

# PSHE



<p><b>Lower Key Stage 2 A</b></p>	<p><b>Vocabulary:</b></p> <p><b>Relationships:</b> Bullying, collaborative, team, teasing, aggression, cyber-bullying, online bullying, trolling, social media, prejudice</p> <p><b>Wider World:</b> Environment, choices, resources, community, sustainability, difference, diversity, respect, rules, community, customs, values, identity, nation, region, religion</p> <p><b>Health and Wellbeing:</b> calories, balanced, nutrition, obesity, hygiene, habit, change, physical, emotional, mental, positive, negative, substance, legal, illegal, caffeine, medicine, infection, prevent, bacteria, virus</p>													
<p><b>Values:</b></p> <p><i>Democracy</i> <i>Rule of Law</i> <i>Mutual respect</i></p> <p>September – positivity October – Friendship November – Peace December - Compassion</p> <p><i>Rule of law</i> <i>Mutual Respect</i> <i>Tolerance</i></p> <p>January – Respect February – Kindness March – Honesty April – Understanding and tolerance</p>	<p><b>What we want children to know:</b></p> <table border="1" data-bbox="353 528 1816 858"> <thead> <tr> <th colspan="2">Relationships – Term 1</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Recognising and responding to bullying</li> <li>Listen and respond effectively to people; share points of view</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>To work collaboratively towards shared goals</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). 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<p><i>Individual Liberty Mutual Respect</i></p> <p>May – Resilience June – Determination July - Imagination</p>	<ul style="list-style-type: none"> <li>About the people who work in the community</li> <li>How to get their help, including in an emergency</li> <li>To discuss and debate issues concerning health and wellbeing</li> <li>To appreciate difference and diversity (people living in the UK)</li> <li>About the customs and values of people around the world</li> <li>To appreciate the range of national, religious and ethnic identities in the United Kingdom</li> <li>To consider the lives of people living in other places, and people with different values and customs</li> </ul>	<p>Queen's birthday World Mental Health week VE day Armed Forces day</p>
	<ul style="list-style-type: none"> <li>Enterprise; what it means; developing skills in enterprise</li> <li>Role of money; managing money (saving and budgeting) what is meant by interest and loan (Year 4)</li> </ul> <ul style="list-style-type: none"> <li>About where money comes from and what it is used for</li> <li>About spending and saving money (how to use money)</li> <li>About how to keep money safe</li> <li>About what is meant by 'interest' and 'loan'</li> <li>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</li> </ul>	
<p><b>Suggested start assessment activity: Mind map – what makes someone unique?</b>  <b>Suggested end assessment activity: Revisit mind map and add to with new learning</b></p> <p><b>Resources/useful websites:</b>  <b>Diversity books in school</b></p>		
<p><b>Health and Wellbeing – Term 3</b></p>		
<ul style="list-style-type: none"> <li>Recognising feelings in others; responding to how others are feeling</li> <li>Keeping something confidential or secret; when to break a confidence; recognise and manage dares. Acceptable and unacceptable touch</li> <li>Acceptable and unacceptable physical contact; solving disputes and conflicts upon peers</li> </ul>	<ul style="list-style-type: none"> <li>How to keep safe in the local area and online; people who help them to stay healthy and safe</li> </ul>	
<ul style="list-style-type: none"> <li>What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits (Y3)</li> <li>What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs (Y4)</li> </ul>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet          To learn what is meant by the term 'habit' and why habits can be hard to change</p> <p>To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'          To learn which, why, and how, commonly available substances and drugs (including</p>	<p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>About what makes up a balanced diet</li> <li>About opportunities they have to make their own choices about food</li> <li>About what influences their choices about food</li> <li>About what is meant by habit</li> <li>How habits can be hard to change</li> </ul> <p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>About what makes a 'balanced lifestyle'</li> <li>About making choices in relation to health</li> <li>About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> <li>How the spread of infection can be prevented</li> </ul>

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		<p>alcohol, tobacco, and energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>		
	<ul style="list-style-type: none"> <li>Keeping Safe (Year 3)</li> </ul>	<p>Develop understanding of how to promote good mental health</p>		
<p><b>Suggested start assessment activity: Draw a healthy person and label</b>  <b>Suggested end assessment activity: Revisit in a different colour – add, amend, explain</b></p> <p><b>Resources/useful websites:</b>  <a href="#">NHS choices</a>  <a href="https://www.mentallyhealthyschools.org.uk/resources/">https://www.mentallyhealthyschools.org.uk/resources/</a>  <a href="https://natterhub.com/">https://natterhub.com/</a>  <a href="https://www.childline.org.uk/toolbox/games/games_expressive#filter">https://www.childline.org.uk/toolbox/games/games_expressive#filter</a>  <a href="#">Childline</a>  <a href="#">Thinkuknow</a>  <a href="#">UK Safer Internet Centre</a>  <a href="#">Young Minds</a></p>				