



Nebula
where stars are born

2025-2026

Curriculum Skills and Progression PSHE

Old Catton Junior School's Christian Distinctiveness Statement

Old Catton CofE Junior School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) teaching determines and underpins both our curriculum and our Christian Values of Love, Hope and Joy. At OCJS, our PSHE education brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well the attitude needed for success, encouraging pupils to flourish. Our school bible story is the Parable of the Lost Sheep. The shepherd looks out for his sheep and makes a bold choice. He has the confidence and faith to ensure that no one is left behind and sees the uniqueness and value of each individual. This encapsulates our school values and the PSHE units around relationships and 'Love' in particular, encourage pupils to support one another and recognise the importance of everyone's unique role within a team and the value they can bring, just like shepherd in the parable.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



The Nebula Federation

Primary School

2025-2026

Curriculum overview, delivery and assessment

PSHE will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and to relate to current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Old Catton Junior School, our pupils will have the opportunity to develop their knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:

1. Have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

PSHE is a non-statutory subject but there are three core themes which underpin our curriculum: Health and Wellbeing, Relationships and Living in the Wider World.

The RSE and PSHE curriculum should be a spiral throughout each school year to cover each objective above. Teachers have a lot of freedom over the units taught, the speed at which they are taught and the order in which these units are completed. Lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time.

Some topics are covered in other subjects so will not need to be explored in as much detail in PSHE or can be omitted from being taught discretely in PSHE.

The units around Relationships and Living in the Wider World allow pupils to consider 'Love' and the relationships they have with the important people in their lives (VIPs) as well as encouraging them to love themselves. The Living in the Wider World unit give pupils the opportunity to learn about different cultures, ethnicities and faiths and respecting similarities and differences, encouraging them to 'Love' and respect one another. In the Aiming High and Money Matters units pupils consider their aspirations and 'Hope' for their future jobs/careers. The Diverse Britain and One World units allow pupils to learn about diversity and the benefits and 'Joy' that comes with living in a diverse community, considering the different contributions people can make to a community, as well as the shared responsibility we all have to protect the environment and the world we live in.

Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school’s timetable and is therefore present in everyday teaching, Collective Worship, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils’ learning. Lessons are designed to follow the classes interests and discussions, specific writing opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher’s preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Old Catton Junior School including British Values, Respect and Democracy (including school council).

The following table outlines the KS1 PSHE curriculum. These tables have been included as reference in order to clearly show the progression from Key Stage 1 to Key Stage 2 and the baseline of knowledge and skills prior to Year 3.

Year 2		
Relationships	Health and Wellbeing	Living in the Wider World
<ul style="list-style-type: none"> to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to offer constructive support and feedback to others 	<ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals change and loss and the associated feelings (including moving home, losing toys, pets or friends) the process of growing from young to old and how people’s needs change growing and changing and new opportunities and responsibilities that increasing independence may bring 	<ul style="list-style-type: none"> how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) money comes from different sources and can be used for different purposes, including the concepts of spending and saving

<ul style="list-style-type: none"> that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls the ways that pupils can help the people who look after them to more easily protect them 	<ul style="list-style-type: none"> about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices ways in which they are all unique; understand that there has never been and will never be another ‘them’ ways in which we are the same as all other people; what we have in common with everyone else the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
<p>Year 3</p>		
<p>Relationships</p>	<p>Health and Wellbeing</p>	<p>Living in the Wider World</p>
<p>NSPCC PANTS</p> <p>TEAM - if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p>	<p>Healthy Lifestyles – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances. Understanding our mental health.</p>	<p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p>
<p>Specific Learning Objectives for each unit are in the Medium Term Plans.</p>		
<p>Key Vocabulary attitude, behaviour, body language, change, communication, conflict, disputes, emotions, feelings (comfortable, uncomfortable, good, not-so-good, mixed), resilience, ripple effect, rules, teamwork, turn-taking,</p>	<p>Key Vocabulary alcohol, diet, drugs, exercise, habits, healthy, hygiene, medicine, mental health, mindfulness, mistakes, positive thinking, routine, safe, sleep</p>	<p>Key Vocabulary asylum, British Isles, community, cultures, democracy, discrimination, diversity, equality, governments, human rights, laws, multicultural, parliament, prejudice, respect, responsibilities, rights, stereotypes, United Nations</p>

Year 4		
Health and Wellbeing	Relationships	Living in the Wider World
<p>NSPCC PANTS</p> <p>Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.</p>	<p>One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p>	<p>Money Matters – where money comes from and how it is used.</p>
Specific Learning Objectives for each unit are in Appendix 1.		
<p>Key Vocabulary Alcohol, aware, burns, cigarettes, danger, dangerous substances, dare, DRABC, drugs, emergency, first aid, hazards, injuries, pressure, risks, safety, scalds,</p>	<p>Key Vocabulary charity, climate change, disadvantage, drought, equal, ethical, fair trade, global warming, inequality, rights, stereotypes, trade, United Nations Declaration of the Rights of the Child</p>	<p>Key Vocabulary advert, balance, borrow, budget, career, consumer, cost, debit and credit cards, debt, jobs, loan, money, pay, profit, receipt, risk, savings, spending</p>
Knowledge and Understanding Pupils know and understand...		
<p>Lower KS2</p> <p>Social Justice and Equality</p> <ul style="list-style-type: none"> • how fairness may not always mean equal treatment <p>Identity and Diversity</p> <ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these <p>Peace and Conflict</p> <ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions <p>Human Rights</p> <ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met 		

<p>Power and Governance</p> <ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country is governed <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> • begin to identify bias and opinion • give evidence for an argument, assess different viewpoints and present counter-arguments • imagine alternative possibilities and suggest new ideas to solve problems <p>Empathy</p> <ul style="list-style-type: none"> • adapt behaviour to take into account feelings of others • empathise with people in local and more distant contexts • understand impacts of prejudice and discrimination
<p>Skills Pupils can...</p>
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • identify connections between personal decisions and issues affecting people locally and globally • explore reasons for negative feelings towards others and in new or difficult situations <p>Communication</p> <ul style="list-style-type: none"> • listen attentively, question and respond to others • express own views and ideas on issues clearly, using a range of appropriate methods • give reasons, evidence and examples in support of an opinion <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> • work cooperatively to solve problems or achieve goals • use strategies to manage anger, frustration and aggressive feelings • use knowledge of others' viewpoints to resolve problems and compromise <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> • describe feelings about changes and events in own setting and the wider world • use strategies to cope with challenging times • recognise when there may be no single right or wrong answer <p>Informed and reflective action</p> <ul style="list-style-type: none"> • participate in decision making in school • contribute to the well-being of the wider community • share opinions and evidence on issues with others including decision-makers and elected representatives
<p>Attitudes</p>

Pupils have...
<p>Sense of identity and self-esteem</p> <ul style="list-style-type: none"> positivity about the ways in which one is both similar to others and uniquely different value what contributes to own identity <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> offence at unfair treatment of others locally and globally sense of justice growing interest in world events and global issues <p>Respect for people and human rights</p> <ul style="list-style-type: none"> readiness to think through consequences of words, actions and choices on others belief that it is everyone’s responsibility to challenge prejudice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> valuing difference recognising the benefits of listening to a range of different perspectives and viewpoints <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> active participation in school-based decision making proactive inclusion of other people, especially those who may face barriers to participating fully <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better
LKS2 Cross Curricular Links
<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy Consideration and respect in online communication Reporting concerns about inappropriate behaviour online Acceptable and unacceptable online behaviour Need for rules for safety</p>

Reliability of information on the internet - verifying information

Keeping personal information private

Cyber bullying is unacceptable, how to report it

Humanities

Asking questions, using evidence to explain findings

Understanding physical and human geography – the understanding of human impact on the world and where people live

Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water

Using maps, atlases, globes and digital mapping to locate countries and describe features studied

History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Considering historically valid questions about change, cause, similarity and difference, and significance

Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study

Maths

Data handling – extracting information to back up opinions

Logical reasoning and problem solving

MFL

Celebrating language and culture

Linking languages with languages we speak

If everyone spoke the same language what would happen?

Music

Bringing Us Together – Year 3, Summer 1

Blackbird – Year 4, Summer 1 – civil rights movement

PE

Teamwork / Sportsmanship

Fairness

Recognising good performances in themselves and others

Calming and self-regulating emotions

Competing individually and with others

RE

Asking questions – human/social sciences

Understanding other religions and beliefs, diversity

Links between beliefs and behaviour

Humanism- human rights

Hinduism – Moral issues

Religious Holidays

RSE

Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help

Science

Health and Movement –Year 1, Autumn 1

Living in Environments – Year 2, Summer 2

Working scientifically – asking questions, research skills		
Year 5		
Relationships	Health and Wellbeing	Living in the Wider World
<p>NSPCC PANTS</p> <p>TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p>	<p>Healthy Bodies, Healthy Minds - understanding thoughts and emotions, both positive and negative. Consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</p>	<p>Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p>
<p>Specific Learning Objectives for each unit are in Appendix 1.</p>		
<p>Key Vocabulary adaptable, acceptance, attributes, bullying, collaborate, communication, compromise, respect, responsibilities, teamwork</p>	<p>Key Vocabulary Alcohol, autonomy, balanced lifestyle, body image, choices, consent, drugs, habits, harm, healthy bodies, healthy choices, mindfulness, personal hygiene, positive mental attitude, respect, risk, self-care, stereotypes, stress, trust, wellbeing</p>	<p>Key Vocabulary behaviours, communities, consequences, democracy, discrimination, diversity, equality, ethnicity, faith, freedom, government (local and national), House of Commons, House of Lords, human rights, law, parliament, prejudice, race, religion, stereotypes</p>
Year 6		
Health and Wellbeing	Relationships	Living in the Wider World
<p>NSPCC PANTS</p> <p>Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p>	<p>One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p>	<p>Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p>
<p>Specific Learning Objectives for each unit are in Appendix 1.</p>		
<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>

<p>burns, choking, consequences, danger, dare, DRABC, emergency, first aid, hazards, independent, medicines, pressure, responsible, risk, safety, scalds, shock, strangers, substances</p>	<p>biodiversity, citizenship, deforestation, ecosystem, environmental issues, global warming, pollution, recycle, reduce, resources, responsible, reuse, single use, sustainability</p>	<p>adverts, bank account, borrowing, budgeting, comparison, consumers, debt, ethical spending, fair trade, financial risk, inflation, interest, investment, outgoings, profit, risk, retailers, save, scam, spending, tax, value</p>
<p>Knowledge and Understanding Pupils know and understand...</p>		
<p>Upper KS2</p> <p>Social Justice and Equity</p> <ul style="list-style-type: none"> • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels <p>Identity and Diversity</p> <ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities <p>Peace and Conflict</p> <ul style="list-style-type: none"> • examples of conflicts past and present in own society and others • importance of resolving conflict fairly <p>Human Rights</p> <ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people’s human rights current and historical <p>Power and Governance</p> <ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion • the power of collective action <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives • analyse own and others’ assumptions about people and issues • keep mind open to new ideas <p>Empathy</p> <ul style="list-style-type: none"> • discern how people are feeling through their words, body language, gestures and tone • recognise how different backgrounds, beliefs and personalities affect behaviour and world views 		
<p>Skills</p>		

Pupils can...
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • recognise personal strengths and weaknesses • evaluate ways in which own emotions, words and behaviour can affect people both locally and globally <p>Communication</p> <ul style="list-style-type: none"> • communicate effectively through a range of media about issues to suit subject, audience and purpose • use active listening skills adapt behaviour to new cultural environments <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> • take on different roles in group work • employ effective strategies for repairing damaged relationships <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> • adapt to new situations and explore new ways of seeing local and global issues • explore multiple perspectives and alternative visions of the future <p>Informed and reflective action</p> <ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard • challenge viewpoints which perpetuate inequality and injustice • reflect on learning from taking action
Attitudes Pupils have...
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • valuing of own and others' individuality • openness to new ideas and perspectives which challenge own <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> • supporting and encouraging others to participate • willingness to reach agreement through compromise

<p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively
<p>UKS2 Cross Curricular Links</p>
<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy – complex passwords Using technology safely and respectfully Responsibilities creating content online Reporting concerns about inappropriate behaviour online Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it</p> <p>Humanities Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study</p> <p>Maths Data handling – extracting information to back up opinions Logical reasoning and problem solving</p> <p>MFL Celebrating language and culture Why do different languages exist? Would it be easier if everyone spoke the same language? Why/why not?</p> <p>Music</p>

<p>Make You Feel My Love - Year 5 Spring 1 – relationships, emotions Fresh Prince of Bel Air – Year 5, Spring 2 - Black History/ Culture Happy – Year 6, Autumn 1 – emotions Music and Identity – Year 6, Spring 2 You’ve Got a Friend – Year 6, Summer 1 – relationships</p> <p>PE Teamwork / Sportsmanship Fairness – rules to be consistent and fairly applied Understanding why exercise is good for fitness, health and wellbeing Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others</p> <p>RE Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism- human rights Hinduism – Moral issues Religious Holidays</p> <p>RSE Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help</p> <p>Science Healthy Bodies – Year 2, Autumn 1 Changes and Reproduction – Year 2, Summer 2 Living in Environments – Year 2, Summer 2 Working Scientifically – asking questions, using evidence to explore ideas, presenting findings of research</p>

Reasonable Adjustments

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our PSHE Curriculum and teaching:

- *Word Banks for pre-learning and to support during topics and themes*
- *Cutting and Sticking Key Words on to work as prompts*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*

- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*
- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*
- *Extra time for the trickier tasks*

- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

Addressing Gaps (Interventions)

PSHE runs throughout the school's timetable and is therefore present in everyday teaching, Collective Worship, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society. It helps to promote an understanding of the world around us and the people we interact with every day.

Pupils develop a wide range of skills and attitudes including: valuing individuality; openness to new ideas and perspectives, whilst respectfully challenging them; valuing diversity, a respect for human rights and looking after the world around them.

Any gaps in understanding, knowledge or attitudes are recognised and addressed during lessons. Due to the closure of schools in 2020 and 2021, there are children who have gaps in their PSHE. Pupils must be given the opportunity to develop the understanding of their previous year groups expectations and the curriculum allows teachers to adapt their lessons and activities to the needs of their pupils. Class teachers will be using this document to identify the knowledge and understanding pupils need to fill any gaps.

Medium Term Plans					
Year 3 RSE and PSHE Curriculum Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Class Rules</p> <p>PANTS</p> <p>Relationships - TEAM</p> <p>A New Start</p> <p>Together Everyone Achieves More</p> <p>Working Together</p> <p>Being Considerate</p> <p>When Things Go Wrong</p> <p>Responsibilities</p>		<p>Health and Wellbeing – Healthy Lifestyles</p> <p>Fit as a Fiddle</p> <p>Good Night, Good Day</p> <p>Cough, Splutter, Sneeze!</p> <p>Drugs: Healing or Harmful?</p> <p>Keep Calm and Relax</p> <p>Choices Everywhere</p> <p>Always Learning</p>		<p>Living in the Wider World - Diverse Britain</p> <p>Living in the British Isles</p> <p>Democracy</p> <p>Rules, Laws and Responsibilities</p> <p>Liberty</p> <p>Tolerance and Respect</p> <p>What Does It Mean to Be British?</p>	
Year 3 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:	
<p>Relationships</p> <p>TEAM</p>	To talk about changes and how they might make me feel.	<p>Can children list some things that might be different when things change?</p> <p>Can children talk about good and not-so-good feelings that might happen when things change?</p>	<p>Knowledge and Understanding</p> <p>Do they understand that fairness may not mean equal treatment?</p> <p>Do they know some causes and effects of conflict?</p> <p>Do they know strategies for managing, resolving and preventing conflict?</p> <p>Do they know how to adapt behaviour to take into account feelings of others?</p>		
<p>Vocabulary</p> <p>Attitude</p> <p>Behaviour</p> <p>Body language</p> <p>Change</p> <p>Communication</p> <p>Conflict</p> <p>Disputes</p> <p>Emotions</p> <p>Feelings (comfortable, uncomfortable, good, not-so-good, mixed)</p> <p>Resilience</p> <p>Ripple effect</p>	To explain how and why we should work well as a team.	<p>Can children describe the skills that are needed for good teamwork?</p> <p>Can children list ways that good teamwork can help us to achieve more?</p>	<p>Skills</p> <p>Can children identify connections between personal decisions and issues affecting others?</p> <p>Can children work cooperatively to solve problems or achieve goals?</p> <p>Can children use strategies to manage anger, frustration and aggressive feelings?</p>		
	To describe how my actions and behaviour affect my team.	<p>Can children give examples of how a team could be affected by one person's actions?</p> <p>Can children work in a team for a shared goal?</p> <p>Can children reflect upon their teamwork skills?</p>			

Curriculum Skills and Progression Map



Rules Teamwork Turn-taking			Can children describe feelings about change and events in own setting? Can children use knowledge of others' viewpoints to resolve problems and compromise? Can children use strategies to cope with challenging times?	
	To pay attention to and respond considerately to others.	Can children read an emotion by looking at a person's body language? Can children explain how emotions can be understood? Can children suggest ideas for how to respond to different emotions?	Attitudes Are children proactive including other people, especially those who may face barriers to participating fully? Are children willing to cooperate with others to change things for the better?	
	To describe why disputes might happen and strategies to resolve them.	Can children identify the reasons why people might fall out with their team members? Can children list some strategies they could use to resolve a dispute?		
	To talk about my responsibilities towards my team.	Can children list some responsibilities that they have towards their team and describe why they are important? Can children describe ways that they can positively affect their team?		
Year 3 Topic:	Lesson Objective:	Lesson Assessment Outcomes:		Skills:
Health and Wellbeing Healthy Lifestyles	To know how to keep my body healthy	Can children explain how a healthy diet and regular exercise helps their bodies and minds? Do children know that sometimes things are sold as healthy but are not? Do children know what they can do to keep their head, heart, teeth and muscles healthy?	Can children explore reasons for negative feelings towards others and in new or difficult situations? Can children talk openly about a range of emotions?	
Vocabulary Alcohol Diet Drugs Exercise Habits Healthy Hygiene Medicine Mental health Mindfulness Mistakes Positive thinking	To understand the importance of getting enough sleep	Do children know how much sleep they need to be healthy? Do children know what to do to get good quality sleep and what to avoid?	Additional Notes:	
	To understand the importance of hygiene and what to do if I feel unwell	Can children explain different ways in which illnesses can be treated? Do children understand how allergies can be managed? Can children identify ways of preventing infections and diseases from spreading? Do children know what to do if they are worried about their health?		

Curriculum Skills and Progression Map



Routine Safe Sleep	To understand how to take medicines safely and keep safe around drugs	Do children know how to identify risks in familiar situations? Do children know what is safe to eat or use and what is not? Do children know where to find help in a risky or dangerous situation?		
	To understand that having a positive attitude is good for mental health	Can children explain what having a positive attitude means? Do children know strategies to increase happiness levels? Do children understand how having a positive attitude can make a difference in life?		
	To use mindfulness techniques to keep calm	Can children recognise and talk about different emotions? Do children understand why it is important to relax and be calm? Do children know some ways to be mindful?		
	To understand how to make better choices and choose healthy habits	Do children understand that their choices have consequences? Can children identify habits that will help them? Do children know how to deal with habits that are unhelpful?		
	To understand how to apply a positive attitude towards learning and take on new challenges	Do children understand that mistakes are part of learning? Can children identify strategies to use when something is challenging? Can children explain what it takes to be a good learner?		
Year 3 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:
Living in the Wider World Diverse Britain	To describe what it is like to live in the British Isles.	Can children talk about the range of identities in the British Isles? Can children describe the benefits of living in a diverse and multicultural society? Do children understand the importance of showing kindness and respect to all people and celebrating differences? Can children identify that humans are equal in terms of the rights they have to live happy, safe, healthy and fulfilling lives?	<u>Knowledge and Understanding</u> Do they understand that fairness may not mean equal treatment? Do they understand diversity of cultures and societies within and beyond own experience? Do they understand the contributions of different cultures to our lives? Do they understand the nature of prejudice, racism and sexism and ways to combat the impacts of stereotyping,	

Curriculum Skills and Progression Map



		Do children recognise they all have a responsibility to help the rights of others be met?	prejudice, discrimination and how to challenge these? Do they know the reasons why some people have rights denied?	
Vocabulary Asylum British Isles Community Cultures Democracy Discrimination Diversity Equality Governments Human rights Laws Multicultural Parliament Prejudice Respect Responsibilities Rights Stereotypes United Nations	To explain what democracy is and understand why it is important	Do children appreciate that everyone has human rights? Can children answer questions about democracy? Can children show empathy for situations where people are not living in a democracy? Can children identify how individuals and groups contribute to the community?	Do they understand who is responsible for rights being met? Do they understand the need for rules in school and wider society? As well as how people can take part in making and changing them? Do they know the basics of how own country is governed? Do they understand the impacts of prejudice and discrimination?	Links to School Council
	To explain what rules and laws are and identify how they help us.	Can children explore why and how rules and laws are made? Can children discuss how British laws are enforced? Can children think about what society would be like without rules and laws? Can children reflect on the relationship between rights and responsibilities?	<u>Skills</u> Can children share opinions and evidence on issues with others including decision-makers and elected representatives? Can children participate in decision making in school?	Writing opportunity / debate "We should not have school rules."
	To explain what liberty means and identify the rights of British people	Can children explore human rights and share their thoughts about them? Do children understand that human rights protect all people? Can children identify that all people should be treated politely and with respect, including themselves.	<u>Attitudes</u> Are children developing a sense of justice? Do children believe that it is everyone's responsibility to challenge prejudice and discrimination? Are children actively participating in school-based decision making?	
	To describe a diverse society and talk about why it is important	Can children explain and celebrate diversity? Can children identify ways to show respect to others? Can children explain what discrimination is, behaviour which is prejudiced and know what to do if they see it happening?		

	To explain what being British means to myself and others	Can children respect ideas and opinions which are different to their own? Can children explain what the benefits of living in a diverse community are? Can children reflect on how they can show care and concern for others?			
Year 4 RSE and PSHE Curriculum Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Health and Wellbeing – Safety First New Responsibilities Risks, Hazards and Danger Under Pressure Safety When Out and About Dangerous Substances Injuries and Emergencies		Relationships – One World Chiwa and Kwende- case study covering: Differences and diversity Stereotypes Human rights Fair Trade Compassion Rights and Responsibilities Communities		Living in the Wider World – Money Matters Where Does Money Come From? Ways to Pay Lending and Borrowing Priorities Advertising Keeping Track	
Year 4 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:	
Health and Wellbeing Safety First	To be responsible for making good choices, to stay safe and healthy	Can children name some things they can now do independently? Can children discuss their relationships? Can children identify who is responsible for helping to keep them safe and healthy?	Knowledge and Understanding Do children know they are responsible for making good choices to stay safe and healthy? Can children identify risky situations and explain how to act responsibly?		

<p>Vocabulary</p> <p>Alcohol Aware Burns cigarettes danger dangerous substances dare DRABC drugs emergency first aid hazards injuries pressure risks safety scalds</p>	<p>To identify a risky situation and act responsibly</p>	<p>Do children understand that in life we need to take some risks but that other risks are dangerous? Do children understand the terms 'risk', 'hazard' and 'danger'? Can children explain how to get help in a risky or dangerous situation?</p>	<p>Do children understand that they can choose not do something if it makes them feel uncomfortable? Do children know how to stay safe when out and about? Do children know about dangerous substances and how they affect the human body? Do children know how to respond in emergency situations?</p>	
	<p>To understand that I can choose not to do something that makes me feel uncomfortable</p>	<p>Can children explain what a dare is? Can children recognise when they are being pressured into doing something? Do children know how to get help if they are being pressured into doing something they don't feel comfortable with?</p>	<p>Skills Can they use strategies to manage peer pressure? Can they use strategies to cope with challenging times?</p> <p>Attitudes Do children have the readiness to think through consequences of words, actions and choices on others? Do children believe that individuals and groups can improve situations?</p>	
	<p>To understand how to stay safe when out and about</p>	<p>Do children know the dangers they might encounter when out and about? Can children list things we have in place to keep safe in the local environment? Can children advise others on how to keep safe in unfamiliar places?</p>		
	<p>To understand about dangerous substances and how they affect the human body</p>	<p>Do children understand what drugs, cigarettes and alcohol are? Do children understand the impact drugs, cigarettes and alcohol have on the body? Do children understand the dangers of drugs, cigarettes and alcohol?</p>		
	<p>To understand how to respond to emergency situations</p>	<p>Can children identify hazards and dangers in emergency situations?</p>		

		Do children know ways to make themselves and others safe in emergency situations? Can children advise others on how to give first aid?		
Year 4 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:
Relationships One World	To be able to discuss ways in which people’s lives are similar and different and give reasons for these differences	Can children identify similarities and differences between lifestyles, situations and experiences? Can children discuss possible reasons for the differences? Can children begin to think about how they feel about inequality in their country and other countries?	Knowledge and Understanding Can children positively identify ways in which people are both similar to others and uniquely different? Do they know about the UN Convention on the Rights of the Child? Are they beginning to identify bias and opinion? Do they know how to give evidence for an argument, assess different viewpoints and present counter-arguments? Do they empathise with people in local and more distant contexts?	
Vocabulary charity climate change disadvantage drought equal ethical fair trade global warming inequality rights stereotypes trade United Nations Declaration of the Rights of the Child	To explore differences of opinion and identify if I feel these are fair	Can children explain what a stereotype is? Can children explain what the United Nations Declaration of the Rights of the Child is? Can children explore a dilemma and explain their reasons for what they think? Can children think about what they can do to challenge harmful stereotypes?	Skills Can they express their own views and ideas on issues clearly, using a range of appropriate methods? Can they give reasons, evidence and examples in support of an opinion? Attitudes What is their attitude towards the unfair treatment of others locally and globally? Do they have a growing interest in world events and global issues?	
	To consider the lives of people living in other places, make considered decisions and justify their opinions	Can children explain what they think should happen and give reasons for their opinions? Can children show empathy for someone else’s situation? Can children reflect on their learning?		
	To recognise how my actions impact on people living in different countries and can identify things I	Can children identify whether a given trading practice is fair or not?		

	can do to make the world a fairer place	Can children think about how they can help make the world a fairer place?	Do they believe that individuals and groups can improve situations?	
	To explain what climate change is and how it affects people’s lives as well as identify what they can do to help	Can children explain what climate change is? Can children explain some of the effects of climate change? Can children identify actions that can be taken to reduce climate change and its effects?		
	To identify different organisations that help people in different countries who are in challenging situations and explain how they do this	Can children think of organisations that help people? Can children explain how organisations support people? Can children reflect upon life choices they can make to help others globally?		
Year 4 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:
Living in the Wider World: Money	To explain what skills are needed for a range of jobs and why people go to work	Do they understand that people get money from going to work and some other sources? Can children discuss what skills might be needed for certain jobs? Can children identify other reasons why people might go to work?	Knowledge and Understanding Do they understand that fairness may not always mean equal? Do they know some causes and effects of conflict at all levels from personal to global? Can they explain the basics of how their country is governed?	
Vocabulary Adverts Balance Borrow Budget Career Consumer Cost Debit and credit cards Debt Jobs	To explain the different ways people pay for things	Can children explain three ways that people can pay for things? Can children explain some reasons people might use these ways to pay?	Can they imagine alternative possibilities and suggest new ideas to solve problems?	
	To discuss financial risk and borrowing and explain some consequences of this	Can children discuss some risks people might take with money? Can children explain reasons people might need to borrow money?	Skills Can they identify connections between personal decisions and issues affecting people locally and globally?	

Loan Money Pay Profit Receipt Risk Savings Spending		Can children explain some possible consequences of financial risk?	Can they express their own views and ideas on issues clearly, using a range of appropriate methods? Can they give reason, evidence and examples in support of an opinion?	
	To explain choices we have about spending money	Can children explain some choices we have about spending money? Can children discuss the impact of some of these choices? Can children talk about priorities people have about spending?	Attitudes What is their attitude to unfair treatment of others locally and globally? Do they have a growing interest in world events and global issues?	
	To explain how adverts try to influence our spending and why they do this	Can children talk about how adverts try to influence our spending? Can children give some reasons as to why they do this?		
	To explain ways I can keep track of what I spend and why it is important to do this	Can children discuss ways of keeping track of spending? Can children explain why it is important to keep track of what we spend?		

Year 5 RSE and PSHE Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Relationships – TEAM Together Everyone Achieves More Communicate Compromise and Collaborate Care Unkind Behaviour Shared Responsibilities		Health and Wellbeing – Healthy Bodies, Healthy Minds The Cognitive Triangle Thoughts Are Not Facts Yes, I Can! Your Body is Your Own Exercise Right, Sleep Tight Taking Care of Our Bodies Harmful Substances How We Think and Feel About Our Bodies Healthy Choice		Living in the Wider World – Diverse Britain Identities Communities Respecting the Law Local Government National Government Making a Difference	

Curriculum Skills and Progression Map

Year 5 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:
Relationships: Teamwork	To explain the attributes of a good team	Can children identify the attributes needed to make a good team? Can children reflect on their own attributes?	Knowledge and Understanding Pupils can discern how people are feeling through their words, body language, gestures and tone. Pupils can analyse own and others' assumptions about people and issues. Pupils can keep mind open to new ideas.	
Vocabulary Adaptable Acceptance Attributes Bullying Collaborate Communication Compromise Respect Responsibilities Teamwork	To understand that people have different opinions and know how to politely disagree with others and offer opinion	Can children listen to comments made by others in the class? Can children offer their opinion on a subject and on other people's thoughts? Can children be respectful of other people's opinions?	Skills Pupils can recognise personal strengths and weaknesses. Pupils can take on different roles in group work. Pupils can employ effective strategies for repairing damaged relationships.	
	To learn how to compromise and collaborate to ensure a task is completed	Can children compromise to take on board the views of others? Can children collaborate to achieve a shared goal? Can children explain the importance of compromise and collaboration in a team?	Attributes Pupils are open to new ideas and perspectives which challenge own. Pupils respect the rights of all to have a point of view. Pupils support and encourage others to participate. Pupils are willing to reach agreement through compromise.	Party Planning activities
	To reflect on the need to care for individuals within a team	Can children explain how it feels to be valued and cared for? Can children explain the importance of making everyone in a team feel cared and valued?		
	To identify unkind behaviour and its effects and suggest ways to help	Can children discuss different types of unkind behaviour? Can children explain some of the effects of unkind behaviour? Can children describe ways we can help others in their team?		Scenario Cards needed
	To understand the importance of shared responsibilities in helping a team function successfully	Can children explain the responsibilities shared by a team? Can children explain what would happen within a team if people did		

		not carry out their shared responsibilities?		
Year 5 Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Knowledge and Understanding, Skills and Attitudes:	Additional Notes:
Health and Wellbeing Healthy Minds, Healthy Bodies	To understand the link between thoughts, feelings and behaviours	Can children discuss and describe a range of thoughts, feelings and behaviours? Can children discuss the impact negative thoughts can have on themselves and others? Can children turn negative thoughts into positive thoughts?	Knowledge and Understanding Pupils know impacts of stereotyping, prejudice and discrimination and how to challenge these. Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives. Pupils can analyse own and others' assumptions about people and issues. Pupils can discern how people are feeling through their words, body language, gestures and tone. Skills Pupils can recognise personal strengths and weaknesses. Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally. Pupils can identify and plan appropriate action(s) and opportunities to make own voice heard. Attributes Pupils have value of own and others' individuality. Pupils are willing to reach agreement through compromise.	
	To understand the concept and impact of positive thinking	Can children identify helpful and unhelpful thoughts? Can children name strategies to deal with unhelpful thoughts? Can children generate positive affirmations?		
	To learn how to apply a growth mindset in everyday life	Can children identify challenge as a positive thing? Can children overcome difficulties using a range of strategies? Do children understand the impact a positive attitude can have on their learning?		'My Next Challenge' activity
	To know that my body belongs to me and that I have control over what happens to it	Do children understand that they can make choices about what happens to their bodies? Do children understand the difference between wanted and unwanted contact? Do children know what to do if they are worried about themselves or a friend?		
	To explain why getting enough exercise and enough sleep is important	Can children make informed choices about their exercise and sleep habits?		

		<p>Can children identify the physical, emotional and mental consequences of not getting enough exercise or sleep?</p> <p>Can children use mindfulness and meditation to aid a good night's sleep?</p>		
	To understand how to take care of my body	<p>Do children understand the need for good personal hygiene?</p> <p>Can children identify healthy habits?</p> <p>Do children know how to protect their bodies in different ways?</p>		
	To understand the harmful effects of using drugs, including alcohol and tobacco	<p>Can children identify what a drug is and can discuss how different drugs affect the body?</p> <p>Can children suggest where pressure might come from to try drugs, including alcohol and tobacco?</p> <p>Do children know what to do if they feel pressured to try a harmful substance?</p>		Matching activity
	To understand what positive body image is	<p>Can children challenge stereotypes of 'the perfect body'?</p> <p>Do children understand that the images in the media and online do not always reflect reality?</p> <p>Do children understand the importance of celebrating individuality?</p> <p>Can children identify their personal qualities?</p>		

Year 6 RSE and PSHE Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help

<p>Class Rules</p> <p>PANTS</p> <p>Health and Wellbeing – Safety First</p> <p>You Are Responsible</p> <p>What Are The Risks?</p> <p>Making Your Mind Up</p> <p>In an Emergency</p> <p>Home – Safe and Sound</p> <p>Outdoors – Playing It Safe</p>	<p>Relationships – One World</p> <p>Global Citizens</p> <p>Global Warming</p> <p>Energy</p> <p>Water</p> <p>Biodiversity</p> <p>In Our Hands</p>	<p>Living in the Wider World – Money Matters</p> <p>Look After It!</p> <p>Critical Consumers</p> <p>Value for Money and Ethical Spending</p> <p>Budgeting</p> <p>Borrowing and Saving</p> <p>Money in the Wider World</p>