



North Molton Primary School PSHE Policy

Audience:

Parents, school staff (specifically teachers and leaders), Representatives from School Community Board, Trustees

Other related policies:

Curriculum, Equal Opportunities

Version:

1.0

Review:

Annually or more regularly if necessary

Approved:

By:

Date:

Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions



Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. 3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them. Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has

determined that we need to cover any additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils’ ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents of children in Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:-

Nursery Overview (3 – 4 year olds)

These lessons will be repeated over the year, so each story will be visited twice.

Nursery		
Autumn and Spring	Lesson 1 - Let’s Play Shops! Lesson 2 - Who’s Playing? Lesson 3 - It’s Your Turn Lesson 4 - Good Friends	<ul style="list-style-type: none"> · Play with one or more other children, extending and elaborating play ideas (DM 2021) · Develop appropriate ways of being assertive (DM 2021) · Talk with others to solve conflicts (DM 2021) · Develop a sense of responsibility and membership of a community (DM)

	<p>Lesson 5 - Make Your Choice Lesson 6 - Odd Jobs Lesson 7 - Chatterbox! Lesson 8 - Where I Live Lesson 9 - Can You Help? Lesson 10 - Well Done! Lesson 11 - A New Baby Lesson 12 - Deaf Girl Lesson 13 - Fair Shares Lesson 14 - The Pantomime Lesson 15 - You Smell! Lesson 16 - A Waiting Game</p>	<ul style="list-style-type: none"> · Become more outgoing with unfamiliar people, in the safe context of their setting (DM 2021) · Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM) · Develop their sense of responsibility and membership of a community (DM) · Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM) · Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM) · Develop appropriate ways of being assertive (DM) · Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM) · Show more confidence in new social situation (DM) · Understand how others might be feeling (DM) · Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas (DM) · Increasingly follow rules, understanding why they are important (DM) · Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM) · Do not always need an adult to remind them of the rules (DM)
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Reception Overview

The Reception PHSE curriculum is taught alongside the thematic topic units and work alongside the PHSE units in the themed units. Below are the PSED statements and the order in which they are taught across the school year in Reception:

The 3D Dimensions PHSE curriculum uses four simple headings to organise the PSED statements, in order to help children understand their relevance and importance. These are referenced, as appropriate, on each lesson plan.

It's All About... Taking Part!

Encouraging young children to participate and be actively involved in home, school and community life at an individual, group and class level, understanding how to behave appropriately in different situations.

It’s All About... Being Smart!

Encouraging young children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents and to know how to manage personal hygiene, as well as keeping healthy and safe, linked to behaviour and potential consequences.

It’s All About... Where to Start!

Encouraging young children to be confident, to show initiative in a range of different situations and settings and to develop strategies for how to solve problems and resolve conflicts.

It’s All About... Having Heart!

Encouraging young children to show sensitivity and compassion towards others, to manage their feelings, to develop positive, caring and respectful relationships with both children and adults and to cooperate and share willingly.

Modern British values are embedded, both implicitly and explicitly within the teaching resources, so that, from a very early age, children are being taught the importance of tolerance, democracy, respect and rules and responsibilities.

Reception Overview		
Autumn 1	Lesson 1 – Hide and Seek Lesson 2 - Nan’s House Lesson 3 – I like... Lesson 4 - It’s Your Turn	<ul style="list-style-type: none"> · Shows sensitivity to others’ needs and feelings and forms positive relationships with adults and other children (ELG 2021) · Knows when to say ‘Thank you’ and ‘Sorry’ · Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) · Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) · Knows personal likes, dislikes and preferences · Work and play cooperatively and take turns with others (ELG 2021) · Takes steps to resolve conflicts with other children by finding compromises · Recognises, names and own everyday feelings such as happy, sad and cross
Autumn 2	Lesson 5 – What a Problem Lesson 6 – Take the Plunge Lesson 7 - An Old Friend Lesson 8 - Me and You	<ul style="list-style-type: none"> · Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) · Joins in and enjoys a range of activities · Works together cooperatively towards common goals · Confident to try new activities (ELG 2021)




		<ul style="list-style-type: none"> · Says when they do or don't need help (ELG 2021) · Form positive attachments to adults and friendships with peers (ELG 2021) · Initiates conversations, attends to and takes account of what others say (DM 40-60 months) · Recognise that they are unique · See themselves as a valuable individual
Spring 1	<p>Lesson 9 – Stick to the Rules Lesson 10 – Rainy Days Lesson 11 - I Feel Poorly Lesson 12 – Clean and Tidy</p>	<ul style="list-style-type: none"> · Works as part of a group or class, and understands and follows the rules (ELG 2021) · Takes account of one another's ideas about how to organise an activity (ELG 2021) · Confident to speak in a familiar group (ELG 2021) · Talks about their ideas (ELG 2021) · Asks appropriate questions of others · Recognises what can cause different feeling (e.g. sympathy, sadness, relief) · Talks about their own and others' behaviour and its consequences (ELG 2021) · Understand the importance of personal hygiene
Spring 2	<p>Lesson 13 - Bully Boy Lesson 14 - Family Fun Lesson 15 – One Gold Star Lesson 16 - All Join In</p>	<ul style="list-style-type: none"> · Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) · Form positive attachments to adults and friendships with peers (ELG 2021) · Recognises ways in which their families are special · Can describe self in positive terms and talk about abilities (DM 40-60 months) · Recognises their achievements and what they are good at · Explains own knowledge and understanding
Summer 1	<p>Lesson 17 - I'm Stuck Lesson 18 – A Piece of Cake Lesson 19 - Busy Body Lesson 20 - The New Pet</p>	<ul style="list-style-type: none"> · Says when they do or don't need help · Knows the people who looks after them and their different roles and responsibilities · Asks appropriate questions of others (DM 40 -60 months) · Chooses resources they need for their chosen activities (ELG 2021) · Show sensitivity to their own bodies and to others' needs (ELG 2021) · Recognises that their bodies can do lots of different things · Knows why it is important to be physically active · Shows awareness of physical differences · Joins in and enjoys a range of activities · Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) · Knows how to care for living things
Summer 2	<p>Lesson 21 – Getting in a Knot Lesson 22 – E-Safety, Be Safe Lesson 23 – Eid Mubarak Lesson 24 – Playtime Games Lesson 25 - Litter Bug</p>	<ul style="list-style-type: none"> · Says when they do or don't need help (ELG 2021) · Says when they do or don't need help (ELG 2021) · Knows how to make good decisions · Begins to develop an awareness of E-safety · Explains own knowledge and understanding (DM 40-60 months)

		<ul style="list-style-type: none"> Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021) Talks about their own and others behaviour and its consequences (ELG 2021) Plays cooperatively and learns to take turns Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG 2021) Beginning to consider the impact of their actions on others and the environment.
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Our teaching in KS1 and KS2 is in mixed age classes so our teaching of units is part of a two year rolling programme. We have Year A and Year B. This means that the areas below will be covered over a period of two years. The PHSE programme is based on three core areas of learning, with two additional areas:


- Core 1: Health and Well Being
- Core 2: Relationships
- Core 3: Living in the Wider World
- Safe Zone (Online Safety and Wellbeing)
- KS1 Extremism and Radicalisation

Year One and Two Overview Cycle A

<p>Theme 1</p> <p>Happily Ever After</p> <p>Fairy Tales</p>	<p style="text-align: right;">Happily Ever After</p> <p> Pupils will begin by exploring the concept of what a bully is / what bullying is through the story of "The Ugly Duckling". Pupils will understand that bullying is not just physical but can be occur through name calling or being consistently unfriendly. Pupils will have opportunity to talk about their experiences of bullying or being bullied. They will be made aware that not everyone will want to share and that we must respect people's decision not to talk in a group. Finally, pupils will explore how bullying can be tackled in their class and wider school and the help available for those who feel they are being bullied.</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about bullies and bullying behaviour Understand that bullying is wrong Learn strategies to cope with unfair teasing Understand that there are different types of teasing and bullying Understand who can help if someone is affected by bullying Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying Understand what is positive and negative behaviour <p>Recognise how their behaviour affects other people</p>
<p>Competency Unit</p> <p>Medicine Woman</p>	<p>3D PHSE Lessons: <u>Autumn 1</u> (Year 1) Rules and Responsibilities</p> <ul style="list-style-type: none"> Lesson 1 Core Theme 3: Unit 1 Rules and Responsibilities LESSON 1: Rules / Expectations We Expect... Lesson 2 Core Theme 3 Unit 1 Rules and Responsibilities LESSON 2: Rules / Expectations Class Charter Lesson 3 Core Theme 1 Unit 5 Keeping Safe LESSON 6: Internet Safety E-Safety




<p><i>The Story of Elizabeth Blackwell</i></p>	<ul style="list-style-type: none"> ● Lesson 4 Core Theme 2 Unit 4 Family and Friends LESSON 1: Friendship Forever Friends ● Lesson 5 Core Theme 2 Unit 4 Family and Friends LESSON 2: Friendship Making Friends ● Lesson 6 Core Theme 3 Unit 1 Rules and Responsibilities LESSON 3: Taking Turns It's Your Turn
<p>DPC 'Come and Join' <i>The Spirit of Christmas</i></p>	<p>3D PHSE Lessons: <u>Autumn 2</u> (Year 1); Emotions / Communication</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 2 Unit 1 Communication LESSON 7: Good Manners How Rude! ● Lesson 2 Core Theme 1 Unit 4 Emotions LESSON 1: Happiness Smile! ● Lesson 3 Core Theme 1 Unit 4 Emotions LESSON 2: Anger Grrrr! ● Lesson 4 Core Theme 2 Unit 1 Communication LESSON 1: Feelings How I Feel ● Lesson 5 Core Theme 2 Unit 1 Communication LESSON 2: Responses You and Me ● Lesson 6 Core Theme 2 Unit 1 Communication LESSON 3: Opinions I Think...
<p>Theme 2 Come Fly with Me <i>Arctic Circle</i></p>	<p style="text-align: center;">Come Fly With Me! Arctic Circle</p> <p>Pupils will explore the theme of friendship and relationships. They will discuss what makes a good friend and what makes a bad friend and if it is possible to be friends with everyone they meet. They will then explore some of the different ways that people express friendship and greeting across the world and have opportunity to make their own greeting.</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Learn how to develop positive relationships with peers ● Recognise that family and friends should care for one another ● Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships ● Understand the importance of making friends <p>Identify and respect the differences and similarities between people</p> <p>3D PHSE Lessons: <u>Spring 1</u> (Year 1) Healthy Lifestyles</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 1 Unit 2 Hygiene LESSON 4: Washing Hands Meet Grub! ● Lesson 2 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 1: Healthy Eating Vote Green! ● Lesson 3 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 2 Healthy Eating MeatEaters! ● Lesson 4 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 3: Healthy Eating Party Time! ● Lesson 5 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 4: Physical Activity Get Physical! ● Lesson 6 Core Theme 2 Unit 3 Fairness LESSON 2: Comparisons All the Same

<p>Theme 3</p> <p>'Going Wild'</p> <p>All About Animals</p>	<p style="text-align: center;">Going Wild</p> <p> Pupils will develop their understanding of the human body by continuing to name particular parts of the body but will now talk about some of the similarities and differences between boys and girls. They will expand on their understanding of what is needed to keep healthy, especially the concept of exercise to stay fit and well.</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Learn the names of different parts of the body ● Recognise similarities and differences based on gender ● Understand the need for physical activity to keep healthy ● Learn to work as a team to solve a simple challenge <p>Understand the importance physical activity and rest as part of a balanced, healthy lifestyles</p> <p>3D PHSE Lessons: <u>Spring 2</u> (Year 1) Bullying / Keeping Safe</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 2 Unit 2 Bullying LESSON 1: Definition A Bully Is... ● Lesson 2 Core Theme 2 Unit 2 Bullying LESSON 2: Unkindness Blame Game ● Lesson 3 Core Theme 2 Unit 2 Bullying LESSON 3: Behaviour 1 Bullying Is... ● Lesson 4 Core Theme 2 Unit 2 Bullying LESSON 4: Behaviour 2 + and – ● Lesson 5 Core Theme 1 Unit 5 Keeping Safe LESSON 4: Personal Safety Secret Surprise ● Lesson 6 Core Theme 1 Unit 5 Keeping Safe LESSON 5: Emotional Safety Getting Help
<p>Geography</p> <p>'Never Eat Shredded Wheat'</p>	<p>3D PHSE Lessons: <u>Summer 1</u> (Year 1) Families and Friends / Caring and Sharing</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 2 Unit 3 Fairness LESSON 6: Kindness Give a Little ● Lesson 2 Core Theme 2 Unit 4 Family and Friends LESSON 5: Family My Family ● Lesson 3 Core Theme 2 Unit 4 Family and Friends LESSON 6: Family Special People ● Lesson 4 Core Theme 3 Unit 1 Rules and Responsibilities LESSON 6: Caring Talking to Plants ● Lesson 5 Core Theme 3 Unit 1 Rules and Responsibilities LESSON 4: Lending / Borrowing The Borrowers ● Lesson 6 Core Theme 3 Unit 1 Rules and Responsibilities LESSON 5: Sharing Share the Booty
<p>Theme 4</p> <p>The Story Tree</p> <p>Local Area</p>	<p>3D PHSE Lessons: <u>Summer 2</u> (Year 1) Keeping Safe / Money and Finance</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 1 Unit 5 Keeping Safe LESSON 1: Sun Safety It's a Cover Up! ● Lesson 2 Core Theme 1 Unit 5 Keeping Safe LESSON 2: Road Safety Green X Code



	<ul style="list-style-type: none"> ● Lesson 3 Core Theme 3 Unit 3 Money and Finance LESSON 1: Money Grows on Trees? ● Lesson 4 Core Theme 3 Unit 3 Money and Finance LESSON 2: Money Coining It In! ● Lesson 5 Core Theme 3 Unit 3 Money and Finance LESSON 3: Money Keep It Safe
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Year One and Two Overview Cycle B

<p>Inter-Nation Media Station</p> <p><i>Media/ Broadcasting</i></p>	<p style="text-align: center;">Inter-Nation Media Station</p> <p> In this unit, pupils will learn how to share their opinions effectively and how to debate with their peers in simple terms. They will start to learn the roles played in debates and how they need to be managed properly so that everyone has their turn to speak and be heard. They will also start to look at ways in which the internet needs to be used safely and they should not share personal information with anyone online.</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Learn about the importance of using the internet safely ● Understand that it is important to share their opinions and to be able to explain their views confidently ● Learn to listen to other people and play and work co-operatively ● To take part in a simple debate about topical issues ● Communicate their feelings to others ● Share opinions and explain their views <p>Listen to other people and work cooperatively</p>
<p>Jurassic Hunter</p> <p><i>The Story of Mary Anning</i></p>	<p>3D PHSE Lessons: <u>Autumn 1</u> (Year 2) Family and Friends / Communities</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 2 Unit 4 Family and Friends LESSON 3: Friendship Hola! Bonjour! ● Lesson 2 Core Theme 2 Unit 4 Family and Friends LESSON 4: Friendship Share Alike ● Lesson 3 Core Theme 2 Unit 3 Fairness LESSON 1: Fair and Unfair It's Not Fair! ● Lesson 4 Core Theme 3 Unit 2 Communities LESSON 1: Our School Common Goals ● Lesson 5 Core Theme 3 Unit 2 Communities LESSON 2: Belonging I Belong ● Lesson 6 Core Theme 3 Unit 2 Communities LESSON 3: Belonging Join Our Club! ● Lesson 7 Core Theme 1 Unit 5 Keeping Safe LESSON 7: Staying Safe I Don't Know You
<p>'The Spirit of Christmas'</p>	<p>3D PHSE Lessons: <u>Autumn 2</u> (Year 2) Cooperation / Emotions</p>

	<ul style="list-style-type: none"> ● Lesson 1 Core Theme 2 Unit 3 Fairness LESSON 4: Right and Wrong In the Right ● Lesson 2 Core Theme 1 Unit 4 Emotions LESSON 5: Consequences Good v Bad ● Lesson 3 Core Theme 1 Unit 4 Emotions LESSON 6: Aspirations It's A Goal! ● Lesson 4 Core Theme 2 Unit 1 Communication LESSON 4: Co-operation Negotiation ● Lesson 5 Core Theme 2 Unit 1 Communication LESSON 5: Co-operation Want to Play? ● Lesson 6 Core Theme 2 Unit 1 Communication LESSON 5: Co-operation Want to Play?
<p>'Land Ahoy'</p> <p><i>Pirates</i></p>	<p style="text-align: center;">Land Ahoy!</p> <p>Pupils will learn about the importance of taking responsibility for their own actions and behaviour. They will learn why rules are important, not just in school but in society as a whole. Pupils will have the opportunity to make their own 'Class Charter' which will see their class rules become expectations which encourages taking responsibility for upholding these expectations. Pupils will discuss the importance of sharing and how this can cement the feeling of responsibility for the greater good.</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Learn to take responsibility for their own actions ● Learn to be responsible for another living thing ● Understand why we have rules /expectations ● Understand the reason why we have rules ● Learn about rules as expectations ● Understand to agree and follow rules for their group and classroom ● Recognise why rules and expectations are important ● Learn about how they can contribute to the life of the class ● Understanding the importance of sharing <p>Know that everyone has a responsibility to consider the needs of others</p> <p>3D PHSE Lessons: <u>Spring 1</u> (Year 2) Hygiene</p> <ul style="list-style-type: none"> ● Lesson 1 Core Theme 1 Unit 2 Hygiene LESSON 5: Keeping Clean Bath-Time ● Lesson 2 Core Theme 1 Unit 2 Hygiene LESSON 6: Skins Skinny Tips ● Lesson 3 Core Theme 1 Unit 2 Hygiene LESSON 1: Dental Hygiene 1 Brushing Up! ● Lesson 4 Core Theme 1 Unit 2 Hygiene LESSON 2: Dental Hygiene 2 Bright White ● Lesson 5 Core Theme 1 Unit 2 Hygiene LESSON 3: Dental Hygiene 3 Top Teeth ● Lesson 6 Core Theme 1 Unit 5 Keeping Safe LESSON 3: Drug Safety Magic Medicine
<p>'Zero to Hero'</p>	<p style="text-align: center;">Zero to Hero</p> <p>In this unit, pupils will be introduced to the concept of gender stereotyping through questioning what boys and girls can or can't do. They will learn that it is ok to be unsure and that they should always ask questions to gain clarity. They will also start to recognise their own achievements, things that they do well and find out how setting goals enables us to get better at things we aren't so good at yet.</p> <p>Concepts</p>

<p>Inspirational Figures, Past and Present</p>	<ul style="list-style-type: none"> • To identify and respect similarities and differences between boys and girls • To recognise and respect similarities and differences between people • To recognise what they are good at • To value their own achievements • To learn how to set simple goals and targets for themselves <p>To recognise how they can use their strengths to contribute to different groups</p> <p>3D PHSE Lessons: <u>Spring 2</u> (Year 2) Growing and Changing</p> <ul style="list-style-type: none"> • Lesson 1 Core Theme 1 Unit 3 Changing and Growing LESSON 1: Similarities and Differences Boys v Girls • Lesson 2 Core Theme 1 Unit 3 Changing and Growing LESSON 2: The Human Body Body Bits • Lesson 3 Core Theme 1 Unit 3 Changing and Growing LESSON 3: Growing Up All Grown Up • Lesson 4 Core Theme 1 Unit 3 Changing and Growing LESSON 4: Changing Needs I Need • Lesson 5 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 5: Physical Activity Mighty Muscles • Lesson 6 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 6: Exercise Workout!
<p>Paddington's Passport</p>	<p>3D PHSE Lessons: <u>Summer 1</u> (Year 2) Bullying and Fairness / Communities</p> <p>Lesson 1 Core Theme 1 Unit 1 Healthy Lifestyles LESSON 6: Exercise Workout!</p> <p>Lesson 2 Core Theme 2 Unit 3 Fairness LESSON 3: Behaviour In My Shoes</p> <p>Lesson 3 Core Theme 2 Unit 3 Fairness LESSON 5: Teasing Cry Baby!</p> <p>Lesson 4 Core Theme 3 Unit 2 Communities LESSON 4: Local Citizenship Our Local Area</p> <p>Lesson 5 Core Theme 3 Unit 2 Communities LESSON 5: Local Citizenship Community Care</p> <p>Lesson 6 Core Theme 1 Unit 3 Changing and Growing LESSON 5: Responsibility Who's At Fault?</p>
<p>'The Story Tree' <i>Local Area</i></p>	<p>3D PHSE Lessons: <u>Summer 2</u> (Year 2) Healthy Lifestyles / Money and Finance</p> <ul style="list-style-type: none"> • Lesson 1 Core Theme 1 Unit 3 Changing and Growing LESSON 6: Emotions Mood Swings

	<ul style="list-style-type: none"> ● Lesson 2 Core Theme 1 Unit 4 Emotions LESSON 3: Love Three Little Words ● Lesson 3 Core Theme 1 Unit 4 Emotions LESSON 4: Sadness How to Cope ● Lesson 4 Core Theme 3 Unit 3 Money and Finance LESSON 4: Money Shopping List ● Lesson 5 Core Theme 3 Unit 3 Money and Finance LESSON 5: Choices This or That? ● Lesson 6 Core Theme 3 Unit 3 Money and Finance LESSON 6: Enterprise Dragons' Den
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In addition to the units listed above, there are specific units that will be taught throughout the year, related to online safety, extremism and radicalisation.


Cycle A	Cycle B
3D PHSE Safe Zone Year 1 <ul style="list-style-type: none"> - Self-Image and Identity - Online Relationships - Online Reputation - Online Bullying - Managing Online Information - Privacy and Security - Copyright and Ownership - Health, Well-Being and Lifestyle 	3D PHSE Safe Zone Year 2 <ul style="list-style-type: none"> - Self-Image and Identity - Online Relationships - Online Reputation - Online Bullying - Managing Online Information - Privacy and Security - Copyright and Ownership - Health, Well-Being and Lifestyle
	3D KS1 Extremism and Radicalisation Units (3 lessons)

Key Stage 2

In KS2, PHSE is taught under the following headings and with additional specific areas of learning

- Personal Well Being Skills
- Health and Wellbeing Skills
- Citizenship Skills
- Extremism and Radicalisation (Year 5/6)
- Safe Zone (Online safety and Well Being)
- Sex Education (Year 5/6)
- Substance Related Abuse (Year 5 / 6)

Year Three and Four Cycle A

<p>Lightning Speed</p> <p>The World Wide Web</p>	<p style="text-align: right;"> Lightning Speed</p> <p>In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.</p> <p>Concepts</p> <ul style="list-style-type: none"> • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • To begin to make responsible choices and consider consequences • To use ICT safely including keeping electronic data secure • To use ICT safely including using software features and settings • To know why social media, some computer games and online gaming, for example, are age restricted
<p>Rocky the Findosaur</p>	<p>Additional Unit: E-SAFETY / RULES AND RESPONSIBILITIES</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Understand why rules are needed in different situations • Recognise the rules may need to be changed • Understand why it is important to plan ahead and think of potential consequences as a result of their actions • Understand why it is important to behave responsibility <p>Recognise that actions have consequences</p>
<p>The Spirit of Christmas</p>	<p>Additional Unit: HEALTHY RELATIONSHIPS / EMOTIONS</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the features of a good friend



	<ul style="list-style-type: none"> • Understand why it is important to be positive in relationships with others • Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
<p>Athens v Sparta</p> <p><i>Conflict in Ancient Greece</i></p>	<p style="text-align: center;">Athens v Sparta</p> <p>In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in group because each person has an important role to play. Pupils will discover that persistence can have negative affects especially when it comes to name-calling and other bullying behaviours.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why it is important to work collaboratively • Understand the terms 'resilience' and 'persistence' and why these character traits are important • Know how to recognise the difference between isolated hostile incidents and bullying
<p>A World of Difference</p> <p><i>Africa</i></p>	<p style="text-align: center;">A World of Difference</p> <p>Pupils will explore their cultural and religious differences and similarities in this unit. They will discuss the term 'diversity' and how a diverse community can be very important to building tolerance and understanding between people of different backgrounds. They will then use their learning on the different religions to discuss similarities and differences between them.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the term 'diversity' and appreciate diversity within school • Learn about the need for tolerance for those who are different from us <ul style="list-style-type: none"> • Understand and appreciate the range of different cultures and religions represented within school • Learn about the need for tolerance for those of different faiths and beliefs <p>Additional Unit: HEALTH</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental • Become more self-aware • Understand why setting goals is important • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
<p>Ug!</p>	<p>Additional Units: COMMUNICATION / DIVERSITY</p> <p>Concepts</p> <ul style="list-style-type: none"> • Recognise that there are many ways to communicate • Understand the need to communicate clearly • Understand why it is important to listen to others • Understand why it is important to be part of a community

	<p>GROWING AND CHANGING / FIRST AID Concepts</p> <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person • Know and understand how to look after our teeth • Understand what happens when we lose teeth as we grow up and why this happens • Know how to make a clear and efficient call to emergency services if necessary
<p>Source to Sea Local Area and Our Planet</p>	<p style="text-align: center;">Under the Canopy</p> <p>PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.</p> <p>Concepts</p> <ul style="list-style-type: none"> • To know and understand how the make-up of family units can differ • Understand how we are all connected by our similarities • Understand that family units can be different and can sometimes change <p>Additional Units: HEALTHY LIFESTYLES / COLLABORATION Concepts</p> <ul style="list-style-type: none"> • Understand the meaning of the word 'healthy' • Know the risks associated with an inactive lifestyle (including obesity) • Know the recommended guidelines for physical activity and understand the reasons for these • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Understand why it is important to listen to others • Understand why it is important to work collaboratively • Know how to identify ways to improve the environment • Know how to spot problems and find ways of dealing with them

Year 3 Overview (3D) Cycle A

<p>Autumn 1</p>	<p>Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Safe Zone Year Three LESSON 1: Self Image and Identity</p>
<p>Autumn 2</p>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One</p>
<p>Spring 1</p>	<p>Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Safe Zone Year Three LESSON 2: Online Relationships Safe Zone Year Three LESSON 3: Online Reputation</p>

Spring 2	Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community Safe Zone Year Three LESSON 4: Health, Well-being and Lifestyle
Summer 1	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help - Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls - Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls - Ambulance, Now! Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams Safe Zone Year Three LESSON 5: Privacy and Security
Summer 2	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise - Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places Safe Zone Year Three Lesson 6: Copyright and Ownership

Year Three and Four Cycle B

<p>That’s All Folks!</p> <p><i>Film and animation</i></p>	<p>That’s All, Folks!</p> <p>PSHE in That’s All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to set realistic targets • Understand that everyone has different strengths and weaknesses • Understand how to break down the steps needed to achieve a goal
<p>May the Force be with you</p>	<p>Additional Units: E-SAFETY / STEREOTYPING</p> <p>Concepts</p> <ul style="list-style-type: none"> • To use ICT safely including using software features and settings • Know how information and data is shared and used online • Know that for most people the internet is an integral part of life and has many benefits • Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing • To know why social media, some computer games and online gaming, for example, are age restricted • To know where and how to report concerns and get support with issues online • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Know and understand the terms ‘discrimination’ and ‘stereotype’ • Challenge stereotypes relating to work and gender
<p>Come and Join</p>	<p>Additional Units: BULLYING</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to recognise the difference between isolated hostile incidents and bullying • Understand what self-esteem is and why it is important • Know how to communicate their opinions in a group setting

	<ul style="list-style-type: none"> • Understand the 'resilience' and 'persistence' and why these character traits are important • Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • Know how to recognise bullying behaviour • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
<p>Law and Order</p> <p>Rules and Rights</p>	<p style="text-align: center;">Law and Order</p> <p>Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why rules are needed in different situations • Recognise that rules may need to be changed <p>Additional Units: NUTRITION AND FOOD</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet (including understanding calories and other nutritional content • Know where different foods come from • Know about and understand the function of different food groups for a balanced diet • Know the principles of planning and preparing a range of healthy meals • Learn to prepare and cook a variety of dishes
<p>Come Fly with Me</p> <p>Africa</p>	<p style="text-align: center;">Come Fly With Me! Africa</p> <p>In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff in plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know about and understand the function of different food groups for a balanced diet • Understand that we need to protect and care for animals • Know where different foods come from • Understand why it is important to be part of a community
<p>Under Attack</p>	
<p>Source to Sea</p> <p>Local Area and Rainforests</p>	<p style="text-align: center;">Picture Our Planet</p> <p>Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn about and reflect on their own spending habits / choices • Understand why financial management and planning is important from a young age

Year 4 Overview (3D) Cycle B




Autumn 1	Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Safe Zone Year Four LESSON 1: Online Relationships and Online Bullying
Autumn 2	Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting Safe Zone Year Four LESSON 2: Health, Well-being and Lifestyle
Spring 1	Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall Safe Zone Year Four LESSON 3: Online Reputation and Managing Online Information
Spring 2	Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Safe Zone Year Four LESSON 4: Self Image and Identity
Summer 1	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Safe Zone Year Four LESSON 5: Copyright and Ownership
Summer 2	Core Theme 2 Unit 4 LESSON 1: Connections - Paper Chains Safe Zone Year Four LESSON 6: Privacy and Security

In addition to the units listed above, there are specific units that will be taught throughout the year, related to online safety, extremism and radicalisation.


Cycle A (Year 3)	Cycle B (Year 4)
<ul style="list-style-type: none"> - Self-Image and Identity - Online Relationships - Online Reputation - Online Bullying - Managing Online Information - Health, Well Being and Life Style - Privacy and Security - Copyright and Ownership 	<ul style="list-style-type: none"> - Self-Image and Identity - Online Relationships - Online Reputation - Online Bullying - Managing Online Information - Health, Well Being and Life Style - Privacy and Security - Copyright and Ownership

Year 5 and 6 Cycle A



<p>A World of Bright Ideas</p> <p><i>Inventions and Developments</i></p>	<p style="text-align: center;">A World of Bright Ideas</p> <p> In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to cook and apply the principles of nutrition and healthy eating <p>Prepare and cook with a variety of ingredients, using a range of cooking techniques</p>
<p>Come Fly with Me</p> <p><i>America</i></p>	<p style="text-align: center;">Come Fly With Me! America</p> <p> Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren't listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the importance of listening to others • Understand the role of the listener in any relationship • Recognise that there are many ways to communicate • Understand the need to both listen and speak when communicating with others <p>Understand the benefits of living in a diverse community and learn to celebrate diversity</p>
<p>Full of Beans</p> <p><i>Energy</i></p>	<p style="text-align: center;">Full of Beans</p> <p> Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand financial terms such as loan, interest, tax and discount • Learn about budgeting and what it means to budget

Year 5 and 6 Cycle B

<p><i>I have a Dream</i></p>	<p style="text-align: center;">"I Have a Dream..."</p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Learn about cultural differences and how diverse cultures can enhance societies <p>Learn about gender discrimination and its impact</p>
<p>Wars of the World</p>	<p style="text-align: center;">Wars of the World</p> <p>In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be lead into listening to and taking part in extreme activities. This unit uses the events of September 11th 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure • Recognise the features of extremism • Identify why and how people are recruited into extremist activity • Identify some of the stereotypes relevant to extremism • Understand how extremism can lead to harm

	<ul style="list-style-type: none"> ● Recognise extremism and radicalisation ● Identify why and how people are recruited into radicalised activity ● Identify some of the stereotypes relevant to radicalisation ● Identify the risks faced in relation to extremist activity ● Understand how they can lead to harm ● Recognise extremism and radicalisation ● Identify why and how people are recruited into radicalised activity ● Identify some of the stereotypes relevant to extremism ● Identify the risks faced in relation to extremist activity
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Year Five Overview – Cycle A

Autumn 1	<p>Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge</p> <p>Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights</p> <p>Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business</p> <p>Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No!</p> <p>Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware</p>
Autumn 2	<p>Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural</p> <p>Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies</p> <p>Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War</p> <p>Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!</p>
Spring 1	<p>Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty?</p> <p>Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!</p> <p>Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke</p> <p>Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank</p>
Spring 2	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info</p> <p>Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios</p>
Summer 1	<p>Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters</p> <p>Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team</p> <p>Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars</p> <p>Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive</p>
Summer 2	<p>Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble</p> <p>Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!</p>

	Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips
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Year Six Overview – Cycle B

Autumn 1	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News
Autumn 2	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast
Spring 1	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...
Spring 2	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections
Summer 1	Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!
Summer 2	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money

3D PSHE Sex Education Unit

We use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths

about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

In-house Information

How we monitor, evaluate and assess teaching and learning in PSHE

Who is responsible for leading PSHE?

Angela Fernyhough, Headteacher

Who is responsible for teaching PSHE?

Each class teacher is responsible for teaching PSHE. Lessons may be taken by other teacher, for example teachers that are taking the class for PHSE.

How is PSHE taught?

When is PSHE taught?

How is delivery of content made accessible to all of our pupils, including those with SEND?

Bibliography

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)

- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

Appendices

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)