



# Yorke Mead Primary School

## PSHE Curriculum



EYFS - Nursery		
Key Theme : Being Me in My World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p><b>Development Matters 22-36 months</b></p> <p>I can seek comfort from familiar adults when needed.</p> <p>I can express my own feelings such as sad, happy, cross, scared or worried.</p> <p>I can respond to the feelings and wishes of others. I am aware that some actions can hurt or harm others.</p> <p>I can try to help or give comfort when others are distressed.</p> <p>I can show understanding and cooperate with some boundaries and routines.</p> <p>I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.</p> <p>I can have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.</p>	<p><b>Development Matters 30-50 months</b></p> <p><b>Lesson 1</b></p> <p><b>Can I identify emotions and feelings?</b></p> <p>Can I understand the needs of others and take turns?</p> <p>Do I understand that I might have to wait?</p> <p>I</p> <p>I can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>Development Matters 40-60 months</b></p> <p>I can understand that my own actions affect other people, for example, I become upset or try to comfort another child when I realise I have upset them.</p> <p>I am aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>I can begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken a toy.</p>

EYFS - Nursery		
Key Theme : Celebrating Difference		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<b>Development Matters 22-36 months</b>	<b>Development Matters 30-50 months</b>	<b>Development Matters 40-60 months</b>



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<p>I can have a sense of own immediate family and relations.</p> <p>I can, in pretend play, imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea.</p> <p>I can begin to have my own friends.</p> <p>I can learn that I have similarities and differences that connect me to, and distinguish me from, others.</p>	<p>I can show interest in the lives of people who are familiar to me.</p> <p>I can remember and talks about significant events in my own experience.</p> <p>I can recognise and describe special times or events for family or friends.</p> <p>I can show interest in different occupations and ways of life.</p>	<p>I can talk about some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>I can enjoy joining in with family customs and routines.</p>
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<b>EYFS - Nursery</b> <b>Key Theme : Dreams and Goals</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 22-36 months</b></p> <p>I can separate from main carer with support and encouragement from a familiar adult.</p> <p>I can express own preferences and interests.</p>	<p><b>Development Matters 30-50 months</b></p> <p>I can select and use activities and resources with help.</p> <p>I can welcome and value praise for what I have done.</p> <p>I can enjoy responsibility of carrying out small tasks.</p> <p>I can be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>I can be confident to talk to other children when playing and will communicate freely about own home and community.</p>	<p><b>Development Matters 40-60 months</b></p> <p>I can be confident to speak to others about own needs, wants, interests and opinions.</p> <p>I can describe self in positive terms and talk about abilities.</p>



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I can shows confidence in asking adults for help.

### EYFS - Nursery

#### Key Theme : Healthy Me

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p><b>Development Matters 22-36 months</b></p> <p>I can feed self competently with a spoon.</p> <p>I can drink well without spilling.</p> <p>I can clearly communicate need for potty or toilet.</p> <p>I can begin to recognise danger and seek support of significant adults for help.</p> <p>I can help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.</p> <p>I can begin to be independent in self-care, but still often need adult support.</p>	<p><b>Development Matters 30-50 months</b></p> <p>I can tell adults when hungry or tired or when I want to rest or play.</p> <p>I can observe the effects of activity on my body.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>I can gain more bowel and bladder control and can attend to toileting needs most of the time.</p> <p>I can usually manage washing and drying hands.</p> <p>I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom.</p>	<p><b>Development Matters 40-60 months</b></p> <p>I can eat a healthy range of foodstuffs and understand need for variety in food.</p> <p>I can usually be dry and clean during the day.</p> <p>I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p> <p>I can show understanding of how to transport and store equipment safely.</p> <p>I can practise some appropriate safety measures without direct supervision.</p>

### EYFS - Nursery

#### Key Theme : Relationships

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p><b>Development Matters 22-36 months</b></p>	<p><b>Development Matters 30-50 months</b></p> <p>I can initiate play, offering cues to peers to join in.</p>	<p><b>Development Matters 40-60 months</b></p>



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<p>I can be interested in others' play and am starting to join in.</p> <p>I can seek out others to share experiences.</p> <p>I can show affection and concern for people who are special to me.</p> <p>I can possibly form a special friendship with another child.</p>	<p>I can keep play going by responding to what others are saying or doing.</p> <p>I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>I can initiate conversations, attends to and take account of what others say.</p> <p>I can explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p>
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<b>EYFS - Nursery</b> <b>Key Theme : Changing Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 22-36 months</b></p> <p>I can enjoy playing with small-world models such as a farm, a garage, or a train track.</p> <p>I can notice detailed features of objects in my environment.</p>	<p><b>Development Matters 30-50 months</b></p> <p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment.</p>	<p><b>Development Matters 40-60 months</b></p> <p>I can look closely at similarities, differences, patterns and change.</p>



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<b>EYFS - Reception</b>		
<b>Key Theme: Being Me in My World</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 30-50 months</b> I can be aware of my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>I can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>I can usually adapt behaviour to different events, social situations and changes in routine.</p>	<ul style="list-style-type: none"> <li>○ I understand how it feels to belong and that we are similar and different.</li> <li>○ I can start to recognise and manage my feelings</li> <li>○ I enjoy working with others to make school a good place to be</li> <li>○ I understand why it good to be kind and use gentle hands</li> <li>○ I am starting to understand children's rights and this means we should all be allowed to play and learn</li> <li>○ I am learning what being responsible means</li> </ul>	

<b>EYFS – Reception</b>		
<b>Key Theme : Celebrating Difference</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 30-50 months</b> I can show interest in the lives of people who are familiar to me.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I can recognise and describe special times or events for family or friends.</p>	<ul style="list-style-type: none"> <li>○ I can identify something I am good at and understand that everyone is good at different things</li> <li>○ I understand that being different makes us all special</li> <li>○ I know we are all different but the same in some ways</li> <li>○ I can tell you why I think my home is special to me</li> <li>○ I can tell you how to be a kind friend</li> </ul>	



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I can show interest in different occupations and ways of life.	<ul style="list-style-type: none"> <li>○ I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	
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<b>EYFS - Reception</b>		
<b>Key Theme : Dreams and Goals</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 30-50 months</b></p> <p>I can select and use activities and resources with help.</p> <p>I can welcome and value praise for what I have done.</p> <p>I can enjoy responsibility of carrying out small tasks.</p> <p>I can be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>I can be confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>I can show confidence in asking adults for help.</p>	<ul style="list-style-type: none"> <li>○ I understand that if I persevere, I can tackle challenges</li> <li>○ I can tell you about a time I did not give up until I achieved my goal</li> <li>○ I can set a goal and work towards it</li> <li>○ I can use kind words to encourage people</li> <li>○ I understand the link between what I learn now and the job I might like to do when I am older</li> <li>○ I can say how I feel when I achieve a goal and I know what it means to feel proud</li> </ul>	

<b>EYFS - Reception</b>		
<b>Key Theme : Healthy Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps



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<p><b>Development Matters 30-50 months</b> I can tell adults when hungry or tired or when I want to rest or play.</p> <p>I can observe the effects of activity on my body.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>I can gain more bowel and bladder control and can attend to toileting needs most of the time.</p> <p>I can usually manage washing and drying hands.</p> <p>I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<ul style="list-style-type: none"> <li>○ I understand that I need to exercise to keep my body healthy</li> <li>○ I understand how moving and resting are good for my body</li> <li>○ I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>○ I know how to help myself go to sleep and understand why sleep is good for me</li> <li>○ I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>○ I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	
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<b>EYFS – Reception</b> <b>Key Theme : Relationships</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Development Matters 30-50 months</b> I can initiate play, offering cues to peers to join in.</p> <p>I can keep play going by responding to what others are saying or doing.</p> <p>I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<ul style="list-style-type: none"> <li>○ I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>○ I know how to make friends to stop myself feeling lonely</li> <li>○ I can think of ways to solve problems and stay friends</li> <li>○ I am starting to understand the impact of unkind words</li> <li>○ I can use Calm Me time to manage my feelings</li> <li>○ I know how to be a good friend</li> </ul>	



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### EYFS – Reception

#### Key Theme : Changing Me

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p><b>Development Matters 30-50 months</b></p> <p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment.</p>	<ul style="list-style-type: none"><li>○ I can name parts of the body</li><li>○ I can tell you some things I can do and foods I can eat to stay healthy</li><li>○ I understand that we all grow from babies to adults</li><li>○ I can express how I feel about moving to Year 1</li><li>○ I can talk about my worries and/or the things I am looking forward to about being in Year 1</li><li>○ I can share my memories of the best bits of being in reception</li></ul>	





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Year 1		
Key Theme : Being Me in My World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> <li>I understand how it feels to belong and that we are similar and different.</li> <li>I can start to recognise and manage my feelings</li> <li>I enjoy working with others to make school a good place to be</li> <li>I understand why it good to be kind and use gentle hands</li> <li>I am starting to understand children’s rights and this means we should all be allowed to play and learn</li> <li>I am learning what being responsible means</li> </ul>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter I can explain why my class is a happy and safe place to learn. I can talk about an achievement I am proud of. I can give different examples where I or others make my class happy and safe. I can recognise the choices I make and the consequences they may have. I can understand how to follow our class charter. <b>Lesson 1: What makes you feel happy and safe at school?</b> <b>Lesson 2: What have you achieved that you are proud of?</b> <b>Lesson 3: How can you make our class happy and safe for everyone?</b> <b>Lesson 4: Do the choices we make have consequences?</b> <b>Lesson 5: How can you follow our class charter?</b>	I can explain why I have a right to learn in a happy and safe class.  I can explain how everyone in my class has responsibilities to make our class happy and safe.

Year 1		
Key Theme : Celebrating Difference		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> <li>I can identify something I am good at and understand that everyone is good at different things</li> <li>I understand that being different makes us all special</li> </ul>	Similarities and differences. I can understand what bullying is and know how to deal with it. I can understand how to make new friends I can celebrate the differences in everyone. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain why being unique and special is important.  I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.



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<ul style="list-style-type: none"> <li>○ I know we are all different but the same in some ways</li> <li>○ I can tell you why I think my home is special to me</li> <li>○ I can tell you how to be a kind friend</li> <li>○ I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	<p><b>Lesson 1: How are you similar to your friends at school?</b></p> <p><b>Lesson 2: How are you different to your friends at school?</b></p> <p><b>Lesson 3: Who can help you if you are sad at school?</b></p> <p><b>Lesson 4: How can you make new friends?</b></p> <p><b>Lesson 5: How do our differences make us special?</b></p>	
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<b>Year 1</b> <b>Key Theme : Dreams and Goals</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"> <li>○ I understand that if I persevere, I can tackle challenges</li> <li>○ I can tell you about a time I did not give up until I achieved my goal</li> <li>○ I can set a goal and work towards it</li> <li>○ I can use kind words to encourage people</li> <li>○ I understand the link between what I learn now and the job I might like to do when I am older</li> <li>○ I can say how I feel when I achieve a goal and I know what it means to feel proud</li> </ul>	<p>I can set simple goals and tell you what I do well?</p> <p>I can set goals and identify ways I can achieve them.</p> <p>I can set a goal.</p> <p>I can tackle a challenge and understand what might stretch my learning.</p> <p>I can identify obstacles and how to overcome them?</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p><b>Lesson 1: How are dreams and goals different?</b></p> <p><b>Lesson 2: What are you good at and what goal will you set yourself?</b></p> <p><b>Lesson 3: How will you achieve a goal- what is your plan?</b></p> <p><b>Lesson 4: What obstacles might you face and how will you tackle these?</b></p> <p><b>Lesson 5: What challenges have you faced in trying to achieve your goal?</b></p>	<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>



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Year 1		
Key Theme : Healthy Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> <li>○ I understand that I need to exercise to keep my body healthy</li> <li>○ I understand how moving and resting are good for my body</li> <li>○ I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>○ I know how to help myself go to sleep and understand why sleep is good for me</li> <li>○ I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>○ I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<p>I can understand the difference between healthy and unhealthy. I can recognise I am special and how to keep safe. I can identify ways to keep safe. I can identify what makes me healthy and why it makes me happy. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.</p> <p><b>Lesson 1: What is the difference between healthy and unhealthy?</b>  <b>Lesson 2: Why is it important to keep yourself safe?</b>  <b>Lesson 3: How do medicines keep us safe and why should we use them carefully?</b>  <b>Lesson 4: How can you keep safe on the roads?</b>  <b>Lesson 5: How do we keep safe on Bonfire Night?</b>  <b>Lesson 5: What keeps you healthy and why does this make you happy?</b></p>	<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>

Year 1		
Key Theme : Relationships		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps



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- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

I can identify members of my family and recognise there are lots of different types of family.

I can identify what makes a good friend.

I can say what I like and dislike.

I know when I need help and who to ask for it.

I can recognise my qualities as a person and as a friend.

I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.

I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

**Lesson 1: What makes a family and who is your family?**

**Lesson 2: What makes a good friend?**

**Lesson 3: How am I a good friend and who is a good friend to me?**

**Lesson 4: Who do you ask for help if you need it?**

**Lesson 5: What behaviours do you like and which don't you like?**

I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.

I can also explain how this helps me feel safe and good about myself.

I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.



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<b>Year 1</b>		
<b>Key Theme : Changing Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>○ I can name parts of the body</li><li>○ I can tell you some things I can do and foods I can eat to stay healthy</li><li>○ I understand that we all grow from babies to adults</li><li>○ I can express how I feel about moving to Year 1</li><li>○ I can talk about my worries and/or the things I am looking forward to about being in Year 1</li><li>○ I can share my memories of the best bits of being in reception</li></ul>	<p>I can compare the lifecycles of humans and animals. I can compare how I am now to when I was a baby. I can explain what new things I have learnt. I can explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p> <p><b>Lesson 1: What is a lifecycle?</b> <b>Lesson 2: How have you changed since you were a baby?</b> <b>Lesson 3: What new things have you learnt?</b> <b>Lesson 4: How are boys and girls the same, and how are they different?</b> <b>Lesson 5: What changes will happen to you in the future?</b></p> <p>Key words: adulthood, life cycle, vagina, penis, testicles, vulva, anus</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>



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Year 2		
Key Theme : Being Me in My World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p><b>Lesson 1: What are my hopes and fears for this year?</b> <b>Lesson 2: What are my rights and responsibilities being a member of my class?</b> <b>Lesson 3: What rewards and consequences do I think there should be in school?</b> <b>Lesson 4: How will following our school learning charter help me and others learn?</b> <b>Lesson 5: How do the choices I make affect the consequences I receive?</b></p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>

Year 2		
Key Theme : Celebrating Difference		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> <p><b>Lesson 1: How are people similar and different?</b> <b>Lesson 2: Can bullying be about differences?</b> <b>Lesson 3: What should I do if I am being bullied?</b> <b>Lesson 4: Is it ok to be different from my friends?</b> <b>Lesson 5: How am I different to my friends?</b></p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>



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<b>Year 2</b>		
<b>Key Theme : Dreams and Goals</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success. I can explain how I feel when I am successful and how this can be celebrated positively.  I can say why my internal treasure chest is an important place to store positive feelings.	I can explain how I played my part in a group and the parts other people played to create and end product. I can explain how our skills complemented each other.  I can explain how it felt to be part of a group and can identify a range of feelings about group work. <b>Lesson 1: How can I achieve a realistic goal?</b> <b>Lesson 2: Can I persevere when a task becomes challenging?</b> <b>Lesson 3: Do I understand how to work co-operatively?</b> <b>Lesson 4: Can I work cooperatively to complete a task?</b> <b>Lesson 5: How does it feel when you are successful with others?</b>	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.  I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.





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<b>Year 2</b>		
<b>Key Theme : Healthy Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy / unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. <b>Lesson 1: What do I need to keep my body healthy?</b> <b>Lesson 2: What does the body feel like when it is relaxed?</b> <b>Lesson 3: Why do I need to use medicines safely?</b> <b>Lesson 4: Can I sort foods into the correct food groups?</b> <b>Lesson 5: What foods do I need to eat to give my body energy?</b>	I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.  I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.

<b>Year 2</b>		
<b>Key Theme : Relationships</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships. I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. .	I can explain why some things might make feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.  <b>Lesson 1: What relationships are in my family and how does this compare to others?</b> <b>Lesson 2: What would be appropriate physical contact in my family?</b> <b>Lesson 3: What causes conflict with my friends?</b> <b>Lesson 4: Why are some secrets good to keep and others not?</b> <b>Lesson 5: Who helps me in my family and my community?</b>	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.  I can appraise how effective different problem-solving solutions might be when solving problems in my own relationships.





# Yorke Mead Primary School

## PSHE Curriculum



Year 2		
Key Theme : Changing Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Lifecycles in nature Growing from young to old Increasing independence Differences in male and female bodies (correct terminology) Assertiveness Preparing for transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe the penis, testicles, anus, vagina and vulva and explain why they are private. I can explain why some types of touches feel ok and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p><b>Lesson 1: Which changes can I control and which are out of my control?</b> <b>Lesson 2: What is the natural process of growing from young to old? (revisit body changes)</b> <b>Lesson 3: What are the physical differences between boys and girls?</b> <b>Lesson 4: What types of touch do I like and don't like?</b> <b>Lesson 5: What am I looking forward to when I move to my new class?</b></p> <p><b>Key words:</b> vagina, penis, testicles, vulva, anus</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>



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## PSHE Curriculum



Year 3		
Key Theme : Being Me in My World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 2:</p> <p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p> <p>I can tell you some things that make my class a safe and fair place</p> <p>I can say how I feel about my class and why I like it being fair and safe</p>	<p>Setting personal goals</p> <p><b>Self-identity</b> and worth</p> <p>Positivity in challenges</p> <p><b>Rules, rights and responsibilities</b></p> <p><b>Rewards</b> and consequences</p> <p><b>Responsible</b> choices</p> <p>Seeing themes from <b>others' perspectives</b></p> <p>I can explain how my behaviours can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p><b>Lesson 1: Can I recognise my worth and identify positive things about myself?</b></p> <p><b>Lesson 2: How can I face new challenges positively and make responsible choices?</b></p> <p><b>Lesson 3: Can I understand why rules are needed and how they relate to rights and responsibilities?</b></p> <p><b>Lesson 4: Can I explain how my actions affect myself and others?</b></p> <p><b>Lesson 5: Can I make responsible choices and take actions?</b></p>	<p>I can explain different choices that I, or others might make in school and explain what the consequences might be. I can link these choices for the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>



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## PSHE Curriculum



Year 3		
Key Theme : Celebrating Differences		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p> <p>I can name some difference and similarities between me and other people in my class</p> <p>I can give a reason why a friend is special to me</p>	<p><b>Families and their differences</b></p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognise how <b>words can be hurtful</b></p> <p>Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. Solve it together or asking for help.</p> <p><b>Lesson 1: How might families differ?</b></p> <p><b>Lesson 2: Why do differences and conflicts happen among families?</b></p> <p><b>Lesson 3: What is bullying and what should I do if I witness bullying?</b></p> <p><b>Lesson 4: How can a witness to bullying make a situation worse or better?</b></p> <p><b>Lesson 5: How are some words used in hurtful ways?</b></p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>

Year 3		
Key Theme : Dreams and Goals		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps



# Yorke Mead Primary School

## PSHE Curriculum



<p>Year 2: Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Difficult challenges and achieving success <b>Dreams and ambitions</b> New challenges <b>Motivation and enthusiasm</b> Recognising and trying to overcome obstacles <b>Evaluating</b> learning processes <b>Managing feelings</b> Simple <b>budgeting</b></p> <p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p><b>Lesson 1: How can I respect and admire people who overcome obstacles and achieve their dreams?</b> <b>Lesson 2: Can I identify a dream/ambition that is important to me? How can I break down a goal into a number of steps and know how others can help me achieve it?</b> <b>Lesson 3: How am I responsible for my own learning?</b> <b>Lesson 4: Can I recognise obstacles which might hinder my achievement?</b> <b>Lesson 5: Can I evaluate my own learning process?</b></p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others.</p> <p>I can analyse these feelings and explain how they can assist me in the future.</p>
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# Yorke Mead Primary School

## PSHE Curriculum



Year 3		
Key Theme : Healthy Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 2: Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps <b>Attitudes towards drugs</b> <b>Keeping safe</b> and why it's important <b>online</b> and offline scenarios <b>Respect</b> for myself and others <b>Healthy and safe choices</b> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.</p> <p><b>Lesson 1: How does exercise effect my body?</b> <b>Lesson 2: How do calories, sugar and fat affect my health?</b> <b>Lesson 3: How do I feel towards drugs?</b> <b>Lesson 4: Can I identify things, people and places I need to keep safe from?</b> How can I identify when something feels safe and unsafe? <b>Lesson 5: How can I take care of my body?</b></p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>



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## PSHE Curriculum



Year 3		
Key Theme : Relationships		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 2:</p> <p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p>	<p><b>Family roles and responsibilities</b></p> <p><b>Friendship and negotiation</b></p> <p>Keeping <b>safe online</b> and who to go to for help</p> <p>Being a <b>global citizen</b></p> <p>Being aware of how <b>my choices</b> affect others Awareness of how other children have different lives Expressing <b>appreciation</b> for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p><b>Lesson 1: What are the role and responsibilities in my family?</b></p> <p><b>Lesson 2: How can we negotiate conflicts in relationships?</b></p> <p><b>Lesson 3: What is important to remember about friendships online?</b></p> <p><b>Lesson 4: What needs and rights do I and others have and how can these be affected?</b></p> <p><b>Lesson 5: How and why should I express my appreciation of others?</b></p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>



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## PSHE Curriculum



Year 3		
Key Theme : Changing Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 2:</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p> <p>I can use the correct terms to describe <b>penis, testicles, anus, vagina, vulva</b> and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>How babies grow /Understanding a baby's needs</p> <p>Outside body changes /Inside body changes</p> <p>Family stereotypes /Challenging my ideas</p> <p>Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>I can use the correct terms to describe <b>penis, testicles, anus, vagina, vulva</b> and explain why they are private.</p> <p><b>Lesson 1: How do animals and humans change between conception and growing up?</b></p> <p><b>Lesson 2: How do babies grow and develop in the mother's uterus?</b></p> <p><b>Lesson 3: How do boys and girls bodies need to change so that they can make babies?</b></p> <p><b>Lesson 4: How do boys and girls bodies change on the inside?</b></p> <p><b>Lesson 5: What stereotypes surround parenting and family roles?</b></p> <p> </p> <p>Key words: uterus, womb, puberty, breast, penis, testicles, pubic hair, testicles, sperm, penis, ovaries, egg, womb, uterus, vagina</p>	<p>I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>



# Yorke Mead Primary School

## PSHE Curriculum



Year 4		
Key Theme : Being Me in my world		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 3:</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing themes from others' perspectives I can explain how my behaviours can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Being part of a class team /Being a <b>school citizen</b> <b>Rights, responsibilities</b> and <b>democracy</b> (school council) /<b>Rewards</b> and <b>consequences</b> Group decision-making /Having a voice What motivates <b>behaviour</b> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p> <p><b>Lesson 1: How do my attitudes and actions impact the class 'team'?</b> <b>Lesson 2: Who is in our school community and what roles do they play?</b> <b>Lesson 3: What is democracy and how does it work in the British Isles?</b> <b>Lesson 4: How does democracy work in our school?</b> <b>Lesson 5: Why is being democratic important and how can we ensure everyone feels listened to and valued?</b></p>	<p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>

Year 4		
Key Theme : Celebrating Difference		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps





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## PSHE Curriculum



<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognise how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. Solve it together or asking for help.</p>	<p>Challenging assumptions /<b>Judging by appearance</b> Accepting self and others /Understanding <b>influences</b> /Understanding <b>bullying</b> <b>Problem-solving</b> Identifying how special and unique everyone is <b>First Impressions</b> I can tell you a time when my first impression of someone changed as I got to know them. I can explain how first impressions can be misleading. I can also explain why bullying might be difficult to spot and what to do about it if I am not sure. I can explain why it is good to accept myself and others for who we are.</p> <p><b>Lesson 1: What is an assumption and why do we sometimes make them about people?</b> <b>Lesson 2: How am I influenced into making assumptions about others?</b> <b>Lesson 3: Why can bullying sometimes be hard to spot and how should you deal with it?</b> <b>Lesson 4: What is bullying and why do witnesses sometimes not act as they should?</b> <b>Lesson 5: Why is it good to accept people for who they are?</b></p>	<p>I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.</p>
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<p><b>Year 4</b></p>		
<p><b>Key Theme :</b> Dreams and Goals</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>



# Yorke Mead Primary School

## PSHE Curriculum



<p>Year 3: Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Hopes and dreams /Overcoming disappointment /Creating new, <b>realistic dreams</b> <b>Achieving goals</b> /Working in a group <b>Celebrating contributions /Resilience /Positive attitudes</b> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p> <p><b>Lesson 1: What does it feel like to have a dream or goal and why is this important?</b> <b>Lesson 2: What is disappointment and how does this feel?</b> <b>Lesson 3: What can help us manage disappointment and how does a positive attitude help us?</b> <b>Lesson 4: How do we manage successfully when working in a team?</b> <b>Lesson 5: What is important to remember when you face disappointment as a team?</b></p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>
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# Yorke Mead Primary School

## PSHE Curriculum



<b>Year 4</b>		
<b>Key Theme :</b> Healthy Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 3:</p> <p>Exercise Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p><b>Healthier friendships /Group dynamics</b></p> <p><b>Smoking/Alcohol</b></p> <p><b>Assertiveness /Peer pressure /Celebrating inner strength</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p><b>Lesson 1: How do I fit into different friendship groups?</b></p> <p><b>Lesson 2: How can I recognise the leader and followers in situations?</b></p> <p><b>Lesson 3: What is peer pressure and how does it play a part in people taking up smoking?</b></p> <p><b>Lesson 4: What is alcohol and how does it affect us?</b></p> <p><b>Lesson 5: How do I recognise peer pressure and be able to resist making the wrong choices?</b></p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>

<b>Year 4</b>		
<b>Key Theme :</b> Relationships		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps



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<p>Year 3:</p> <p>Family roles and responsibilities          Friendship and negotiation          Keeping safe online and who to go to for help          Being a global citizen          Being aware of how my choices affect others          Awareness of how other children have different lives          Expressing appreciation for family and friends          I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p><b>Jealousy /Love and loss</b>  <b>Memories of loved ones</b>          Getting on and Falling Out /Girlfriends and boyfriends          Showing <b>appreciation</b> to people and Animals          I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p><b>Lesson 1: What is jealousy and what can help manage these feelings?</b>  <b>Lesson 2: Can you understand and empathise with what loss might feel like?</b>  <b>Lesson 3: How can we manage difficulties in our relationships?</b>  <b>Lesson 4: What does having a boyfriend/girlfriend mean?</b>  <b>Lesson 5: How can you show love and appreciation for someone?</b></p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss. I</p> <p>can offer and evaluate solutions to help manage personal loss.</p>
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<p><b>Year 4</b>  <b>Key Theme :</b> Changing Me</p>		
<p><b>Previous Learning</b>          To be reinforced</p>	<p><b>Core Learning Intentions</b>          Age Related</p>	<p><b>Extension Opportunities</b>          Next steps</p>



# Yorke Mead Primary School

## PSHE Curriculum



<p>Year 3: How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>Being <b>unique</b> Having a baby /Girls and <b>puberty</b> Confidence in change /Accepting change /Preparing for transition /Environmental change. I understand that some of my personal birth characteristics come from my parents and that this happened because I am made from the joining of their egg and sperm. <b>Key vocab: personal, unique, characteristics, parents, sperm, egg, ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, fertilise, conception, puberty, menstruation, periods</b></p> <p><b>Lesson 1: What makes me unique and where do my characteristics come from</b> <b>Lesson 2: What is needed to make a baby and what does a baby need needed to care for it?</b> <b>Lesson 3: What is puberty and what will happen to my body and to others? (Single sex lessons)</b> <b>Lesson 4: How can I be prepared for changes ahead of me?</b></p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>
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# Yorke Mead Primary School

## PSHE Curriculum



<b>Year 5</b> <b>Key Theme :</b> Being Me in My World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 4:</p> <p>Being part of a class team</p> <p>Being a school citizen Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Planning the forthcoming year</p> <p><b>Being a citizen /Rights and responsibilities /Rewards and consequences</b></p> <p>How <b>behaviour</b> affects groups /<b>Democracy, having a voice, /Participating</b></p> <p>I can set goals for the year ahead</p> <p>I can understand my rights and responsibilities as a citizen of a country and compare to others in a different country</p> <p>I can explain why we have rules, rights and responsibilities</p> <p>I can make good choices about my behaviour and consider rewards and consequences</p> <p>I can understand how my behaviour can impact on others</p> <p>I can understand what democracy is and take part in school democracy</p> <p><b>Lesson 1: Why is it important to have goals for the year ahead?</b></p> <p><b>Lesson 2: Why are rights and responsibilities important?</b></p> <p><b>Lesson 3: Why do we have rules, rights and responsibilities?</b></p> <p><b>Lesson 4: Why is it important to make good choices about my behaviour and think about my impact on others?</b></p> <p><b>Lesson 5: Why are having roles helpful to us?</b></p>	<p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.</p>

<b>Year 5</b> <b>Key Theme :</b> Celebrating Difference		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps



# Yorke Mead Primary School

## PSHE Curriculum



<p>Year 4: Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I am not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p><b>Cultural differences</b> and how they can cause conflict <b>Racism, rumours and name-calling</b> Types of bullying /<b>Material wealth</b> and happiness Enjoying and <b>respecting</b> other cultures</p> <p>I can be aware of my own culture and to respect that of others I can understand what racism is and how to be active in helping combat it I can understand different types of behaviour that could be bullying and where to go for help I understand the difference between direct and indirect bullying I can learn about children in other cultures and appreciate the different experiences</p> <p><b>Lesson 1: Why is understanding culture important?</b> <b>Lesson 2: Why is it important to understand what racism is and be proactive about challenging it?</b> <b>Lesson 3: What is bullying and how can I get help?</b> <b>Lesson 4: Is there a difference between direct and indirect bullying?</b> <b>Lesson 5: How is life different in other cultures and can I make comparisons to my own life?</b></p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved.</p> <p>I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.</p> <p>I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>
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<p><b>Year 5</b> <b>Key Theme :</b> Dreams and Goals</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>
<p>Year 4: Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Future dreams/ The importance of money/<b>Jobs and careers</b> /<b>Dream</b> job and how to get there Goals in different cultures /Supporting others (<b>charity</b>) /<b>Motivation</b> I can understand what I need to do to achieve my dreams and goals I can learn about different jobs and careers I can learn about and understand the dreams and goals of people in other cultures I can design and carry out an event to help raise awareness/support others</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved.</p> <p>I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p>



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<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p><b>Lesson 1: Why is it important to have a plan to achieve a goal?</b></p> <p><b>Lesson 2: What makes a good career or job choice?</b></p> <p><b>Lesson 3: What is my dream job and how do I achieve it?</b></p> <p><b>Lesson 4: Why do people have different dreams and goals?</b></p> <p><b>Lesson 5: Why is it important to raise awareness of ways to support others?</b></p>	<p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.</p> <p>I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>
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<b>Year 5</b> <b>Key Theme : Healthy Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Year 4:</p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p><b>Smoking</b>, including <b>vaping</b> /Alcohol /Alcohol and <b>anti-social behaviour</b> <b>Emergency aid</b></p> <p><b>Body image</b>/Relationships with food /<b>Healthy choices</b></p> <p><b>Motivation and behaviour</b></p> <p>I can understand risk behaviours and learn to make healthy choices (smoking, vaping, alcohol)</p> <p>I can learn basic first aid and what to do to help someone in an emergency</p> <p>I can understand how media and social media promotes certain body types</p> <p>I can understand that different foods can play a role in peoples lives</p> <p><b>Lesson 1: How can I make healthy choices?</b></p> <p><b>Lesson 2: Why are doctors worried about vaping?</b></p> <p><b>Lesson 3: What are some of the risks with misusing alcohol?</b></p> <p><b>Lesson 4: How is social media used to promote certain body types?</b></p> <p><b>Lesson 5: Why is it important to understand the nutritional value of food?</b></p>	<p>I can evaluate the different roles food and substances can play in people’s lives.</p> <p>I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence</p>





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Year 5		
Key Theme : Relationships		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 4:</p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling out Girlfriends and boyfriends Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p><b>Self-recognition and self-worth /Building self-esteem</b> Safer online communities /<b>Rights and responsibilities online</b>/Online gaming and gambling Reducing <b>screen time</b> /Dangers of online <b>grooming</b>/SMART internet safety rules I can compare different types of friendships and the feelings associated with them.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Lesson 1: How can I describe who I am as a person and my qualities? <b>Lesson 2: Why should I use technology safely?</b> <b>Lesson 3: What is important to understand about online friend requests?</b> <b>Lesson 4: Why do we need to be aware of our screen time?</b> <b>Lesson 5: What are the rights and responsibilities when playing an online game and how can I be safe online?</b></p>	<p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>



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Year 5		
Key Theme : Changing Me		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Year 4:</p> <p>Being unique</p> <p>Having a baby/Girls and puberty</p> <p>Confidence in change/Accepting change /Preparing for transition /Environmental change</p> <p>I understand that some of my personal birth characteristics come from my parents and that this happened because I am made from the joining of their egg and sperm.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Key vocab: puberty, menstruation, periods.</p> <p>I know how the circle of change works and how to apply it to changes I want to make in my own life.</p>	<p><b>Self- and body image</b> /Influence of <b>online and media</b> on body image</p> <p><b>Puberty</b> for girls and boys/<b>Conception</b> (including IVF) /Growing <b>responsibility</b></p> <p>Coping with <b>change</b>/Preparing for <b>transition</b></p> <p>I am aware of my own self-image and how my body image fits into that. Key words will include: self –image, self esteem, body image, affirmation</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Key words will include: <b>puberty, menstruation, periods, sanitary towels, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, cervix, sperm, embryo, testicles, penis</b> See Jigsaw #Piece 2</p> <p>I can describe how boys' and girls' bodies change during puberty. Key words are: <b>puberty, testicles, sperm, semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.</b> See Jigsaw piece #3</p> <p>Key words that could be used include:</p> <p><b>Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, Fertility treatment (IVF).</b></p> <p>I can understand what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Key words include: <b>teenager, milestone, perceptions, puberty, responsibilities.</b></p> <p>I can identify what I am looking forward to about moving on to my next class. Key words include:</p> <p><b>Change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious</b></p> <p><b>Lesson 1: What is self image and self esteem?</b></p> <p><b>Lesson 2: What are the main changes in puberty for girls?</b></p> <p><b>Lesson 3: How does puberty affect boys?</b></p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes.</p> <p>I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>



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<p>I can identify changes that have been and may continue to be outside of my control that I learn to accept. Key vocab: Control, change, acceptance. I can identify what I am looking forward to when I move to my next class.</p>	<p><b>Lesson 4: What are the most important factors when planning to have a baby?</b> <b>Lesson 5: How does responsibility change as you get older?</b></p>	
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<b>Year 6</b> <b>Key Theme : Being Me in My World</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Year 5: Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy Having a voice Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Identifying <b>goals</b> for the year <b>Global citizenship</b> <b>Children’s universal rights</b> Feeling welcome and <b>valued</b> <b>Choices, consequences and rewards</b> <b>Group dynamics</b> <b>Democracy, having a voice</b> <b>Anti-social behaviour</b> <b>Role-modelling</b> I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p><b>Lesson 1:</b> What do we need to do to make everyone feel safe so we can all learn well? <b>Lesson 2:</b> What is the difference between what I want and what I need? <b>Lesson 3:</b> How do my actions affect other people locally and globally? <b>Lesson 4: How does my choice of behaviour affect myself and others?</b> <b>Lesson 5:</b> How does an individual’s behaviour impact a group?</p>	<p>Be able to understand events that happen nationally and internationally and be clear about changes in behaviour and attitudes that need to change.</p> <p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>



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<b>Year 6</b>		
<b>Key Theme : Celebrating Difference</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Year 5: Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p><b>Perceptions of normality</b> <b>Understanding disability</b> <b>Power struggles</b> <b>Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</b></p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p><b>Lesson 1: What are the different perceptions of ‘Normal’? Why?</b> <b>Lesson 2: How can one person or a group have power over another?</b> <b>Lesson 3: Why do people demonstrate bullying behaviours?</b> <b>Lesson 4: Who are some examples of people with disabilities who lead amazing lives?</b></p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>



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Year 6		
Key Theme : Dreams and Goals		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Year 5: Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures.  I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Personal <b>learning goals</b> , in and out of school Success criteria <b>Emotions</b> in success Making a difference in the world <b>Motivation</b> Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place.  I can explain what motivates me to make the world a better place.  Lesson 1: What are my learning strengths, and can I set challenging but realistic goals for myself? Lesson 2: What are the learning steps I need to reach my goal? Lesson 3: What are the problems in the world that concern me? Lesson 4: How can i work with other people to make the world a better place? Lesson 5: What do my peers admire about me?	I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.  I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.



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<b>Year 6</b>		
<b>Key Theme : Healthy Me</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Year 5: Smoking, including vaping Alcohol /anti-social behaviour Emergency aid Body image Relationships with food Healthy choices I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	Taking <b>personal responsibility</b> How <b>substances</b> affect the body <b>Exploitation</b> , including 'county lines' and gang culture <b>Emotional and mental health</b> <b>Managing stress</b> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.  <b>Lesson 1: How can I take responsibility for my health and well-being?</b> <b>Lesson 2: What are the different types of drugs and their effects on the body?</b> <b>Lesson 3: How can some people can be exploited and made to do things that are against the law?</b> <b>Lesson 4: Why do some join gangs and what are the risks?</b> <b>Lesson 5: What it means to be emotionally well and Can I identify my own stress and triggers?</b>	I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.  I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.



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<b>Year 6</b> <b>Key Theme :</b> Relationships		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps



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<p>Year 5: Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p><b>Mental health</b> Identifying mental health worries and sources of support</p> <p><b>Love and loss</b> Managing feelings</p> <p><b>Power and control</b></p> <p><b>Assertiveness</b> Technology safety Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these different feelings and situations.</p> <p><b>Lesson 1: Why is it important to take care of my mental health?</b> <b>Lesson 2: How can I take care of my mental health?</b> <b>Lesson 3: What are the different stages of grief and the different types of loss?</b> <b>Lesson 4: How do people try to gain power or control?</b> <b>Lesson 5: How can I be safe online and use technology positively?</b></p>	<p>I can explain why people may experience a range of feelings associated with loss.</p> <p>I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.</p> <p>I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>
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<p><b>Year 6</b> <b>Key Theme</b> : Changing Me</p>		
<p>Previous Learning</p>	<p>Core Learning Intentions</p>	<p>Extension Opportunities</p>





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To be reinforced	Age Related	Next steps
<p>Self- and body image Influence of online and media on body image Puberty for girls and boys Conception (including IVF) Growing responsibility Coping with change /Preparing for transition I am aware of my own self-image and how my body image fits into that. Key words will include: <b>self –image, self esteem, body image, affirmation</b> I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally. Key words will include: <b>puberty, menstruation, periods, sanitary towels, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, cervix, sperm, embryo, testicles, penis</b> I can describe how boys’ and girls’ bodies change during puberty. Key words are: <b>puberty, testicles, sperm, semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.</b> I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that people sometimes use IVF to help them have a baby. Key words that could be used include: <b>Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, Fertility treatment (IVF).</b></p>	<p><b>Self-image /Body image /Puberty and feelings</b> <b>Conception to birth /Reflections about change</b> <b>Physical attraction /Respect and consent /Boyfriends/girlfriends</b> <b>Sexting Transition</b> I am aware of my own self-image and how my body image fits into that. I may use the following vocab: <b>self esteem, self image, real self, celebrity</b> I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Key words children may learn about include <b>clitoris and masturbation.</b> For full list see Changing Me #Jigsaw piece 2, Puberty flashcards I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Key words could include: <b>pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, vaginal opening.</b> See activity Changing Me #Jigsaw 3 I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. Key words include: <b>attraction, sexting, pressure, love</b> I am aware of the importance of a positive self-esteem and what I can do to develop it. Key words include: <b>self esteem, negative body talk, choice, feelings/emotions, mental health.</b> I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p><b>Lesson 1: How do self-image and body image connect?</b> <b>Lesson 2: What is puberty and why is looking after yourself at this time important?</b> <b>Lesson 3: How a baby develops from conception to birth?</b> <b>Lesson 4: How do feelings and relationships develop as we get older?</b> <b>Lesson 5: Why is it important to look after my self-image and self-confidence as I develop?</b></p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad. I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>



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I can understand what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Key words include: **teenager, milestone, perceptions, puberty, responsibilities.**

I can identify what I am looking forward to about moving on to my next class. Key words include:

**Change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious**

**Lesson 6: What am I looking forward to as I move forwards and how can I prepare for this?**