The - Flap questions and answers about your Body</p>	<p>The Huge Bag of Worries Me and My Fear Scaredy Bear A Little bit Brave</p>	<p>Lift- The - Flap questions and answers about your Body</p>	<p>Lift- The - Flap questions and answers about your Body Human Body Lets Talk about the Birds and the Bees</p>	<p>The children's book of money sense The children's book of first aid skills</p>	<p>Lift- The - Flap questions and answers about your Body</p>	<p>Mental Well-being and Mindfulness Yoga Pretzels</p>
<p>Planned Key Vocabulary (subject specific)</p>	<p>Discussing Recognising Respecting Working Sharing</p>	<p>Discussing Recognising Respecting Working Sharing Listening Cooperatively</p>	<p>Discussing Recognising Respecting Working Sharing Listening Cooperatively</p>	<p>Discussing Recognising Respecting Working Sharing Listening Cooperatively</p>	<p>Discussing Recognising Respecting Working Sharing Listening Cooperatively Strategy</p>	<p>Managing Responding Safety Responsibility Acceptance Individual Respect Initiative</p>	<p>Managing Demonstrating Responding Respecting Recognising Working Relationships Friendship Maintaining Expressing Recognising Influences Challenging</p>	<p>Managing Demonstrating Responding Respecting Recognising Working Relationships Friendship Maintaining Expressing Recognising Influences Challenging</p>
<p>Planned Key Vocabulary (Topic specific)</p>	<p>Healthy Hygiene Routines Safety Unique Special Feelings Help Household Safe Medicine Young Old Emergency Growing up, Baby Toddler, Child</p>	<p>Healthy Well being Hygiene Sleep Rest Food Exercise Oral Dentist Dental Body Routines Safety Vagina, testicles, penis, bottom Private</p>	<p>Personal Strengths Achievement Recognise Goals Targets Setbacks Conflict Feelings Reflect Celebrate Emotions loss Seperation Transition</p>	<p>Dental Oral Care Physical Emotional Health Choices Medicines Drugs, Alcohol Tobacco caffeine Products Prescriptions Harm Danger Risks Hazards</p>	<p>Balanced lifestyle Maintain Diet Exercise Allergies Hobbies Benefits Lifestyle Choices Skills Informed vegetarian Vegan Coeliac Physical Emotional Puberty Growth Changes</p>	<p>Safe Emergency Community Managing Personal safety First aid Accident Emergency Physical impact</p>	<p>Importance Sleep patterns medicines over the counter prescription Impacts Mental wellbeing Physical wellbeing Real life Online Safety Privacy Settings Contact Support Grief Bereavement Alcohol Tobacco</p>	<p>mental health physical health emotions feelings positive negative stress depression impact managing online real life social media sexting grooming personal images resist pressure peer pressure</p>

Scheme of Work - PSHE

	<p>Adult Teenager Old age, Pensioner Teeth, Dentist, Toothbrush, Toothpaste, Germs</p>	<p>Teeth, Dentist, Toothbrush, Toothpaste, Germs</p>		<p>Community Familiar Unfamiliar Share</p>	<p>Hormones Hygiene Routines Effects feelings Clean Germs Bacteria human reproduction sexual intercourse conception pregnancy development and growth birth</p> <p>Road safety Water safety</p>		<p>Social effects Financial</p>	<p>bullying cyber bullying individuals communities reporting supporting support groups roles responsibilities independence</p>
--	--	--	--	--	--	--	-------------------------------------	--

Scheme of Work - PSHE

	<p>Pupils should be taught...</p> <ul style="list-style-type: none"> -what does staying healthy mean and who helps them to stay healthy (parent, carer, dentist, doctor) - Name the parts of the body: head, legs, arms, eyes, feet, teeth etc - Name parts of the body through songs -know that the parts covered with underwear are private. <p>Describe how and why I need to keep my body clean (washing hands, hair, private parts, cleaning teeth)</p> <p>-school nurse and oral hygienist visits. -know that good personal hygiene routines can stop spreading germs -Discuss own basic personal hygiene routines</p>	<p>Pupils should be taught...</p> <ul style="list-style-type: none"> -know some of the things that keep our bodies healthy (physical activity, sleep , rest, healthy food) -How to be physically active and how much sleep they should have everyday. -Explain why sleep is important and know lack of sleep can affect your mood and body -Discuss simple routines which are important to get good sleep <p>To know boys and girls bodies have similarities and differences.</p> <p>- to label male and female body parts</p> <p>Describe how and why it's important to keep teeth clean and healthy (school nurse and oral hygienist visits)</p>	<p>Pupils should be taught...</p> <p>how to recognise personal strengths.</p> <ul style="list-style-type: none"> -how to recognise personal achievements to set personal goals. -how to manage personal setbacks and learn from mistakes. -how to reflect and celebrate own and others achievements. <p>how to describe feelings</p> <p>how to describe conflicting feelings</p> <p>how to manage feelings</p> <ul style="list-style-type: none"> -How everyday things can affect feelings -How feelings can change overtime. -The importance of expressing feelings and how you can express them in different ways 	<p>Pupils should be taught...</p> <p>know about what makes a 'balanced' lifestyle</p> <ul style="list-style-type: none"> - Know the main features of a balanced diet - Name the food groups on the eat well guide <p>know about opportunities they have to make their own choices about food</p> <ul style="list-style-type: none"> -discuss what influences their choices in food. <p>-how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <ul style="list-style-type: none"> -the impact of bad dental care. <p>-how to maintain good oral hygiene (including regular</p>	<p>Pupils should be taught...</p> <p>the physical changes during puberty for boys and girls</p> <ul style="list-style-type: none"> -the emotional changes during puberty. -the importance of personal hygiene and good routines during puberty. - To know which products to buy to keep clean. -where to get support for my questions about puberty. -human reproduction and birth <p>how to maintain a balanced lifestyle (inc. diet, allergies, exercise, hobbies)</p> <ul style="list-style-type: none"> -how to make informed choices about the benefits of a balanced and healthy lifestyle - the skills to make choices linked to a 	<p>pupils should be taught</p> <p>How to recognise , predict, assess and manage risks in different situations</p> <ul style="list-style-type: none"> -How to keep safe in the local environment and less familiar locations (rail, water , road) <p>Strategies for managing personal safety in the local environment.</p> <ul style="list-style-type: none"> -How to respond to an emergency in the community (first aid, 999) -when it is appropriate to use first aid and the importance of seeking adult help. 	<p>Pupils should be taught...</p> <p>how and why to manage time online</p> <ul style="list-style-type: none"> -how to keep personal information safe (real life and online) -how to keep safe online when using social media (sexting, personal images, grooming) -what to consider before sharing pictures of themselves and others online how to keep safe and well when using a mobile phone -how peoples online actions can impact on other people <p>how people can be influenced by their peers behaviour and by a desire for peer approval , how to</p>	<p>Pupils should be taught...</p> <p>Describe the negative effect of some drugs and substances on the body: smoking, vaping, alcohol, prescription medicine</p> <ul style="list-style-type: none"> -Know that some drugs are legal and some are illegal -that for some people drugs can become a habit which is difficult to break -How organisations help people to stop smoking and where to find support if they have concerns around drug use. -How to ask for help from a trusted adult if they have concerns or worries <p>know how to resist unhelpful pressure and be able to ask for help.</p> <ul style="list-style-type: none"> -Understand that mental and physical health are linked Know positive friendships and being involved in hobbies, clubs and
--	---	--	---	---	--	--	---	--

	<p>keeping safe around household products- including medicines can be harmful if not correctly used. -Know rules for keeping safe -How to ask for help if they are worried about something and to keep asking until they get support.</p> <p>know that people have different roles in the community to help them keep safe (police, nurse, security guards) -How to get help if there is an accident and someone is hurt. Including how to dial 999 in an emergency</p>	<p>-begin to describe how diet affects the health of teeth - drinking too much sugar can affect their health including dental health</p> <p>know how and why to look after and protect eyes - regular optician visits etc</p> <p>how sunshine helps bodies to grow and how to keep safe and well in the sun - Understanding light from the sun can be dangerous.</p>	<p>-know people can experience different feelings at the same time. -How to manage feelings in different situations and circumstances -ways of managing feelings during time of loss and grief -How to ask for help, support to manage your feelings. -Understand physical activity benefits the body and feelings -how the lack of physical activity can affect health and well being</p>	<p>brushing and flossing) and the importance of regular visits to the dentist</p> <p>how, when and where to ask for advice and help about healthy eating and dental care</p> <p>know and recognise importance of regular exercise and what they could do to stay fit</p> <p>Recognise medicines and other household products that could cause harm but understand that some people need to take medicines everyday to stay healthy -the risks and dangers of not using medicines and household</p>	<p>healthy balanced lifestyle. -recognise the nutrients within the eat well guide (e.g. protein, carbohydrate etc groups) and what their purpose is - Research the importance of nutrition for a healthy body -the influences and impacts of lifestyle choices (vegetarian, vegan)</p>		<p>manage this influence including peer pressure and media influence -Explain the safe use of digital devices when out and about</p> <p>how to resist unhelpful pressure and ask for help -how to report concerns, including about inappropriate online content and contact</p>	<p>activities help with mental well being. -Know how to recognise signs of physical or mental health illness and what to do about this and who to go and see in and outside school -That anyone can experience mental ill health and to discuss concerns with a trusted adult -Know that mental health difficulties can usually be resolved or managed with the right help , support and strategies. -Research and Identify local support groups in relation to physical and mental health. - Evaluate the importance and impact of healthy diet and exercise in order to maintain health</p>
--	---	--	--	--	--	--	---	---

Scheme of Work - PSHE



				products correctly. Identify t drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)				
--	--	--	--	--	--	--	--	--