

PSHE SCHEME OF WORK



This scheme of work has been devised using the concepts and core themes defined by the PSHE Association's Programme of Study.

The overarching concepts of our scheme of work are:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent** (in different contexts)
7. **Change** (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

These concepts are explored through three core themes.

Core Theme 1: Health and Wellbeing

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Core Theme 3: Living In The Wider World (Economic Wellbeing and Being A Responsible Citizen)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

Our Reception Scheme of Work is developed and taught through Development Matters and the Early Years Profile. (See below for areas of learning and associated competencies).

Area of Learning	Examples of how it is developed ...	Competencies
Personal, Social and Emotional Development: Making Relationships	Exploring concepts such as relationships	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)
Personal, Social and Emotional Development: Self-Confidence and Self-Awareness	Application of values based skills such as cooperation, resilience, responsibility, trust, tolerance	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (ELG)
Personal, Social and Emotional Development: Managing Feelings and Behaviour	Exploring concepts such as relationships, change and resilience	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)

Communication and Language: Listening and Attention	Discussion of PSHE and values based stories	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)
Physical Development: Health and Self-Care	Exploring concepts such as a healthy and balanced lifestyle, risk and safety	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)
Understanding The World: People and Communities	Exploring concepts such as relationships, diversity and equality	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)
Characteristics of Effective Learning	Skills applied and developed implicitly in all areas of learning and through explicit PSHE lessons and activities.	<p><u>Playing and Exploring – Engagement</u> Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p><u>Active Learning – Motivation</u> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p> <p><u>Creating and Thinking Critically – Thinking</u> Having their own ideas Making links Choosing ways to do things</p>

Our Year 1 to 6 scheme of work consists of 8 strands:

- Emotional Health and Wellbeing
- Healthy Bodies *
- Physical Activity *
- Drugs, Alcohol and Tobacco Education
- Me and My Money
- Anti-Racism and Multicultural Education
- Sex and Relationships
- Extremism and Radicalisation (Key Stage 2)

* assessed as one strand

With the exception of the Sex and Relationships strand (which is taught in the Summer term) these strands are not intended to be taught in any particular order or in a specific term. The timings of the scheme are designed to be flexible so it can meet the needs of each year group/cohort of children/class. The units of work within each strand also have no set duration enabling further adaptability.

Each year group has a specific unit of work within each strand (with the exception of the Extremism and Radicalisation strand which is just for Key Stage 2). These units of work are based around a core resource, however additional resources are suggested if teachers decide to extend the unit in order to meet the specific needs of their class.

Strand: Emotional Health and Wellbeing

Year Group	Title(s) of Unit(s)	Competencies		Core Resource	Additional Resources
		Assessed	Additional Breadth of Study		
1	Healthy Heroes Can Talk About Their Feelings	Y1: Know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings Y1: Develop skills to form and maintain positive and healthy relationships Y1: Communicate their feelings to others, to recognise how others show feelings and how to respond		Healthy Heroes factsheet & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Blue Y1&2) www.coramlifeeducation.org.uk Y1 – Relationships (Feelings & Emotions)
2	Healthy Heroes Know How To Get Help When They Are Feeling Sad Healthy Heroes Are Becoming Independent	Y2: Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health Y2: Know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	Know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises Recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' Know how to contribute to the life of the classroom	Healthy Heroes factsheets & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Blue Y1&2) www.coramlifeeducation.org.uk Y2 – Relationships (Healthy Relationships, Feelings & Emotions)
3	Healthy Heroes Take Notice Of The World Around Them	Y3: Understand there are different kinds of responsibilities, rights and duties at home, in school, in the community and towards the environment Y3: Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Yellow Y3&4) www.coramlifeeducation.org.uk Y3 – Relationships (Healthy Relationships)
4	Healthy Heroes Develop A Sense of Self	Y4: 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 Y4: Recognise and respond appropriately to a wider range of feelings in others	Develop skills to form and maintain positive and healthy relationships	Healthy Heroes factsheet & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Yellow Y3&4)
5	Healthy Heroes Know How To Make Friends, Keep Them and Know How To Deal With Losing Them	Y5: Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them Y5: Know their actions affect themselves and others		Healthy Heroes factsheet & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Green Y5&6) www.coramlifeeducation.org.uk Y5 – Relationships (Healthy Relationships, Feelings & Emotions, Valuing Difference)
6	Healthy Heroes Enjoy Helping Other People	Y6: Understand what being part of a community means, and about the varied institutions that support communities locally and nationally Y6: Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	Think about the lives of people living in other places, and people with different values and customs	Healthy Heroes factsheet & teacher notes	SEAL Getting On And Falling Out, Good To Be Me (Green Y5&6) www.coramlifeeducation.org.uk Y6 – Relationships (Healthy Relationships)

Strand: Healthy Bodies

Year Group	Title(s) of Unit(s)	Assessed Competencies	Core Resource	Additional Resources
1	Healthy Heroes Eat At Least 5 Fruit & Vegetables A Day	Y1: Know what constitutes a healthy lifestyle including the importance of healthy eating and the benefits of exercise and rest Y1: Know what might influence their decisions about eating a balanced diet	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y1 – Health & Wellbeing (Healthy Lifestyles)
2	Healthy Heroes Drink Plenty of Water	Y2: Know what constitutes a healthy lifestyle including the importance of healthy eating and the benefits of exercise and rest	Healthy Heroes factsheets & teacher notes	www.coramlifeeducation.org.uk Y2 – Health & Wellbeing (Healthy Lifestyles)
3	Healthy Heroes Eat A Balance of Food Healthy Heroes Look After Their Teeth	Y3: Know how to make informed choices (including recognising choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Y3: Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y3 – Health & Wellbeing (Healthy Lifestyles)
4	Healthy Heroes Know How To Get Enough Sleep	Y4: Know what positively and negatively affects their physical, mental and emotional health (including the media) Y4: Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	
5	Healthy Heroes Eat A Nutritious School Lunch	Y5: Know how to make informed choices (including recognising choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Y5: Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y5 – Health & Wellbeing (Healthy Lifestyles)
6	Healthy Heroes Eat Breakfast	Y6: Know how to make informed choices (including recognising choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Y6: Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	Healthy Heroes factsheet & teacher notes	

Strand: Physical Activity

Year Group	Title(s) of Unit(s)	Assessed Competencies	Core Resource	Additional Resources
1	Healthy Heroes Get Active With Skipping Games	Y1: Know what constitutes a healthy lifestyle including the importance of healthy eating and the benefits of exercise and rest	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y1 – Health & Wellbeing (Healthy Lifestyles)
2	Healthy Heroes Get Active With The I Spy Walk Game	Y2: Know what constitutes a healthy lifestyle including the importance of healthy eating and the benefits of exercise and rest	Healthy Heroes factsheets & teacher notes	www.coramlifeeducation.org.uk Y2 – Health & Wellbeing (Healthy Lifestyles)
3	Healthy Heroes Get Active With Their Families	Y3: Understand the concept of a healthy and balanced lifestyle Y3: Develop skills to form and maintain positive and healthy relationships	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y3– Health & Wellbeing (Healthy Lifestyles)
4	Healthy Heroes Get Active With Dancing Games	Y4: Know what positively and negatively affects their physical, mental and emotional health (including the media)	Healthy Heroes factsheet & teacher notes	
5	Healthy Heroes Get Active With The Circuit Game	Y5: Understand the concept of a healthy and balanced lifestyle Y5: Develop skills to form and maintain positive and healthy relationships	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y5 – Health & Wellbeing (Healthy Lifestyles)
6	No specified resource as consolidation discussions are held through PE, Science and relevant Creative Curriculum themes			

Strand: Drugs, Alcohol and Tobacco Education (DATE)

Year Group	Title(s) of Unit(s)	Competencies		Core Resource	Additional Resources
		Assessed	Additional Breadth of Study		
1	No specified unit/resource				
2	Healthy Heroes Find Out About Medicines	Y2: Share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class Y2: Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health Y2: Recognise that choices can have good and not so good consequences	Know that household products, including medicines, can be harmful if not used properly Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them	Healthy Heroes factsheets & teacher notes	
3	Healthy Heroes Need To Decide What Is Safe and Unsafe To Put Into Their Bodies	Y3: Know how to make informed choices (including recognising choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y3 – Health & Wellbeing (Keeping Safe)
4	Healthy Heroes Find Out About Tobacco	Y4: Know what is meant by the term 'habit' and why habits can be hard to change Y4: Know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	
5	Healthy Heroes Find Out About Alcohol	Y5: Know what is meant by the term 'habit' and why habits can be hard to change Y5: Know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	
6	Healthy Heroes Find Out About Drugs Healthy Heroes Find Out About Energy Drinks	Y6: Know what positively and negatively affects physical, mental and emotional health (inc. the media)	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Healthy Heroes factsheet & teacher notes	www.coramlifeeducation.org.uk Y6 – Health & Wellbeing (Keeping Safe)

Strand: Me And My Money

Year Group	Title(s) of Unit(s)	Competencies		Core Resource	Additional Resources
		Assessed	Additional Breadth of Study		
1	Skills taught through maths lessons and appropriate cross curricular themes. Skills applied through planning contributions to whole school events, e.g. fundraising for charity.			PFEG Financial Education Planning Framework Ages 5-7	www.coramlifeeducation.org.uk Y1 – Living In The Wider World (Money)
2				PFEG Financial Education Planning Framework Ages 5-7	www.coramlifeeducation.org.uk Y2 – Living In The Wider World (Money)
3	Understanding My Money My Money Works My Money Impact	Y3: Consider savings, spending and budgeting in known contexts Y3: Know how money can make things different for other people in the UK and other countries	Understand the at individuals and families may need or choose to spend their money in different ways Know about different ways to gain money, including earning it through work Be aware of other people's lifestyles and beliefs	My Money Primary Toolkit Year 3 Units	PFEG Financial Education Planning Framework Ages 7-9
4	Understanding My Money My Money Works My Money Impact	Y4: Understand that individuals and families may need or choose to spend their money in different ways Y4: Begin to understand risk in relation to finances	Consider savings, spending and budgeting in know contexts Know you can plan for future spending and how to save Know that making comparisons between costs is important in managing your money	My Money Primary Toolkit Year 4 Units	PFEG Financial Education Planning Framework Ages 7-9
5	Understanding My Money My Money Works My Money Impact	Y5: Differentiate between manageable and unmanageable debt Y5: Consider the ends of the global environment and the impact of consumer choices	Consider degrees of risk and possible consequences of taking financial risk Know what is deducted from earnings and why Know about fair trade and what it means	My Money Primary Toolkit Year 5 Units	PFEG Financial Education Planning Framework Ages 9-11
6	Understanding My Money My Money Works My Money Impact	Y6: Know what is deducted from earnings and why Y6: Consider degrees of risk and possible consequences of taking financial risk	Know there are a range of salaries for different jobs Understand 'value for money' Recognise resources are limited and we need to make choices Know that individual and community rights and responsibilities need to be taken into account when making decisions	My Money Primary Toolkit Year 6 Units	PFEG Financial Education Planning Framework Ages 9-11

Strand: Anti-Racism and Multicultural Education

Year Group	Title(s) of Unit(s)	Competencies		Core Resource	Additional Resources
		Assessed	Additional Breadth of Study		
1	Respect Myself Respect My Friends	Y1: Know ways in which we are all unique, understand that there never has been and never will be another 'them' Y1: Know ways in which we are the same as all other people; know what we have in common with everyone else		P4S: Respect 4 All www.preventforschools.org	SEAL Say No To Bullying (Blue Y1&2)
2	Respect My Community Respect My World/Country	Y2: Know how they can contribute to the life of the classroom, the school, the local community and the wider world Y2: Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these	Know that they belong to different groups and communities such as family and school Know about 'special people' who work in our community and who are responsible for looking after and protecting us	P4S: Respect 4 All www.preventforschools.org	SEAL Say No To Bullying (Blue Y1&2)
3	My Own Identity Me And My Groups	Y3: Develop pupils' own sense of identity and self-esteem Y3: Explore issues about themselves as individuals and about others in the group Y3: Establish which qualities they admire in themselves and others		Scarf 2 (LCC) Session Plans	SEAL Say No To Bullying (Yellow Y3&4) www.coramlifeeducation.org.uk Y6 – Relationships (Valuing Difference)
4	Being Excluded Young People & Power (Pt1)	Y4: Develop pupil awareness of their need to belong to groups and what it feels like to be excluded	Understand the idea of exclusion Introduce pupils to the notions of power	Scarf 2 (LCC) Session Plans	SEAL Say No To Bullying (Yellow Y3&4)
5	Young People & Power (Pt2) What Is Prejudice?	Y5: Continue to develop the notions of power Y5: Understand what prejudice is	Explore different forms of prejudice e.g. racism, homophobia Consider their own feelings and options when tackling prejudice	Scarf 2 (LCC) Session Plans	SEAL Say No To Bullying (Green Y5&6)
6	Tackling Racism & Prejudice Celebrating Diversity	Y6: Recognise prejudice based incidents and develop ways to challenge them Y6: Recognise contributions made by people from all over the world	Recognise the interdependence of countries	Scarf 2 (LCC) Session Plans	SEAL Say No To Bullying (Green Y5&6) www.coramlifeeducation.org.uk Y6 – Relationships (Valuing Difference)

Strand: Sex and Relationships

Year Group	Title(s) of Unit(s)	Competencies		Core Resource	Additional Resources
		Assessed	Additional Breadth of Study		
1	Living & Non Living Things Male & Female Girls & Boys	Y1: Understand ideas children have about themselves and the opposite sex and challenge stereotyping	Categorise everyday objects into two groups: living and non living Understand the idea of male and female	Living & Growing Resource Book 1, Unit 1 (Activity Sheets 1, 2, 3)	SEAL Changes, Relationships (Blue Y1&2)
2	Same But Different Class Survey Life Cycles	Y2: Recognise that there are features common to all humans and some important differences that make us male and female	Recognise that although we have certain features in common with other people, it is particular combinations of characteristics that makes us unique and special Understand the idea of growth and change, and the idea that these belong to the natural life cycle	Living & Growing Resource Book 1, Unit 1 (Activity Sheets 5, 6, 8)	SEAL Changes, Relationships (Blue Y1&2)
3	Naming Body Parts Worst & Best Days How Did I Get Here?	Y3: Recognise that it is not just a particular combination of physical characteristics that makes us unique and special, but also feelings and relationships with other people Y3: Look at growth and change from the point of view of the child, considering themselves as babies and thinking of their future as adults	Use the correct names for the parts of the body, including the reproductive organs	Living & Growing Resource Book 1, Unit 1 (Activity Sheets 4, 7, 9-16)	SEAL Changes, Relationships (Yellow Y3&4)
4	Growing Up Changes	Y4: Further develop an understanding of life cycles, growth and change and begin to understand relationships.	Understand that there are some changes over which we can have some control and make choices and decisions Begin to consider feelings, and understand the contexts in which positive and negative feelings are generated	Living & Growing Resource Book 1, Unit 1 (Activity Sheets 17-24) Living & Growing Resource Book 2, Unit 2 (Activity Sheets 1-8)	SEAL Changes, Relationships (Yellow Y3&4)
5	How Babies Are Made How Babies Are Born	Y5: Understand the whole process of life cycles and reproduction, rites of passage, friendships and feelings Y5: Understand the roles and responsibilities within a relationship Y5: Know how to protect physical and mental wellbeing; staying safe in the modern world through positive use of technology	Understand the importance of loving, caring relationships between couples and the value of the family and relationships within Understand the development of the baby in the womb, the needs of the baby and the mother before birth	Living & Growing Resource Book 2, Unit 2 (Activity Sheets 9-24)	SEAL Changes, Relationships (Green Y5&6)
6	Girl Talk Boy Talk	Y6: Understand the physical and emotional changes that take place for girls at the onset of puberty Y6: Understand the physical and emotional changes that take place for boys at the onset of puberty	Understand the development of relationships, the images of sex created by the media and popular culture, and marriage	Living & Growing Resource Book 3, Unit 3 (Activity Sheets 1-16)	SEAL Changes, Relationships (Green Y5&6)
		Y6: Know how to protect physical and mental wellbeing; staying safe in the modern world through positive use of technology		Healthy Friendships & Relationships Posters "It Happens To Boys Too" Male Grooming Leaflet NSPCC Sexting Resources BBC Share Take Care Campaign	

Strand: Extremism and Radicalisation (Key Stage 2)

Year Group	Title(s) of Unit(s)	Assessed Competencies	Core Resource	Additional Resources
3	Extremism: Building Courage & Resilience – Don't Be A Sheep	Y3: Reflect on how to deal with feelings about themselves, their family and others in a positive way Y3: Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures Y3: Recognise and respect similarities and differences between people	Dimensions 3D PSHE Extremism & Radicalisation	
4	Extremism: Extreme Reactions – Planet Parallel	Y4: Understand the nature and consequences of negative behaviours such as bullying and aggressiveness Y4: Recognise and respect similarities and differences between people	Dimensions 3D PSHE Extremism & Radicalisation	
5	Extremism: Minority Groups – That's So Gay!	Y5: Reflect on the many different types of relationship that exist Y5: Recognise and respect similarities and differences between people Y5: Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying	Dimensions 3D PSHE Extremism & Radicalisation	
6	Radicalisation: Vulnerability – Easily Influenced Radicalisation: Terrorism – Ground Zero	Y6: Recognise and respect similarities and differences between people	Dimensions 3D PSHE Extremism & Radicalisation	