

PSHE Curriculum Overview HWJS

Hours per year – 18 hours a year (hours in unit taught - in brackets)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HWJS Focus SCARF UNITS	<ul style="list-style-type: none"> • Growth Mindset • Me and My Relationships • Allocating Houses 	<ul style="list-style-type: none"> • Valuing Difference • It's Cool to be Kind week 	<ul style="list-style-type: none"> • Keeping Myself Safe 	<ul style="list-style-type: none"> • Rights and Responsibilities 	<ul style="list-style-type: none"> • Being My Best 	<ul style="list-style-type: none"> • Growing and Changing (includes RSE related work)
Links to keys GREAT DREAM	<p>Giving – do things for others</p> <p>Relating – connect with people</p> <p>Resilience – find ways to bounce back</p> <p>Meaning – be part of something bigger</p>	<p>Giving – do things for others</p> <p>Acceptance – be comfortable with who you are</p>	<p>Exercising – take care of your body</p> <p>Emotions – look for what's good</p>	<p>Giving – do things for others</p> <p>Awareness – live life mindfully</p> <p>Meaning – be part of something bigger</p>	<p>Awareness – live life mindfully</p> <p>Trying Out – keep learning new things</p> <p>Acceptance – be comfortable with who you are</p>	<p>Exercising – take care of your body</p> <p>Direction – have goals to look forward to</p> <p>Emotions – look for what's good</p>
Safeguarding coverage	<p>Bullying (all)</p> <p>Online bullying (all)</p> <p>Peer on peer abuse (all)</p> <p>Forced marriage (y6)</p> <p>FGM (y6)</p> <p>Physical abuse (y6)</p> <p>Taking risks (y5)</p>	<p>Bullying (all)</p> <p>Stereotypes (all)</p> <p>Diversity (all)</p> <p>Prejudices (all)</p> <p>Racism (y3/5/6)</p> <p>Discrimination (y5)</p> <p>Gender identity (y5)</p> <p>Unwanted touch (y4)</p>	<p>Bullying (all)</p> <p>Online bullying (all)</p> <p>Substance misuse (all)</p> <p>Online risks (y6)</p> <p>Emotional abuse (y6)</p> <p>Peer influence (y4/5/6)</p> <p>Taking risks (y3/4)</p> <p>Media influences (y3/4)</p> <p>Consent (y3)</p>	<p>Bullying (all)</p> <p>Online bullying (all)</p> <p>Obesity (y5)</p> <p>Media influences (y4/5/6)</p> <p>Stereotypes (y6)</p> <p>Online risks (y6)</p>	<p>Taking risks (all)</p> <p>First aid (all)</p> <p>Substance abuse (y5)</p> <p>Media influences (y3/5)</p>	<p>Bullying (all)</p> <p>LGBT (all)</p> <p>Inappropriate touch (y5/6)</p> <p>Media influences (y6)</p> <p>Stereotypes (y6)</p> <p>Peer pressure (y5/6)</p> <p>FGM (y6)</p> <p>Keeping secrets (y5/6)</p> <p>Consent (y5/6)</p> <p>Homophobic abuse (y5)</p>

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Year 3	<ul style="list-style-type: none"> • Growth Mindset introduction • Settling in and making friends • Learning school rules and routines • Applying for eco-council/school council • Pirates next door narrative (English) • Tidy- persuasive letter about keeping things clean and look after environment (English) • Appreciation of local area (Geography) • Online safety (Computing) • House allocation assembly 	<ul style="list-style-type: none"> • It's Cool to be Kind week • This is not my hat narrative (English) • Knowledge of how people live (Geography) 	<ul style="list-style-type: none"> • Recap Growth Mindset • Stone Age boy narrative (English) • Knowledge of how people lived in the past (History) • Online relationships (computing) • Freedom – Passover (RE) 	<ul style="list-style-type: none"> • Knowledge of how people lived in the past – Prehistoric (History) 	<ul style="list-style-type: none"> • Recap Growth Mindset • Appreciation of religions' special books (RE) • Knowledge of how people lived in the past – Romans (History) • Roman narrative (English) 	<ul style="list-style-type: none"> • Transition to Year 4 • Discussion unit – Zoo (English) 	
		Scarf Lessons		Scarf Lessons			Scarf Lessons
		<ul style="list-style-type: none"> • Family and friends • My community • Respect and challenge • Our friends and neighbours • Let's celebrate our differences • Zeb 	Scarf Lessons	<ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk Robot • Alcohol and cigarettes: the facts • Super Searcher • None of your business! 	<ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harold's environment project • Can Harold afford it? • Earning money 	Scarf Lessons	<ul style="list-style-type: none"> • Relationship Tree • Body space • Secret or surprise? • My changing body • Basic first aid
					<ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • For or against? • I am fantastic! • Getting on with your nerves! • Body team work • Top talents 		

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	<ul style="list-style-type: none"> • As a rule • My special pet • Tangram team challenge • Looking after our special people • How can we solve this problem? • Dan's dare • Thunks • Friends are special 		<ul style="list-style-type: none"> • Raisin challenge (1) • Help or harm? 			
<p>Assessment</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>I can say some ways of checking whether something is a fact or just an opinion.</p> <p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>	<p>I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in</p>

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						asking them to leave it if I feel uncomfortable.
Year 4	<ul style="list-style-type: none"> Recap Growth Mindset Applying for eco-council/school council Understanding why people migrate (Geography) Sukhot – ritual (RE) Meerkat Mail (English) Understanding stories from other cultures (English) No Ballet Shoes in Syria (English) <p>Scarf Lessons</p>	<ul style="list-style-type: none"> It's Cool to be Kind week Knowledge of how people lived in the past – Anglo Saxons (History) Online safety (Computing) Units linked to life in Anglo Saxon times (English) <p>Scarf Lessons</p> <ul style="list-style-type: none"> Can you sort it? Islands Friend or acquaintance? What would I do? 	<ul style="list-style-type: none"> Recap Growth Mindset Knowledge of how people lived in the past – Vikings (History) Purim – identity (RE) <p>Scarf Lessons</p> <ul style="list-style-type: none"> Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2) 	<ul style="list-style-type: none"> Online safety (Computing) Suffering (RE) The Green Ship (English) Sharing information about recycling (English) <p>Scarf Lessons</p> <ul style="list-style-type: none"> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz 	<ul style="list-style-type: none"> Recap Growth Mindset Understanding resources around the world (Geography) Units linked to resources around the world (English) Understanding stories from other cultures (English) <p>Scarf Lessons</p> <ul style="list-style-type: none"> What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) 	<ul style="list-style-type: none"> Transition to Year 5 SRE Year 4 camp Knowledge of how people lived in the past – Shang Dynasty (History) Temptation (RE) <p>Scarf Lessons</p> <ul style="list-style-type: none"> Moving house My feelings are all over the place! All change! Secret or surprise? Together

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	<ul style="list-style-type: none"> • An email from Harold! • Ok or not ok? (part 1) • Ok or not ok? (part 2) • Human machines • Different feelings • When feelings change • Under pressure 	<ul style="list-style-type: none"> • The people we share our world with • That is such a stereotype! 		<ul style="list-style-type: none"> • Harold's expenses • Why pay taxes? 	<ul style="list-style-type: none"> • Basic first aid 	
Assessment	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including</p>	<p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can give examples of these decisions and how they might relate to me.</p>	<p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>

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			things that could influence me when I am making decisions.			
Year 5	<ul style="list-style-type: none"> Recap Growth Mindset Applying for eco-council/school council Online safety (Computing) Knowledge of importance of saving energy (Geography) Writing units linked to energy (English) Stewardship (RE) 	<ul style="list-style-type: none"> It's Cool to be Kind week Stubington residential Knowledge of how people lived in the past – Benin Kingdom (History) Applying this knowledge of Benin to own story (English) Sharing views for competition (English) 	<ul style="list-style-type: none"> Recap Growth Mindset Understanding life in a slum (Geography) Discussing story linked to bullying – Cloudbusting (English) Online safety (Computing) Belonging (RE) 	<ul style="list-style-type: none"> Knowledge of how people lived in the past – Medieval Monarchs (History) Applying this knowledge (English) 	<ul style="list-style-type: none"> Recap Growth Mindset The Silver Swan (English) River and sea pollution (English) 	<ul style="list-style-type: none"> Transition to Year 6 SRE Knowledge of the Middle East (History) Umma – community (RE)
				Scarf Lessons		Scarf Lessons
				Scarf Lessons		
	<ul style="list-style-type: none"> Collaboration Challenge! Give and take How good a friend are you? 	<ul style="list-style-type: none"> Qualities of friendship 	<ul style="list-style-type: none"> 'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas 	<ul style="list-style-type: none"> What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils 	<ul style="list-style-type: none"> Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid 	<ul style="list-style-type: none"> How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here!

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	<ul style="list-style-type: none"> Relationship cake recipe Being assertive Our emotional needs Communication 	<ul style="list-style-type: none"> Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone 	<ul style="list-style-type: none"> Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it? 			<ul style="list-style-type: none"> Dear Ash Stop, start, stereotypes
Assessment	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>

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Year 6	<ul style="list-style-type: none"> Recap Growth Mindset Applying for eco-council/school council Online safety (Computing) Applying for house captains and prefects Understanding life during the Industrial Revolution (History) Applying this to writing units (English) Justice (RE) 	<ul style="list-style-type: none"> It's Cool to be Kind week Wonder writing units (English) Christmas Truce (English) 	<ul style="list-style-type: none"> Recap Growth Mindset The Wonder Garden (English) The Explorer (English) 	<ul style="list-style-type: none"> Runways End residential Online safety (Computing) Civil Rights unit (History) Story like the wind – story about refugees (English) The Island (English) 	<ul style="list-style-type: none"> Recap Growth Mindset Twentieth Century unit (History) War Horse (English) War poetry (English) 	<ul style="list-style-type: none"> Transition to secondary school SRE The executioner's daughter writing units (English) Globalisation unit (Geography)
		Scarf Lessons	Scarf Lessons	Scarf Lessons	Scarf Lessons	Scarf Lessons
		<ul style="list-style-type: none"> OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Don't force me Acting appropriately 	<ul style="list-style-type: none"> Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2) 	Scarf Lessons	<ul style="list-style-type: none"> Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid 	Scarf Lessons
		<ul style="list-style-type: none"> Working together Let's negotiate Solve the friendship problem 	RSE unit- Relationships		<ul style="list-style-type: none"> Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections 	

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	<ul style="list-style-type: none"> • Assertiveness skills (formerly Behave yourself - 2) • Behave yourself • Dan's day • Boys will be boys? - challenging gender stereotypes • • It's a puzzle 			<ul style="list-style-type: none"> • Democracy in Britain 2 - How (most) laws are made 		
<p>Assessment</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p>	<p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>	<p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected</p>

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			I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain the advantages and disadvantages of different ways of saving money.		(e.g. images of celebrities).
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