

ELMHURST PSHE 2020/2021

Lesson Plans and Resources to support this (all staff have an account for both (1&2) of these websites)

1. **Please see resources on this plan:** <https://drive.google.com/drive/folders/1hJvtBb-oi6jcKo-QruAT-12QkcH8e3ua>
2. **PSHE Association**
<https://www.pshe-association.org.uk/>
3. **Young Citizens Go Givers** <https://www.gogivers.org/>
4. **Statutory Guidance**
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
5. **Programme of Study**
<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>

RELATIONSHIPS - R	LIVING IN THE WIDER WORLD - LWW	HEALTH AND WELL BEING - HWB
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PSHE MEDIUM TERM PLAN 2020/2021: AUTUMN

Wk	Super C Follow-up in Form Time EAR	Assembly Theme: Follow-up in Form Time PSHE	PSHE Theme	EYFS	Year 1	Year 2	Year 3	Year 4 The units could be linked to science and topics.	Year 5	Year 6
1 31.8	SUPER CITIZEN	Super Citizen	Belonging to a Community LWW		Rules and Expectations: Class Charter	Rules and Expectations: Class Charter	Rules and Expectations: Class Charter	Rules and Expectations: Class Charter	Rules and Expectations: Class Charter	Rules and Expectations: Class Charter
2 7.9		School Council elections 15.9 International Day of Democracy	Belonging to a Community LWW	Our Elmhurst Rules: what they are and what they mean	What rules are: other sets of rules	Belonging to a group	Different types of rules and law: The reasons for rule and law	The meanings and benefits of belonging to a community	How resources are allocated: the effect on individuals, the community and the environment	Exams: managing feelings and stress
3 14.9		British Values <u>International Day of Peace</u> 21.9	Belonging to a Community LWW	Who is in our Elmhurst community and what do they do?	Different People have different needs	Roles and responsibilities in groups	Importance of abiding by the law and consequences	Belonging to Different Communities	Importance of Protecting the Environment	Our roles and responsibilities Taking ownership and initiative in our community
4 21.9		Harvest Croydon	Belonging to a Community	Looking after our belongings and	Making a difference to our	To recognise that we are all equal,	What human rights are and	Individual and shared	How money is spent and how it	About the link between values

		Refugee Centre	LWW	everything in our school	environment	and ways in which we are the same and different to others in our community	how they protect people; to identify basic examples of human rights including the rights of children	responsibilities in a community	affects the environment	and behaviour and how to be a positive role model (Respecting Ourselves)
5 28.9		Black History Month	Belonging to a Community LWW	Being Kind and Unkind	Caring for people's needs	About how a community can help people from different groups to feel included	About how they have rights and also responsibilities; that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	Showing compassion towards others in need	Expressing opinions and responsibilities towards the environment	Prejudice and Discrimination: what are they?
6 5.10		Black History Month	Respecting Ourselves and Others R	What is the same about us? What is different?	Kind and unkind behaviour: what this means in and out of school	Recognising things in common with other people	The importance of self-respect and the right to be treated respectfully by others	To recognise differences between people such as gender, race, faith	To recognise that everyone should be treated equally	How stereotypes are perpetuated and how to challenge this (Belonging to a community)
7 12.10		Our Environment	Respecting Ourselves and Others R	What does respect mean?	How kind and unkind behaviour can make people feel	How friends can have both similarities and differences	To model respectful behaviour in different situations e.g. at home, at school, online	To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations	What discrimination means and different types of discrimination e.g. racism, sexism, homophobia	How to discuss issues respectfully; how to listen to and respect other points of view
8 2.11	SUPER CHARACTER	Super Character Guy Fawkes	Respecting Ourselves and Others R	Respecting each others' differences	What does respect mean?	How to play and work cooperatively in different groups and situations	The ways in which people show respect and courtesy in different cultures	About the importance of respecting the differences and similarities between people	To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Debate: how to constructively challenge points of view they disagree with
9 9.11		Diwali Remembrance Day	Respecting Ourselves and Others R	Sharing and Taking Turns	How we respect each other through our rules	How to share ideas and listen to others, take part in discussions, and give reasons for their views	The ways in which people show respect and courtesy in different cultures	A vocabulary to sensitively discuss difference and include everyone	The impact of discrimination on individuals, groups and wider society: ways to safely challenge and report	Ways to participate effectively in discussions online and manage conflict or disagreements
10 16.11		NSPCC : Relationships Children in Need	Safe Relationships R	PANTS	Situations when someone's body or feelings might be hurt and whom to go to for help	How to recognise hurtful behaviour, including online: what to do and whom to tell	What is appropriate to share with friends, classmates, family and wider	To differentiate between playful teasing, hurtful behaviour and bullying, including online: how to	To identify what physical touch is acceptable, unacceptable, wanted or unwanted in	To compare the features of a healthy and unhealthy friendship

							social groups including online	respond	different situations	
11 23.11		Anti-Bullying Week	Safe Relationships R	Making the right choice	What it means to keep something private, including parts of the body that are private	About what bullying is and different types of bullying - how someone may feel if they are being bullied	That bullying and hurtful behaviour is unacceptable in any situation: effects and consequences of bullying	Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable	Physical contact: how to respond to unwanted; how to ask permission	About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong: How to assess risk/ how to respond
12 30.11		St Andrew's Day Christmas Plays	Safe Relationships R	What is a friend?	To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)	About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help	About bullying online, and the similarities and differences to face-to-face bullying - what to do and whom to tell	How to recognise risks online such as harmful content or contact - how people may behave differently online including pretending to be someone they are not	That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about	How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable: seeking advice and reporting concerns
13 7.12		Christmas	Safe Relationships R	Making friends	How to respond if being touched makes you feel uncomfortable or unsafe: when it is important to ask for permission to touch others how to ask for and give/not give permission	How to resist pressure to do something that feels uncomfortable or unsafe	About what privacy and personal boundaries are, including online	How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online: when it is right to keep or break a confidence or share a secret	whom to tell if they are concerned about unwanted physical contact	What consent means and how to seek and give/not give permission in different situations

PSHE MEDIUM TERM PLAN 2020/2021: SPRING

Wk	<u>Super C</u> Follow-up in Form Time EAR	<u>Assembly</u> <u>Theme</u> Follow-up in Form Time PSHE	<u>PSHE THeME</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
1 4.1	SUPER COMMUNICATO R	Super Communicat or	Physical Health and Mental Well-Being HWB	What does healthy mean?	Keeping Healthy: food	What keeps us healthy?: routines and habits - food, sleep, exercise, hygiene	To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)	To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally	Healthy Lifestyles: how sleep contributes to a healthy lifestyle; healthy sleep strategies and how to maintain them	(see Keeping Safe and Revist medicines Y5)About the risks and effects of different drugs: laws, why people choose to use/not use drugs
2 11.1			Physical Health and Mental Well-Being HWB	What do we need to keep healthy? Food	Keeping healthy: exercise	Keeping healthy: medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies	What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally	what good physical health means and how to recognise early signs of physical illness; that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary	Medicines: how medicines can contribute to health and how allergies can be managed ; that some diseases can be prevented by vaccinations and immunisations	Drugs: about mixed messages in the media relating to drug use and how they might influence opinions and decisions
3 18.1		Martin Luther King Day	Physical Health and Mental Well-Being HWB	What do we need to keep healthy? Exercise	Keeping healthy: hygiene	Keeping healthy: dental health	That regular exercise such as walking or cycling has positive benefits for their mental	Is covered in Science: How to maintain oral hygiene and dental health, including how to	Hygiene: that bacteria and viruses can affect health; to recognise the shared	Drugs: About the organisations where people can get help and support concerning drug

							and physical health	brush and floss correctly; the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	responsibility of keeping a clean environment	use; how to ask for help if they have concerns about drug use
4 25.1			Physical Health and Mental Well-Being HWB	What do we need to keep healthy? Keeping Clean	Healthy Minds: types of play, including balancing indoor, outdoor and screen-based play	Healthy Minds: how to manage big feelings including those associated with change, loss and bereavement	Healthy Minds: about the things that affect feelings both positively and negatively; strategies to identify and talk about their feelings	Healthy Minds: that mental health is just as important as physical health and that both need looking after	That there are situations when someone may experience mixed or conflicting feelings; how feelings can often be helpful, whilst recognising that they sometimes need to be overcome; exam stress	Mental Health: About the changes that may occur in life including death, and how these can cause conflicting feelings
5 1.2		Children's Mental Health Week	Physical Health and Mental Well-Being HWB	Naming and sharing our feelings	Healthy Minds: Healthy Minds: Describing our feelings; who to go to keep our bodies and minds healthy	Healthy minds: ways to feel good, calm down or change our mood: who to go to	Healthy Minds: about some of the different ways people express feelings e.g. words, actions, body language; to recognise how feelings can change overtime and become more or less powerful	Healthy Minds: to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support; positive strategies for managing feelings	Healthy Minds: to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available	Healthy Minds: Balancing time online with other activities helps to maintain their health and wellbeing; strategies to manage time spent online and foster positive habits e.g. switching phone off at night
6 8.2		Internet Safety Day Chinese New Year	Media literacy and digital resilience LWW Keeping safe HWB	Using our devices safely	How and why people use the internet: the benefits of using the internet and digital devices	Way in which people can access the internet e.g. phones, tablets, computers: the purpose and values the internet	how the internet can be used positively for leisure, for school and for work ; to make safe, reliable choices from search results	That everything shared online has a digital footprint; that organisations can use personal information to encourage people to buy things	To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise	About the benefits of safe internet use e.g. learning, connecting and communicating
7 22.2	SUPER CREATIVE THINKER	Super Creative Thinker Lent	Media literacy and digital resilience LWW	Naming and sharing our feelings	How people find things out and communicate safely with others online	To recognise that some content on the internet is factual	To recognise that images and information online can be	Online advertising: to recognise what online adverts	Basic strategies to assess whether content online (e.g.	How and why images online might be manipulated,

			Keeping safe HWB			and some is for entertainment e.g. news, games, videos	altered or adapted and the reasons for why this happens; strategies to recognise whether something they see online is true or accurate	look like; to compare content shared for factual purposes and for advertising	research, news, reviews, blogs) is based on fact, opinion, or is biased (including stereotypes) ; How to assess which search results are more reliable than others	altered, or faked; how to recognise when images might have been altered
8 1.3		World Book Day	Media literacy and digital resilience LWW Keeping safe HWB	Home: Staying safe	How rules can help to keep us safe: basic rules for keeping safe online	That information online might not always be true; who to go to if they are worried	To evaluate whether a game is suitable to play or a website is appropriate for their age-group	Searching the internet: that search results are ordered based on the popularity of the website and that this can affect what information people access	How devices store and share information	Social Media: why people choose to communicate through social media and some of the risks and challenges of doing so; reasons for age restrictions
9 7.3		Mother's Day	Media literacy and digital resilience LWW Keeping safe HWB	School: Staying Safe	Whom to tell if they see something online that makes them feel unhappy, worried, or scared	How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products	How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	The importance of taking medicines correctly and using household products safely	To identify when situations are becoming risky, unsafe or an emergency;	Sharing things online: rules and laws what is appropriate; that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might; how to report
10 15.3		Science Week St Patrick's Day	Media literacy and digital resilience LWW Keeping safe HWB	Out and About: Staying safe	Staying safe at home: electrical appliances, fire safety and medicines/household products	'How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about	How to identify typical hazards at home and in school; about fire safety at home including the need for smoke alarms	To recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing	to identify occasions where they can help take responsibility for their own safety	What to do if they take, share or come across an image which may upset, hurt or embarrass them or others; how to report the misuse of personal information or sharing of upsetting content/ images online
11 22.3		TFL - Road Safety officer (Tbc)	Media literacy and digital resilience	Road Safety	Out and About: Road and Rail Safety	How to recognise risk in everyday	How to predict, assess and manage risk in	To identify some of the effects related to	To differentiate between positive risk taking (e.g.	About the different age rating systems

			LWW Keeping safe HWB			situations, e.g. road, water and rail safety, medicines	everyday situations e.g. crossing the road, running in the playground, in the kitchen; keeping safe in familiar and unfamiliar envs.	different drugs and that all drugs, including medicines, may have side effects	trying a challenging new sport) and dangerous behaviour	for social media, T.V, films, games and online gaming: why age restrictions are important and how they help people make safe decisions about what to watch, use or play
12 29.3		Holi Easter Emergency services visit: (tbc)	Media literacy and digital resilience LWW Keeping safe HWB	The emergency services	How to respond if there is an accident and someone is hurt; role of the emergency services	About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	The importance of following safety rules from parents and other adults	That for some people using drugs can become a habit which is difficult to break; how to ask for help or advice	How to respond in an emergency, including when and how to contact different emergency services	How to protect personal information online

PSHE MEDIUM TERM PLAN 2020/2021: SUMMER

<u>Wk</u>	<u>Super C</u>	<u>Assembly Theme</u> Follow-up in Form Time PSHE	<u>PSHE Theme</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
1 19.4	SUPER CRITICAL THINKER	Super Critical Thinker St George's Day	Families and friendships R	Who is in my family? Differences in our families	People who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers	How to be a good friend, e.g. kindness, listening, honesty	To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents	About the features of positive healthy friendships such as mutual respect, trust and sharing interests	What makes a healthy friendship and how they make people feel included; strategies to help someone feel included	What it means to be attracted to someone and different kinds of loving relationships: any gender, ethnicity or faith
2 26.4		Stop Food Waste Day	Families and friendships R	What does a family do?	What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.	About different ways that people meet and make friends; strategies for positive play with friends, e.g. joining in, including others, etc.	That being part of a family provides support, stability and love ; about the positive aspects of being part of a family, such as spending time together and caring for each other	Strategies to build positive friendships; how to seek support with relationships if they feel lonely or excluded	Peer influence and how it can make people feel or behave: impact and strategies (incl online)	The difference between gender identity and sexual orientation and everyone's right to be loved; about the qualities of healthy relationships that help individuals flourish
3 3.5		May Day 8-5- VE day - 75years	Families and friendships R	What to do when things go wrong with your friend	About the importance of telling someone and how to tell them if they are worried about something in their family	About what causes arguments between friends; how to positively resolve arguments between friends;	To identify if/when something in a family might make someone upset or worried; what to do and whom to tell if	How knowing someone online differs from knowing someone face to face and that there are risks in communicating	Strategies to positively resolve disputes and reconcile differences in friendships How to recognise if a	What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - choice

						how to seek help	family relationships are making them feel unhappy or unsafe	with someone they don't know; who to go to if worried	friendship is making them feel unsafe, worried, or uncomfortable; seeking support	
4 10.5		Eid-ul-Fitr	Growing and Changing HWB	Likes and Dislike	To recognise what makes them special and unique including their likes, dislikes and what they are good at	About the human life cycle and how people grow from young to old; how our needs and bodies change as we grow up	That everyone is an individual and has unique and valuable contributions to make; to recognise how strengths and interests form part of a person's identity	About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes	Naming external parts of the body using biological names and reproductive organs	Identify the links between love, committed relationships and conception
5 17.5		Sun Safety	Growing and Changing HWB	Trying new things	Facing challenges/ learning from mistakes: how to manage and whom to tell when finding things difficult, or when things go wrong	Naming external parts of the body using biological names	Basic strategies to manage and reframe setbacks: asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Ways to boost their mood and improve emotional wellbeing; about the link between participating in interests, hobbies and community groups and mental wellbeing	About the physical and emotional changes during puberty. That for some people their gender identity does not correspond with their biological sex	What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
6 24.5		National Children's Gardening Week	Growing and Changing HWB	Trying again/ Persevering	How they are the same and different to others	About change as people grow up, including new opportunities and responsibilities	To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues	How to recognise, respect and express their individuality and personal qualities	Key facts about puberty including the menstrual cycle and menstrual wellbeing, erections and wet dreams	How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb; that pregnancy can be prevented with contraception
7 31.5	SUPER COLLABORATOR	Super Collaborator 10. 6 Empathy Day	Growing and Changing HWB	How I change..Then and Now	About different kinds of feelings	About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments; that people are paid money for the job they do; that people are paid	About jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime	Naming external parts of the body using biological names and reproductive organs	Strategies to manage the changes during puberty including the importance of personal hygiene routines during puberty including washing regularly and using deodorant	About the responsibilities of being a parent or carer and how having a baby changes someone's life

						money for the job they do				
8 7.6		World Environment / Oceans Day	Growing and Changing HWB	Our Bodies	How to recognise feelings in themselves and others; how feelings can affect how people behave	How money can be kept and looked after; about getting, keeping and spending money	About common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM	About the physical and emotional changes during puberty	How to discuss the challenges of puberty with a trusted adult; how to get information, help and advice about puberty	About the transition to secondary school and how this may affect their feelings; about how relationships may change as they grow up or move to secondary school
9 14.6		Father's Day	Money and work LWW	Different Jobs	About how different strengths and interests are needed to do different jobs	How to recognise the difference between needs and wants; how people make choices about spending money, including thinking about needs	about some of the skills needed to do a job, such as teamwork and decision-making	How people make different spending decisions based on their budget, values and needs; that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	To identify jobs that they might like to do in the future; about the role ambition can play in achieving a future career; how or why someone might choose a certain career	About the role that money plays in people's lives, attitudes towards it and what influences decisions about money; about value for money and how to judge if something is value for money
10 21.6		20-26 June Recycle Now Wee	Money and work LWW	What is money?	About people whose job it is to help us in the community	About different jobs and the skills needed for them	To recognise their interests, skills and achievements and how these might link to future jobs	How to keep track of money and why it is important to know how much is being spent	The importance of diversity and inclusion to promote people's career opportunities; about stereotyping in the workplace, its impact and how to challenge it; routes to careers	About common risks associated with money, including debt, fraud and gambling
11 28.6		Maths Week London	Money and work LWW	When I grow-up I want to be...	About different jobs and the work people do. What I would like to do	My job aspirations	My job aspirations	About different ways to pay for things such as cash, cards, e-payment and the reasons for using them	Preparing to move to a new class and setting goals for next year	Reflections and Aspirations
12 5.7		Moving up	Money and work LWW	Preparing to move to a new class and setting goals for next	Preparing to move to a new class and setting goals for next	Preparing to move to a new class and setting goals for next	Preparing to move to a new class and setting goals for next	Preparing to move to a new class and setting goals for next		

