

Year 3 PHSCE

Objectives	Topics-ideas	Key Skills
<p>D that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>1 Develop confidence and responsibility</p> <p>A to talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>B to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>C to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>F To look after their money and realise that future wants and needs may be met through saving.</p> <p>F school rules about health and safety, basic emergency aid procedures and where to get help.☐</p> <p>4 Developing good relationships and respecting the differences between people</p> <p>A that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p>	<p>Term 1 1st half Our classroom Class rules and responsibilities Celebrating gifts and talents Happy playtimes Having opinions Voting and debating Having a say in the school community</p> <p>Term 1 2nd half All about me Feeling good about yourself Hiding or showing feelings Standing up for myself Taking responsibility Making wise choices Dealing with worries</p> <p>Term 2 1st half Friends The importance of friends Falling out with a friend Managing anger Anti-bullying</p> <p>Term 2 2nd half</p> <p>The Family Loss and bereavement Separation</p> <p>Term 3 What to do in an emergency - E-Safety</p> <p><i>Loss and bereavement taught every academic year as part of the agreed RE syllabus</i></p>	<p>Year 3</p> <p>I can talk / write about my opinions, explaining my views</p> <p>I can recognise my mistakes and make amends</p> <p>I recognise risks and decide how to behave responsibly</p> <p>Year 4</p> <p>I understand how learning a skill could be useful in a job</p> <p>I understand the effects of bullying/ racism on individuals</p> <p>I know how to resolve differences by looking for alternatives</p>

Year 4 PHSCE

Objectives	Topics-ideas	Key Skills
<p>D that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>E to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>F to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>B This objective taught though RE-Festivals and Celebrations</p> <p>o think about the lives of people living in other places and times, and people with different values, customs☐</p> <p>The following objectives can be taught through Science-Moving & Growing</p> <p>3 Developing a healthy, safer lifestyle</p> <p>A what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices☐</p> <p>B that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread☐</p>	<p>Term 1 <i>Our classroom, All about me & Friendships</i></p> <p>Fair Trade The real cost of chocolate taught through topic work & Literacy What is fair trade? Consumer power , The media and information & Power of advertising</p> <p>Term 2 Keeping track of my money Paying for goods Family expenses Planning and budgeting</p> <p>Term 3 How to deal with positive change and unwelcome change</p> <p><i>Loss and bereavement taught every academic year as part o the agreed RE syllabus</i></p>	<p>Year 3</p> <p>I can talk / write about my opinions, explaining my views</p> <p>I can recognise my mistakes and make amends</p> <p>I recognise risks and decide how to behave responsibly</p> <p>Year 4</p> <p>I understand how learning a skill could be useful in a job</p> <p>I understand the effects of bullying/ racism on individuals</p> <p>I know how to resolve differences by looking for alternatives</p>

Year 5 PHSCE

Objectives	Topics-ideas	Key Skills
<p>L prepare for change [eg. transferring to secondary.</p> <p>D to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way☐</p> <p>K find information and advice [eg. through helplines; by understanding about welfare systems in society]</p> <p>D to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>E to recognise and challenge stereotypes</p> <p>C to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>G what democracy is, and about the basic institutions that support it locally and nationally</p> <p>H to recognise the role of voluntary, pressure groups</p> <p>I to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom☐</p> <p>2 Preparing to play an active role as citizens</p> <p>A to research, discuss and debate topical issues, problems and events</p> <p>B why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>J that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment☐</p> <p>H organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</p>	<p>Term 1</p> <p>Our classroom All about me</p> <p>Nurse's Talk for Y5 girls Friendships Managing uncomfortable feelings & embarrassment ,Put-downs and boost ups , Breaking friends, Forgiveness , Supporting each Other, Being assertive Agreeing and disagreeing</p> <p>The Island-Armin Greder Xenophobia and living in a diverse world. Standing out from the crowd Differences of Opinion</p> <p>Term 2 Animal Farm Unit Human rights Living in democracy</p> <p>Trading Places unit People who help us</p> <p>Term 3 What's in the news ?</p> <p>Rules & Laws Children's rights and human rights (link to Fashion & sweatshops)</p> <p>Link to the Environment unit in Geography</p> <p><i>Loss and bereavement taught every academic year as part o the agreed RE syllabus</i></p>	<p>Year 5</p> <p>I recognise that differences/ similarities between people arise from a number of factors</p> <p>I understand effects of bullying /racism on individuals/ communities</p> <p>I empathise with people from different backgrounds and cultures</p> <p>Year 6</p> <p>I am aware how the media presents information</p> <p>I recognise how people's emotions change during puberty and how to deal with my feelings towards self and others</p> <p>I know where people/ families can get support.</p>

Year 6 PHSCE

Objectives	Topics-ideas	Key Skills
<p>L prepare for change [eg. transferring to secondary.</p> <p>D to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way☐</p> <p>K find information and advice [eg. through helplines; by understanding about welfare systems in society]</p> <p>C to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>D to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>E to recognise and challenge stereotypes</p> <p>E about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> <p>G where individuals, families can get help and support.</p> <p>F that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>J consider social and moral dilemmas that they come across in life [eg. encouraging respect and understanding between different races</p> <p>K to explore how the media present information.☐</p> <p>C which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>D to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, acceptable physical contact.</p> <p>E that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>Year 5 only I develop relationships through work and play [eg. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]</p>	<p>Our classroom All about me</p> <p>Role models Britain since the 1930s (famous/infamous people) Social Justice</p> <p>Year 6 only Warning Zone Drugs & alcohol Keeping safe in my local area: Say no to knives Anti social behaviour and the consequences of crime</p> <p>Term 2 Taught through Around the World Unit & If the World was a village Understanding democracy Poverty National, religious and ethnic identities in the UK Rich and poor nations Trade across the world Food shortages and hunger Fairness and responsibility Stereotyping and judgement Voting and debating</p> <p>Term 3 Environmental awareness and responsibility Climate change Sustainability issues Global footprint Saving energy</p> <p>ICT Planning, budgeting an organising your fundraising event: Earning money Value for money Lending and borrowing money</p> <p>Y5 New Unit Supporting KS1 for a week!</p> <p>Y6 only SRE: puberty and reproduction <i>Agony aunt letters and poetry</i> 6. Transition and moving on First Aid workshops</p> <p>Warning Zone Road Safety Police Talks</p>	<p>Year 5 I recognise that differences/ similarities between people arise from a number of factors</p> <p>I understand effects of bullying /racism on individuals/ communities</p> <p>I empathise with people from different backgrounds and cultures</p> <p>Year 6 I am aware how the media presents information</p> <p>I recognise how people's emotions change during puberty and how to deal with my feelings towards self and others</p> <p>I know where people/ families can get support.</p> <p><i>Loss and bereavement taught every academic year as part o the agreed RE syllabus</i></p>

