

# Walsden St Peter's CE Primary School

## Whole School Long Term – PSHE

This schools follows:

- PSHE Association scheme of work
- Medway scheme of work for RSE
- Stonewall toolkits and resources
- Church of England Charter and Principles for RSE



<i>Year</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<b>1</b>	<b>Magical Hats</b> <b>Relationships (RSE)</b> My special People Identify their special people (family, friends, carers), what makes them special	<b>Poles Apart</b> <b>Health and well-being (RSE)</b> Recognise the main stages of the human life cycle Body names Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring	<b>Where are You?</b> <b>Living in the wider world</b> Understand the ways in which they are all unique; understand that there has never been and will never be another 'them'
<b>2</b>	<b>Up, Up and Away</b> <b>Health and well-being (RSE)</b> Learn the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls Learn about the process of growing from young to old and how people's need change. Learn what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	<b>Dinosaurs</b> <b>Relationships (RSE)</b> What makes people special Describe how different ways our special people care for us and how we care for them in return Identify and respect the differences and similarities between people Challenge simple stereotypes about boys and girls	<b>Jambo Africa</b> <b>Living in the wider world</b> Understand ways in which we are the same as all other people; what we have in common with everyone else and the differences
<b>3</b>	<b>Mighty Metals / Snap Crackle Pop!</b> <b>Living in the wider world</b> Understanding acceptance, differences and other points of view	<b>Roaming in the Rainforest</b> <b>Relationships (RSE)</b> What makes a good friend Learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	<b>Why has Greece always been in the news?</b> <b>Relationships (RSE)</b> Falling out with friends Learn to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves
<b>4</b>	<b>The Roman Empire strikes back</b> <b>Healthy lifestyle (RSE)</b> Balanced diet; hygiene – including that puberty is about changes.	<b>Splash !</b> <b>Growing and changing: (RSE)</b> recognising and managing feelings; change, loss and grief	<b>Raiders, Traders and Invaders</b> <b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; anti-social

	<p><b>Feelings and emotions: (RSE)</b>          Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares          Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; behaviour; resolving conflict</p> <p><b>The Linking Network</b>          In Phase 1 in the first part of the year, classes work on identity using the key questions: Who am I? Who are we?</p>	<p><b>Keeping safe:</b>          Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe including the use of common drugs from everyday life (medicines, caffeine, alcohol and tobacco).</p> <p><b>Valuing difference:</b>          Recognising stereotypes; different types of relationships; bullying (Anti-Bullying Week); respecting others' feelings and opinions</p> <p><b>Taking care of the environment:</b>          being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p><b>The Linking Network</b>          In Phase 2 we explore social action through the questions Where do we live? How do we all live together?</p>	<p>behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information          Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p> <p><b>The Linking Network</b>          Phase 3 brings the linking year to an end with a celebration.</p>
	<p>Why Link?</p> <ul style="list-style-type: none"> <li>• Linking develops skills of enquiry, critical thinking, reflection and communication.</li> <li>• Develops trust, empathy, awareness and respect.</li> <li>• Dialogue and experiences that help pupils avoid the twin traps of hate and fear.</li> <li>• Provides opportunities for children and young people to meet, build new relationships, work together and contribute to the wider community.</li> </ul>		
5	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p><b>Health &amp; Well Being (RSE)</b>          Puberty, Personal Hygiene, Emotions &amp; feelings          Learn about change          To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others          To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p style="text-align: center;"><b>Earth and Space</b></p> <p><b>Relationships (RSE)</b>          Learn to offer constructive support and feedback to others          Learn to recognise that their behaviour can affect other people</p>	<p style="text-align: center;"><b>Baghdad.</b></p> <p><b>Living in the wider world</b>          Learn to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people          Also see science curriculum for Animals including Humans – Changes from birth to Old age - reproduction</p>
6	<p style="text-align: center;"><b>Old Tod ! New Ideas !</b></p> <p><b>Living in the wider world</b>          Learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p style="text-align: center;"><b>Against the odds</b></p> <p><b>Relationships (RSE)</b>          Positive healthy relationships          To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships          To recognise different types of relationship, including those between acquaintances, friends, relatives and families          Learn that civil partnerships and marriage are</p>	<p style="text-align: center;"><b>I'm a year 6 -get me out of here !</b></p> <p><b>Health &amp; Well Being (RSE)</b>          Puberty recap, becoming independent, how babies are made          Learn about human reproduction          Learn to recognise how their increasing independence brings increased responsibility to keep themselves and others safe.          Learn how their body will, and their emotions may, change as they approach and move through puberty</p>

		<p>examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>Learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>Learn about taking care of their body</p>
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