

PSHE/RSE Scheme of work Overview 2015

PSHE Education at Avon Primary reflects the needs of all children who attend. It is the culmination of a range effective of initiatives and programmes of learning that we currently use in school. It reflects our vision that high quality PSHE underpins all aspects of education.

KEY STAGE 1

	Concept	Year 1 Learning Objectives:	Year 2 Learning Objectives:
Term 1: Health and Well-Being	Learning Identity (ELLI)	CAT/UNICORN	CAT/SPIDER
	Rights Respecting Identity (Also see curriculum for Convention Articles linked to learning)	To learn that some choices have good or bad consequences for myself (Also 'rules' in form of class charters)	To learn to make choices that have good consequences for myself (Also 'rules' in form of class charters)
	Health	To learn to be healthy- exercise, diet, rest and dental health To know what makes me happy	To learn to be healthy- hygiene, diseases and healthcare To know how to deal with worries
	Risk	To learn to keep safe- Internet Safety Road and sun safety	To learn to keep safe- Internet Safety Rail, fire, cycle, water safety- phoning 999
	THRIVE	Power and identity: distinguish between fantasy and reality	
Term 2: Relationships	Learning Identity (ELLI)	DOLPHIN/TORTOISE	DOLPHIN /TORTOISE
	Rights Respecting Identity	To learn to recognise how my behaviour affects other people and about the nature of kindness	To learn what is fair or unfair, right and wrong and stand up for myself
	Relationships	To learn who special people are and how we care for each other and what to do when relationships change	To learn to help and support others- listening, cooperation and empathy
	Power	To learn about how people's bodies and feelings can be hurt- what's acceptable? To name a range of emotions	To learn about anti-bullying- how to respond AND resist
	THRIVE	Power and identity: Learn responsibility for behaviour	
Term 3: Living in the Wider World	Learning Identity (ELLI)	OWL/CHAMELEON	OWL/CHAMELEON
	Rights Respecting Identity	To learning about the communities I belong to	To learning to care for the environment, locally and beyond
	Diversity and Equality	To learn that families have different customs and beliefs	To learn that communities beyond the family have different customs and beliefs
	Relationships	To learn that they need to identify and respect the differences and similarities between people in their class and beyond	To learn that they need to identify and respect the differences and similarities between people, helping others to do the same
	THRIVE	Power and identity: develop individual identity	
Term 4: Health and Well-being	Learning Identity (ELLI)	CAT/SPIDER	SPIDER/BEE
	Rights Respecting Identity	To learn about the difference between wants and needs	To learn that wants and needs change, depending on my circumstances THRIVE Power and identity: ongoing Thrive work according to needs of the class
	Health	To learn to feel better and manage feelings	To deal with change and loss- moving house, losing a pet, separation

	Risk	To learn about the people that look after us in our community	To learn about secrets and surprises- when we shouldn't keep secrets and what to say to stay safe
	THRIVE	Power and identity: ongoing Thrive work according to needs of the class	
Term 5: RSE	Learning Identity (ELLI)	DOLPHIN/BEE	CHAMELEON/TORTOISE
	Rights Respecting Identity	To learn that our behaviour changes and needs to change as we get older	To learn about the responsibilities of the independence that comes as we get older- e.g. playing outside, helping at home, homework etc.
	Change	To learn about the changes that have occurred since I was a baby and know this will continue	To Learn about some of the main changes that will occur as I grow up- becoming taller, face changing, different hobbies/interests etc. To understand the life cycle of a human
	Health	To be able to name the main external body parts and know that some are private To know that all animal babies have a mother and father.	To understand and talk about the main differences between males and females and learn the agreed names of sexual parts Begin to consider gender stereotyping and where it comes from
	Thrive	THRIVE Power and identity: ongoing Thrive work according to needs of the class	
Term 6: Living in the Wider World	Learning Identity (ELLI)	CHAMELEON/UNICORN	UNICORN/BEE
	Rights Respecting Identity	To explore how some children live in poorer parts of the world and that they may not have access to plentiful food and clean water and reflect on this.	To explore how children are affected by poverty in ways such as having to work and forego education.
	Career	To learn some of the sources of and uses for money and what spending and saving are.	To learn about the role of money in our lives and begin to learn about money management
	Change	To consider and reflect on how I have changed this year and what will be different next year.	Consider and reflect on how have I changed this year and what will be different next year.
	THRIVE	Power and identity: ongoing Thrive work according to needs of the class	

LOWER KEY STAGE 2

	Concept	Year 3 Learning Objectives:	Year 4 Learning Objectives:
Term 1: Health and Well-Being	Learning Identity (ELLI)	CAT/BEE	OWL/SPIDER
	Rights Respecting Identity (Also see curriculum for Convention Articles linked to learning)	To explore freedom of choice. Which decisions should we have the right to make? (Also 'rules' in form of class charters)	To explore how freedom of choice differs depending on where you live. (Also 'rules' in form of class charters)
	Health	To continue to learn how to have a 'balanced lifestyle', in particular being able to make good food choices	To learn about a balanced diet in more detail and the effects of making the wrong food choices
	Risk	To differentiate between 'danger', 'risk' and 'hazard'. Link with Rights respecting work on decisions. Why are some decisions taken out of our hands? Internet Safety (Internet, social media)	To recognise potential risks in different situations at home, in school and in the local community, including road, water, fire, sun safety- what to do and who to seek help from Internet Safety (Internet, Social Media)
	THIIVE	Skills and Structure: understand the need for rules	
Term 2: Relationships	Learning Identity (ELLI)	SPIDER/BEE	CAT/DOLPHIN
	Rights Respecting Identity	To recognise my right to be treated fairly by my friends	To develop a respect for diversity within relationships- sexuality, race, religion, gender identity
	Relationships	To recognise different types of relationships I encounter and explore the nature of friendship	To explore different relationships others have in more detail- working, civil partnership, marriage
	Power	To understand different forms of bullying and explore why it occurs	To explore the feelings of victims and bullies in different situations
	THRIVE	Skills and Structure: know what is right for you	
Term 3: Living in the Wider World	Learning Identity (ELLI)	CAT/CHAMELEON	UNICORN/BEE
	Rights Respecting Identity	To consider why the 'Convention on the Rights of the child' was created and which rights relate most to my life at home, and at school	To investigate why universal rights are not upheld by all countries who have agreed to the Convention on the Rights of the child
	Diversity and Equality	To learn about the principle of equality in context of school and in society	To explore why differences between people are sometimes used as a reason to be unkind and non-inclusive
	Power	To know when to stand up for their own rights within relationships and school life	To have the confidence to stand up for the rights of others within relationships and school life
	THRIVE	Skills and Structure: acquire new and extended skills	
Term 4: Health and Well-being	Learning Identity (ELLI)	OWL/CHAMELEON	CHAMELEON/TORTOISE
	Rights Respecting Identity	To respect health and safety rules and regulations in the school environment	To explore the concept of healthcare as a human right

	Health	To learn about hygiene in food preparation and storage, and the spread of bacteria and viruses	To learn how to administer basic first aid procedures Revisit safety in the environment (rail, water, fire safety)
	Risk	Explore 'risk assessment' in different contexts	Explore 'risk assessment' in different contexts, showing greater confidence and resilience
	THRIVE	Skills and Structure: acquire new and extended skills	
Term 5: RSE	Learning Identity (ELLI)	SPIDER/DOLPHIN	CAT/BEE
	Rights Respecting Identity	To demonstrate respect for the opinions of others in discussions about puberty	To recognise and care about other people's feelings when discussing sensitive, emotive issues
	Change	To know that physical and emotional changes are a normal part of growing up	To consider the emotional effects of puberty in more detail, and what happens to a girl in puberty
	Health	To know about the changes to our bodies as we get older and that these are necessary for being parents	To know what reproduction and birth are as part of the human life-cycle, and that girls have periods because of this
	THRIVE	Skills and Structure: know what is right for you	
Term 6: Living in the Wider World	Learning Identity (ELLI)	UNICORN/TORTOISE	CHAMELEON/BEE
	Rights Respecting Identity	To explore the link between money and children's rights entitlement	To learn about the effects of child poverty
	Career	To explore the role money has in daily life and why we buy what we do	To consider how money effects life choices and lifestyle in different cultures
	Change	To consider and reflect on how I have changed this year and what will be different next year	To consider and reflect on how I have changed this year and what will be different next year
	THRIVE	Skills and Structure: acquire new and extended skills	

UPPER KEY STAGE 2

	Concept	Year 5	Year 6
Term 1: Health and Well-Being	Learning Identity (ELLI)	CAT/OWL	CAT/TORTOISE
	Rights Respecting Identity (Also see curriculum for Convention Articles linked to learning)	To explore the right children have to information. What information do I need? (Also 'rules' in form of class charters)	To consider what happens when children do not receive their entitlement to information about physical/ mental health and safety (Also 'rules' in form of class charters)
	Health	To begin to explore and question how the media reflects reality and how it impacts on young people- body image, sexuality, emotional well-being	To continue to explore and question how the media reflects reality and how it impacts on young people- body image, sexuality, emotional well-being, questioning its impact on my own life, now and in the future.
	Risk	Internet safety- How do I use Internet devices responsibly? - Mobiles, tablets, etc. What is cyberbullying?	Internet safety-How do I protect my personal information? - Passwords, images, addresses etc. What is cyberbullying? (revisit and deepen understanding of impact)
	THRIVE	THRIVE Skills and Structure: know what is right for you	
Term 2: Relationships	Learning Identity (ELLI)	UNICORN/ BEE	DOLPHIN/SPIDER
	Rights Respecting Identity	To explore whether people have the 'right' to any kind of lifestyle they choose	To explore how the right to be treated fairly is sometimes compromised because of ethnicity, gender, gender orientation, sexuality or religion and that this differs depending on where you live
	Relationships	To examine adult relationships more closely, exploring the concept of marriage, civil partnerships , love etc.	To realise the nature of discrimination and be able to challenge it appropriately- including homophobia
	Change	To learn how to cope with changes in relationships- bereavement, divorce, separation and support others who may be going through these changes	To explore how and why relationships change and how some relationships are unhealthy
	THRIVE	Skills and Structure: know what is right for you	
Term 3: Living in the Wider World	Learning Identity (ELLI)	SPIDER/CHAMELEON	OWL/CHAMELEON
	Rights Respecting Identity	To realise that the way a country is governed has a direct effect on the standard of living in many countries	To question the right to believe whatever I want to
	Diversity and Equality	To develop an understanding of different political systems	To examine how religion and politics have impacted on each other
	Power	To consider how the concept of democracy impacts on society, school, family and friendships	To learn what 'indoctrination' means and how it is/has been used to change the way people think and feel, on a variety of scales
	THRIVE	Skills and Structure: acquire new and extended skills	
Term 4: Health and Well-being	Learning Identity (ELLI)	UNICORN/OWL	BEE/CAT
	Rights Respecting Identity	To respect the fact that some 'rules' or decisions are made by others to protect us from harm	To recognise and explore the difference between laws and rights and realise that some cultural practices fall outside either of these depending on where you live

	Health	Learn about the substances (legal and illegal) that people use that may damage out health	To understand my autonomy over my own body and how to protect myself, or recognise when others may need help
	Risk	To learn what is meant by the term 'habit' and that some habits are dangerous for our health	To learn basic strategies for resisting pressure to do things that are dangerous or make me feel uncomfortable
	THRIVE	Skills and Structure: understand the need for rules	
Term 5: RSE	Learning Identity (ELLI)	CAT/SPIDER	CAT/SPIDER
	Rights Respecting Identity	To respect the fact that people change at different ages and to different degrees	To explore rights and responsibilities as a teenager
	Change	To know how to cope with physical and emotional changes, wanted and unwanted	To consider how life changes as we reach puberty and the moral dilemmas I might face
	Health	To revisit external body parts and agreed appropriate terminology for sexual parts To revisit puberty for girls and learn how it affects boys To know the importance of personal hygiene during puberty	To identify parts of the reproductive system in males and females To have a clear understanding of reproduction and birth To know what babies need and understand the demands of caring for them
	THRIVE	Skills and Structure: know what is right for you	
Term 6: Living in the Wider World	Learning Identity (ELLI)	DOLPHIN/BEE	UNICORN/DOLPHIN
	Rights Respecting Identity	To develop a greater understanding of how I should care for my environment	To explore freedom of speech in light of current affairs
	Career	To develop a basic understanding of financial systems such as banking/tax	To explore the world of work and consider careers that interest me
	Change	To consider and reflect on how I have changed this year and what will be different next year	To consider and reflect on how I have changed this year and what will be different next year. To prepare myself for KS3
	THRIVE	Skills and Structure: acquire new and extended skills	

