

WEST TOWN LANE ACADEMY

PSHE Curriculum Progression



Intent	Our vision at West Town Lane Academy is that social emotional wellbeing is paramount in order for children to be successful in all aspects of their lives. Within our PSHE lessons we aim to provide a deeper understanding of the range of emotions we feel and how these can be managed. We provide enriching lessons catered to everyday life in order to help the children to become healthy, independent and responsible members of society, incorporating what they learn into the wider world. This leads on to teaching linguistic skills that support children to express their views and opinions (article 12). Children will understand how to keep themselves healthy, including a balanced diet, exercise and positive mental health. Children will learn how to keep themselves and others safe, including when online and about personal economic security. Children need to believe in themselves and understand that using a growth mindset will help them fulfil their potential. Children need to understand cultural similarities and differences to become active members of their local and global society, and British Values underpin our teaching. PSHE will promote independence, determination and a responsible attitude to learning.
Implementation	At West Town Lane we teach PSHE discreetly through the Jigsaw scheme of work as well as addressing issues that arise with the class. This scheme of work has two main aims for all children; to build their capacity for learning and to equip them for life. It is accessible to all learners and a SEND framework is also accessible to allow adjustments to lessons where necessary. The same 5 themes are taught throughout each year group which enables pupils to connect new knowledge with existing knowledge and develop skills appropriate to the subject as they move through the school. <u>The different puzzle pieces are:</u> - Term 1: Being Me in My World - Term 2: Celebrating Difference - Term 3: Dreams and Goals - Term 4: Healthy Me - Term 5: Relationships - Term 6: Changing Me (RSE included) Jigsaw has a strong emphasis on building resilience, nurturing mental health and emotional wellbeing, key aims we promote at West Town Lane for our pupils. It encourages mindfulness during their lesson content which allows children to deepen their emotional awareness and focus. Each lesson includes an age-appropriate active discussion based on the topic of that week, and where appropriate linked to real life moments, ensuring children understand key concepts and wider world awareness. Links are made across a wide variety of curriculum subjects and ensure children are exploring their experiences, respecting others, appreciating differences and feeling confident and knowledgeable as global citizens. Equality, empathy, resilience, honesty and compassion alongside the British Values are the PSHE golden threads seen throughout our wider curriculum. <u>Assemblies</u> PSHE is embedded throughout our weekly assemblies. Our assemblies are themed each week and have incorporated relevant PSHE topics such as NSPCC Pants, Anti-Bullying Odd Socks Day, My Body Belongs to Me, and NSPCC Speak out campaign. Having assemblies that touch on PSHE topics further consolidates children's understanding and knowledge. <u>RSE in the PSHE curriculum</u> The PSHE Jigsaw scheme contains a comprehensive RSE framework and policy in line with the new recommendations of teaching RSE in the National Curriculum. The teaching and learning of RSE is planned with each year group so that children are taught the fundamentals of healthy relationships and at an age appropriate rate which develops understanding and knowledge. Parents are informed of the content of the RSE program during Term 5, before we begin teaching RSE in Term 6. Parents can join planned information sessions about what topics are being covered, receive leaflets and further clarification given when asked for or needed.

Impact	<u>What is the impact of the PSHE curriculum at the school?</u> The PSHE curriculum supports effective and engaging learning which improves children's behaviour in school, at home and within the community. Effective progression of knowledge may be viewed in the children's workbooks and through observations of discussions in lessons, pupil conferencing, questioning and book looks throughout the school. Ultimately, the PSHE and RSE curriculum prepares children for life beyond the classroom. Children will each make progress relative to their own individual personalities, dreams and ambitions and will all have a unique starting point to match. By the end of their time with us at West Town Lane Academy, each child will: • Develop informed and responsible healthy life choices and to have a positive out-look towards health. • Embrace differences and have an understanding of diversity. • Have an awareness of their social, emotional mental health and ask for support where necessary. • Know who they can trust when in need. • Understand the physical aspects involved in RSE at an age appropriate level. • Apply the knowledge and skills learnt in PSHE in life outside of school. • Recognise and apply British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty. • Have respect for themselves and others. • Have the courage and ability to try new things, challenge themselves and persevere. <u>Assessment</u> Assessment is recorded through consistent formative assessment to feed into each lesson. Staff make informal judgements as they observe their class during lessons. Each lesson has a clear learning objective and outcome with which to assess what the pupils will know, understand and be able to do. As pupils become more aware of their learning they begin to self-assess and set themselves targets to achieve. We pride ourselves on knowing our children and staff would therefore know if each child in their class is at or below the required attainment level for their year. Work is recorded (2-3 pieces a term) in their enquiry books, with the majority of lessons having a written reflection. The PSHE subject leader monitors the standards of children's work and quality of teaching through work samples from every class during the academic year, pupil conferencing and lesson observations.
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PSHE Curriculum Progression Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What am I? (Being me in my world)	What makes Brislington & Bristol brilliant? (Celebrating Difference)	What did Brunel do for us? (Dreams and Goals)	Who are the ground-breaking figures from Bristol's diverse history? (Healthy me)	Where are our capital cities? (Relationships)	How have holidays changed in Weston-Super-Mare? (Changing me)
Skills & knowledge	*Settling into new class *Jigsaw charter *Understanding of my rights and responsibilities *feeling special; and safe *Know that I belong and understand feeling safe and special. *Recognise choices I make and their consequences. *Responsibilities around taking care of pets (school Dog Policy)	*Explain how I am similar and different to others *Understanding that differences make us unique *How to make friends *Recognising bullying and knowing who to talk to if there is bullying	*To set simple goals and work out how to achieve them. *Understand how to work well with a partner. *Tackling a new challenge and understanding this may stretch my learning. *Identify obstacles and suggest how to overcome them. *Tell how I felt when I succeeded	*Understand the difference between healthy and unhealthy. *Know how to make healthy lifestyle choices *Know how to keep myself clean and healthy and that germs cause illness *Know medicines can help me if I am poorly but are harmful if not used properly *Know how to keep safe crossing the road *Identify why my body is amazing and how to keep it safe and healthy	*Identify people in my family and understand there are many different types of families *Know how to be a good friend *Know appropriate ways of using physical touch to greet people *Know who can help me *Recognise my qualities as a good person and friend *Tell why I appreciate someone	*Start to understand life cycles of humans and animals *Tell things that have stayed the same about me and things that have changed *Tell how my body has changed since I was a baby *Identify parts of girls' and boys' bodies and use the correct names *Understand I change a little every time I learn something new *Tell about changes in my life
Rights Respecting Schools Articles	Article 5 – Parental guidance	Article 30 – Children from minority or indigenous groups	Article 29 - Education must develop every child's personality, talents and abilities to the full	Article 24 - Health and health services	Article 24 – Health and health services Article 34 – Sexual exploitation	Article 24 – Health and health services Article 34 – Sexual exploitation
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors	Doctor/Nurse visit	Anti Bullying week Black History month	World Mental Health week Internet Safety Day	PANTS International Women's Day Crossing Patrol Man/Woman		NSPCC Speak Out Stay Safe
Vocabulary	Safe Special, Calm, Belonging, Special, Rights, Responsibilities, Proud, Consequences, Rewards.	,Similarity, Differences, Bullying, Bullied, Included, Celebration, Unique	Proud, Achievement, Treasure, Team Work, Challenges, Obstacles, Overcome, Achieve	Healthy, Unhealthy, Balanced, Exercise, Hygienic, Germs, Virus, Medicine, Green Cross Code.	Belong, Family, Different, Same, Friendship, Qualities, Sharing, Confidence, Self-belief, Incredible, Proud	Changes, Life Cycle, Baby, Adult, Growing, Penis , Vagina , Testicles , Anus , Vulva , Male , Female .
Resources	Who are you? Be Who you are - Todd Parr I like me - Nancy Carlson	Frog and toad, Arnold Lobel (book)	We're going on a bear hunt, Michael Rosen (book)	Six dinner Sid, Inga Moore (book)	The family book, Todd Parr (book) For every child-the right of the child, UNICEF Hug, Jez Alborough (book)	Moving Molly, Shirley Hughes (book) Spawn to frog (youtube)

					Toy story, Pixar (online) The Incredibles, Pixar (online)	
Cross-curricular opportunities	English: Writing rights for class charters DT: Healthy choices (making a wrap) Science: My body, my senses	English: Anti-bullying slogans/posters History: Black History month	Achieving goals - Achievements of Brunel	English: anti-bullying slogans/posters History: Celebrating diversity: how were the rights of princess Campbell, Paul Stephenson, Carmen Beckford different to our rights today?		English/History: Drawing and labelling themselves as they have changed, writing a speech bubble about a life event they have experienced and how they feel about it.

PSHE Curriculum Progression Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What happened on Pudding Lane? (Being me in my world)	How has travel changed over time? (Celebrating difference)	How are all forests the same? (Dreams and goals)	How are all forests the same? (Healthy me)	How have people's rights changed? (Relationships)	What can we do to look after ourselves and our planet? (Changing me)
Skills & knowledge	*Identify my hopes and fears for this year *Recognise the choices I make and the consequences *Understand my rights and responsibilities *Class charter *Responsibilities around taking care of pets (school Dog Policy)	*Understand people make assumptions about boys and girls *Understand bullying is sometimes about differences *Recognise what is right and wrong and know how to look after myself *Understand it is ok to be different from others and to be friends with them *Tell ways that I am different to my friends	*Choose a realistic goal and think about how to achieve it *our own strengths and celebrating others *Persevere when I find things difficult *Recognise who I work well with and who I find it difficult to work with *Work well in a group and say ways that I worked well *Share success with other people	*Know what I need to keep my body healthy *Know what relaxed means and know things that make me relaxed or stressed *Understand how medicines work in my body and how to use them safely *Sort foods into groups and know which ones keep my body healthy *Make some healthy snacks, choosing foods that are good for my body and explaining why.	*Identify members of my family and explain my relationship with each of them *Know which forms of physical contact are acceptable and which are not *Identify causes of conflict with friends *Understand that sometimes it is good to keep a secret and sometimes it is not *Recognise and appreciate people who help me *Express my appreciation	*Recognise life cycles in nature *Tell about the process of growing from young to old and know that this is not in my control *Recognise how my body has changed since I was a baby *Recognise physical difference between boys' and girls' and use the correct names *Appreciate some parts of my body are private *Understand different types of touch and tell which ones I like *Identify what I am looking forward to when I move to my next class
Rights Respecting Schools Articles	Article 3 – The best interests of the child Article 20 – Children unable to live with their family Article 5 – parental guidance	Article 30 – Children from minority groups	Article 29 - Education must develop every child's personality, talents and abilities to the full-	Article 24 – health and health services	Article 34 – sexual exploitation	Article 24 – health and health services Article 34 – sexual exploitation
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors		Anti Bullying week Black History month	World Mental Health week Internet Safety Day	PANTS International Women's Day		NSPCC Speak Out Stay Safe
Vocabulary	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Praise, Reward, Consequence, Positive, Negative, Choices	Similarities, Assumptions, Stereotypes, Similarities, Differences, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help, Diversity, Fairness, Kindness, Value	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Team Work	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Stress, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Family, Different, Similarities, Special, Relationship, Touch, Physical contact, Communication, Like/Dislike, Conflict, Good secret, Worry secret, Trust, Happy, Sad, Honesty, Reliability, Positive, Negative	Change, Grow, Life cycle, Growing up, Old, Young, Respect, Baby, Toddler, Child, Teenager, Adult, Independence, Responsibilities, Male , Female , Penis , Testicles , Vulva , Vagina , Anus , Public , Private Touch, Comfortable, Uncomfortable, Excited, Looking forward, Future

Resources	The huge bag of worries, Virginia Ironside (book) 'I'll do it!': Learning about responsibilities, Brian Moses	Dulcie Dando, Sue Stop (book) Bill's new frock, Anne Fine (book) Willy and Hugh, Anthony Browne (book)	Dream you'll be - J Garcia The Almost Impossible Thing - B Agaoglu	Poor Monty, Anne Fine (book) Food needed by the human body, BBC learning clip (online)	Who's in a family? Robert Skutch (book) The great big book of families, Mary Hoffman (book) Hugless Douglas, David Melling (book) I have a secret, E J Thornton (book) Don't tell lies Lucy, Phil Roxbee-Cox (book)	My Grandpa is amazing, Nick Butterworth (book) Titch, Pat Hutchins (book) Hug, Jez Alborough (book) Life cycles, BBC learning clip (online)
Cross Curricular opportunities	English: Writing child's worries on worry monsters English: drawing pictures of people following the rules and explaining how this is fair.	English: Anti-bullying shields History: Black History month	English: Writing something they are proud of themselves for to put into treasure chests		English: Letters to people we trust. History: Reflect on the rights of women and black people in the past, and today.	Science: Lifecycles DT: Healthy choices (smoothie making)

PSHE Curriculum Progression Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	How did Britain change from the Stone Age to the Iron Age? (Being me in my world)	How did Britain change from the Stone Age to the Iron Age? (Celebrating difference)	How has Ancient Greece shaped our lives? (Dreams and goals)	How has Ancient Greece shaped our lives? (Healthy me)	How do UK capital cities compare? (Relationships)	How do UK capital cities compare? (Changing me)
Skills & knowledge	*Recognise my worth and identify positive things about myself and my achievements *Face new challenges positively and ask for help when I need it *Understand how to set personal goals and how to face challenges *Understand why rules are needed and how they relate to responsibility *Understand my actions affect myself and care about others' feelings and see things from others' point of view *Make responsible choices *Responsibilities around taking care of pets (school Dog Policy)	*Understand everyone's family is different and special to them *Understand conflicts and differences sometimes happen in families *Know what it means to be a witness to bullying *Know that witnesses can make a situation better or worse by their actions *Recognise words can be used in hurtful ways *Talk about a time words had an effect on someone's feelings	*Tell about a person who overcame difficult challenges and achieved success *Identify a dream that is important to me *Enjoy facing new challenges *Be motivated and enthusiastic about new challenges *Recognise obstacles and suggest steps to overcome them *Evaluate my own learning process and identify how it can be better next time	*Understand how exercise affects my body *Know that the amount of calories, fat and sugar I put into my body will affect my health *Tell you my knowledge and attitude towards drugs *Identify things to keep safe from and know strategies to stay safe *Identify when something feels safe/unsafe *Understand how complex my body is and how to take care of it	*Identify the roles of each member in my family and reflect on experiences of males and females *Identify and put into practice skills of being a good friend *Know and use some strategies to keep myself safe online *Explain how actions of people around the world help my life *Understand rights and responsibilities are shared by all children *Know how to express appreciation for my friends and family	*Understand that a lot of changes happen from conception to growing up and it is usually the female who has the baby *Understand how a baby grows in the mother's uterus and what it needs to live *Identify how boys' and girls' bodies change on the outside and inside so that they can make babies when they grow up *Start to recognise stereotypical ideas that I have about parenting and family roles *Identify what I am looking forward to about my next class
Rights Respecting Schools Article	Article 5 – parental guidance	Article 30 – Children from minority groups	-Article 29 - Education must develop every child's personality, talents and abilities to the full-	Article 24 – health and health services Article 33 – Drug abuse	Article 19 – Protection from violence Article 24 – health and health services Article 27 – adequate standard of living Article 31 – Leisure, play and culture	Article 24 – health and health services Article 34 – sexual exploitation Article 30 – Children from minority groups
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors		Anti Bullying week Black History month University student doctor visit	World Mental Health week Internet Safety Day	PANTS International Women's Day		NSPCC Speak Out Stay Safe
Vocabulary	Acknowledgement, affirm, nightmares, fears, fairness, cooperate, group dynamics	Connected, solutions, conflict, witness, bystander, gay,	Perseverance, challenges, success, obstacles, dreams, goals, aspirations, ambitions, cooperation, enthusiastic, efficient, frustration, self-review	Oxygen, heartbeat, fitness, attitude, anxious, scared, strategy, advice, harmful, substance, complex,	Unisex, responsibilities, differences, similarities, stereotypes, conflict, solution, global, interconnected, inequality	Male, Female, Changes, Birth, Baby, Grow, Uterus Womb, Nutrients, Survive, Love, Affection, Care, Change, Puberty, Control, Breasts, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus,

						Vagina, Task, Roles, Challenge, Looking forward, Future.
Resources	We are all born free	The family book-Todd Parr, And Tango makes three- Justin Richardson From bully to best friend- BBC bitesize Family pictures	Me...Jane By Patrick McDonnell, Born to be different Channel 4,	Youtube clips on heart and lungs, Olympic/Paralympic games	The world came to my place today Readman & Roberts, Home safety posters-home safety, change the world poster-oxfam, unicef website	The new baby By Annie Kubler, My baby sister By Emma Chichester Clark
Cross-curricular opportunities	English: Writing their achievements/what they are proud of themselves for.	English: Anti-bullying reports. History: Black History month. English: Acrostic poems using family.	English/Science: Label flowers related to goals and how we can grow from seeds, designing a garden for people who face challenges.		English: Drawing and labelling family-what jobs they do around the house, creating posters for their rights. DT: Healthy choices-making a meal from the UK	English/History: Drawing and labelling changes that happen from baby to adult, lists of things needed to survive, thinking about what they are looking forward to about growing up.

PSHE Curriculum Progression Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What are the achievements of the Ancient Egyptians? (Being me in my world)	What are the achievements of the Ancient Egyptians? (Celebrating difference)	How do we know the Roman Empire was here? (Dreams and goals)	How do we know the Roman Empire was here? (Healthy me)	Where in the world do they speak Spanish? (Relationships)	Where in the world do they speak Spanish? (Changing me)
Skills & knowledge	*Understand how my attitudes and action affect my class *Understand who is in the school community *Explain why being democratic is important and how I can help others feel valued. *Understand how groups come together to make decisions *Understand my actions affect others' feelings and empathise with them *Responsibilities around taking care of pets (school Dog Policy)	*Understand that sometimes we make assumptions based on what people look like *Understand what influences me to make assumptions *Know bullying is sometimes hard to spot *Explain why witnesses join in with bullying or don't tell *Identify what is special about me *Tell about a time my first impression of someone changed	*Tell about my hopes and dreams *Understand that hopes and dreams do not always come true and that can hurt *Know that reflecting on positive experiences can help counteract disappointment *Know how to make a plan and set new goals after a disappointment *Know how to work out the steps to achieve a goal *Identify my contributions to a group's achievement	*Recognise how different friendship groups are formed and where I fit in with the friends I value most *Understand people take on roles of leaders or followers in a group and know the role I take on *Understand facts about smoking and alcohol and the effects on health *Recognise when people are putting me under pressure and explain ways to resist *Know myself well enough to have a clear picture of right and wrong	*Recognise situations that cause jealousy in relationships *Identify someone I love and express why they are special to me *Tell you about someone I know that I no longer see *Recognise how friendships change and to manage when I fall out with my friends *Understand what having a boyfriend/girlfriend means *Know how to share love and appreciation to people and animals who are special to me	*Understand some of my characteristics come from my birth parents because I am made from the joining of their sperm and egg *Label internal and external parts of male and female bodies *Describe how a girl's body changes in order for her to have babies and menstruation is part of this *Know about the circle of change *Identify changes that are out of my control *Identify what I am looking forward to about my next class
Rights Respecting Schools Article	Articles 1-42 Article 5 – parental guidance	Article 23 – Children with a disability Article 30 – Children from minority groups	--Article 29 - Education must develop every child's personality, talents and abilities to the full-	Article 24 – health and health services	-	Article 24 – health and health services Article 34 – sexual exploitation
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors		Anti Bullying week Black History month	World Mental Health week Internet Safety Day	PANTS International Women's Day		NSPCC Speak Out Stay Safe
Vocabulary	Democracy, democratic, authority, observer, contribution	Appearance, acceptance, assumption, judgement, attitude, influence, cyber bullying	Determined, perseverance, resilience, disappointment, self-belief, motivation, commitment, enterprise, cooperation, disappointment	Emotions, value, healthy, assertive, smoking, pressure, guilt, advice, alcohol, disease, liver,	Jealousy, loss, disbelief, numb, denial, anger, guilt, despair, hopelessness, depression, strategy, memories, memento, betrayal, empathy, girlfriend, boyfriend	Personal, Unique, Characteristics, Gene, Sperm, Egg/Ovum, Penis Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise Conception Feelings, Responsibilities, Influence, Menstrual Cycle, Periods, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised, Circle, Seasons, Looking forward, Future.

Resources		Ruby-Maggie Glen, A pig moving in-Claudia Fries What is bullying?-BBC bitesize	Salt in his shoes By Deloris & Roslyn , Clip going for goals BBC		Goodbye Mousie By Robie Harris, Badger's parting gifts By Susan Varley, I'll always love you By Hans Wilhelm	Moving House By Anna Civardi and Stephen Cartwright
Cross-curricular opportunities	English: Answering questions based on inference using a picture.	English: Anti-bullying- describing their thoughts, diary entry on what being a bystander might feel like History: Black History month.	Retelling/ordering a story, drawing their dreams and how it makes them feel, giving themselves advice on a dream or goal, writing a verse for jigsaw song on goals	Music: Writing a verse for a song. English: Lists of healthy and not healthy activities.	Art: Creating collages with pictures and phrases about their feelings and relationships. DT: Making healthy choices-a Spanish meal.	Science: Fact files on differences between boys and girls, circle of life.

PSHE Curriculum Progression Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	Why did the Anglo-Saxons, Scots and Vikings raid and invade? (Being me in my world)	Why did the Anglo-Saxons, Scots and Vikings raid and invade? (Celebrating difference)	How do China and the UK compare? (Dreams and goals)	How do China and the UK compare? (Healthy me)	Who were the Mayans? (Relationships)	Who were the Mayans? (Changing me)
Skills & knowledge	*Understand how to face new challenges *Understand my responsibilities as a British citizen and as a member of school *Make choices about my behaviour because I understand how rewards and consequences feel *Understand how an individual's behaviour can impact on a group *Understand how democracy benefits the school - Community *Responsibilities around taking care of pets (school Dog Policy)	*Understand cultural differences can cause conflict *Understand what racism is *Understand how name-calling and rumour spreading can be bullying behaviours *Explain direct and indirect bullying *Compare my life with those in the developing world *Understand a different culture to my own	*Understand that I will need money to achieve my goals *Know about a range of jobs and what they earn *Identify a job I would like to do when I grow up *Describe the dreams of young people in a culture different to mine *Understand communicating with someone in a different culture *Encourage my peers to support young people here and abroad	*Know the health risks of smoking and alcohol and the effects on health *Know and use basic first aid *Understand how different media promotes certain body types *Explain how people develop eating disorders from body image pressures *Know what makes a healthy lifestyle	*Have an accurate picture of who I am *Understand that belonging to an online community can be positive and negative *Know there are rights and responsibilities in online communities and games *Recognise when I am spending too much time on devices *Explain how to stay safe when using technology to communicate with friends	*Aware of own self-image and body image *Explain how girls' and boys' bodies change during puberty *Know how to look after self physically and emotionally *Understand that sexual intercourse can lead to conception *Identify what I am looking forward to about being a teenager *Identify what I am looking forward to about my next class
Rights Respecting Schools Article	Articles 1-42 Article 5 – parental guidance	Article 30 – Children from minority groups Article 24 – Health and health services Article 32 – Child labour	Article 24 – Health and health services	Article 17 – Access to information from the media Article 24 – Health and health services	-	Article 24 – health and health services Article 34 – sexual exploitation
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors		Anti Bullying week Black History month	World Mental Health week Internet Safety Day	PANTS International Women's Day		NSPCC Speak Out Stay Safe
Vocabulary	Prejudice, poverty, cooperation, collaboration, participation, motivation	Homophobic, rumour, racist, name calling, indirect, direct, culture continuum, developing world, plantation	Achievement, career, profession, salary, contribution, determination, perseverance, motivation, aspiration, culture	Informed decision, choices, pressure, media, influence, emergency, recovery position, level-headed, body image, social media, self-respect, eating disorder, eating problem,	Attributes, self-esteem, age-limit, risky, mental health, physical health, screen time, social, vulnerable, grooming, risk,	Self-Image, Body Image, Self Esteem, Affirmation, Puberty, Menstruation, Periods, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sperm, Erection, Ejaculation, Wet Dream, Larynx, Testes, Semen, Relationships , Sexual intercourse , Embryo , Contraception ,

						Fertility treatment IVF, Perceptions, Responsibilities, Consent, Emotions, Fear, Excitement, Future.
Resources	How to get out of an overcrowded home-CBBC news, another brick wall-Pink Floyd	Taller than before-Bernard Ashley, Experiencing racism-BBC, ribbons campaign, Ghana chocolate-BBC	When I grow up By Al Yankovic, When I grow up youtube, Comic relief clips BBC	Posters about tobacco use ASH, Madison's story – alcohol BBC, Ben's story-alcohol BBC, St Johns ambulance website,	Kidsmart poster-kidsmart, Jigsaw CEOP video youtube	
Cross-curricular opportunities	English: Writing personal goals related to school and home.	History: (BHM) Designing and explaining ribbons linked to racism. English: Writing slogans, creating board games with rules.	Maths: Salaries, bill paying	Science: Effects of drugs and alcohol on the body. English: messaging games- how would you respond (looking at different forms of speech-text talk), writing messages/slogans for adverts.	Computing: for and against lists for playing online games, creating rules for playing games safely, sorting opinion and facts messages.	English: Writing word and phrases to best describe self-image,

PSHE Curriculum Progression Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What happened after the Bristol Blitz? (Being me in my world)	What happened after the Bristol Blitz? (Celebrating difference)	Could we ever run out of water? (Dreams and goals)	Could we ever run out of water? (Healthy me)	How do animals and plants adapt to suit their environment? (Relationships)	How do animals and plants adapt to suit their environment? (Changing me)
Skills & knowledge	* Identify my goals for this year and understand my fears and worries about the future. * Know that there are universal rights for all children. * Understand that my actions affect other people locally and globally. * Make choices about my behaviour and understand how these relate to my rights. * Understand how an individual's behaviour can impact a group. * Understand how democracy benefits our school community. * Responsibilities around taking care of pets (school Dog Policy)	* Understand there are different perceptions of what normal is. * Understand how being different can impact someone's life. * Can explain some ways that a person or group can have power over another. * Know some reasons people use bullying behaviour. * Can give examples of people with disabilities who lead amazing lives. * Can explain ways in which being different can be a source of conflict and cause for celebration.	* Know my learning strengths and can set realistic, challenging goals for myself. * Work out the steps I need to reach my goal. * Identify problems in the world that concern me. * Work with other people to make the world a better place. * Describe ways that I can work with other people to make the world a better place. * Know that some people like and admire me and can accept praise.	* Take responsibility for my health. * Know about different types of drugs and their effect on the body. * Understand that some people are exploited. * Know why some people join gangs and the risks involved. * Understand what it means to be mentally and emotionally well and explore attitudes to this. * Recognise stress and the trigger to this. I know that stress can lead to substance misuse.	* Know it is important to take care of my mental health. * Know how to take care of my mental health. * Understand that there are different stages of grief and different types of loss. * Recognise when people are trying to take control. * Judge whether something online is harmful to me. * Use technology positively and safely to communicate with friends and family.	* Be aware of my own self-image. * Explain how girls' and boys' bodies change during puberty and know how to look after myself physically and emotionally. * Describe how a baby develops from conception through pregnancy and how it is born. * Know how being physically attracted to someone changes a relationship. * Be aware of the importance of positive self-image. * Identify what I am looking forward to.
Rights Respecting Schools Article	Article 24 – health and health services Article 32 – Child labour Article 27 – Adequate standard of living Article 5 – parental guidance	Article 23 – Children with disability Article 30 – Children from minority groups	Article 23 – Children with disability Article 24 – Health and health services	Article 24 – Health and health services Article 33 – drug abuse	Article 30 – Children from minority groups Article 17 – Access to information from the media	Article 17 – Access to information from the media Article 24 – Health and health services Article 34 – Sexual exploitation
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others	Democracy Rule of law Individual liberty Mutual respect Tolerance of others
Special events/trips/visitors		Anti Bullying week Black History month	World Mental Health week Internet Safety Day PCSO visit (internet safety)	PANTS International Women's Day	Life Skills visit	NSPCC Speak Out Stay Safe
Vocabulary	Cocoa plantation, community, maslow, empathise, collaboration,	Perception, impairment, role model, inspire, independent, disability, harassment, struggle,	Realistic, unrealistic, global, achievement, issue, suffering, hardship,	Responsibility, choice, immunisation, prevention, motivation, prescribed, unrestricted, volatile	Stigma, mental health, self-harm, grief, denial, guilt, shock, anger, hopelessness,	Self Image, Self-Esteem, Responsibilities, Puberty (Vocab on Flash Cards), Pregnancy , Embryo ,

	legal, illegal, lawful, democracy,	imbalance, control, recipient, accolade, ability, disability, transgender,	sponsorship, suffering, empathy, motivation,	substances, 'legal highs', exploited, criminal, gangs, anti-social behaviour, mental health, emotional health,	bereavement, coping strategies, authority, bullying, assertive, strategies, influences, cyberbullying	Foetus, Placenta, Umbilical Cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Love, Sexting, Consent, Relationships, Mental Health, Feelings, Transition, Secondary, Journey, Worries, Hope, Excitement.
Resources	3 part series on cocoa production – BBC Homelessness- Press TV	Killing ground- Adrian Mitchell, Visual impairment-BBC, Cerebral palsy-BBC, Paralympian-youtube	Wonder goal By Michael Foreman, Charity work examples youtube	Liams story BBC, St Johns ambulance website, NHS Vinnie Jones video clip NHS, Young Minds- Rhiannon's story, Under pressure by Queen youtube	The sad book By Michael Rosen, Let's fight it together –childnet, Kidsmart poster-kidsmart	
Cross-curricular opportunities	English: Diary writing based on how someone else might be feeling, spider diagram collecting ideas from discussions, newspaper writing from someone else's opinion.	English: Writing their own definitions, answering quiz questions, sorting scenarios, creating storylines, performing storylines.	Computing: Preparing powerpoint to raise awareness for their chosen charity, designing an invitation.	Science: Sorting drugs into venn diagrams. English: Lists, reading stories and highlighting key elements, looking at local and national headlines and helplines for details.	English: Drawing and labelling cycle of grief. Computing: Creating own SMART rules to refer to, looking at online messages and reflecting on these.	English: Writing worries about secondary school and how things are changing. Science: RSE