

Helsby Hillside Primary School

PSHE Essential Learning



With kindness, respect and gratitude, together we aim high in all we do.

Year Group	Unit of Work	PSHE - Essential Learning
Year 1	Me and My Relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Name different feelings and explain how they make them feel, also identify how to deal with some 'not so good feelings' • Know when they need help and where to go to for help • Be able to give some classroom rules
	Valuing Differences	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify ways in which people are similar as well as different • Be able to say why things can seem unfair even if they are not
	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to say what they can do if they have strong, but not good feelings, to help themselves stay safe • Give examples of ways in which they can stay healthy • Say and give examples when medicines may be dangerous and not needed
	Rights and Respect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Give examples how they can look after themselves and their environment both at home and in school • Give some examples of ways that they can look after money
	Being My Best	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Give some ideas of things that they can do if they find something difficult • Say why certain foods are healthy and why it is important to eat at least 5 portions of fruit and vegetables a day
	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to identify an adult they can talk to both at school and at home if they need help • Give and name things that they are able to do now that they were not able to do as a toddler • Tell what some body parts do and say what body parts girls and boys have that are the same and identify what body parts are different
Year 2	Me and My Relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Tell some ways that they can get help, if they are being bullied and what they can do if someone teases them • Suggest rules that will help to keep them happy and friendly and what will help them keep to these rules. They can also give some classroom rules they have made together • Be able to give lots of ideas about being what makes a good friend and also tell you how they can try to be a good friend. • Learn how they can express their feelings in a safe, controlled way

	Valuing Differences	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify how they could help themselves if they were being left out • Be able to give a few examples of good listening skills and explain why listening skills help to understand a different point of view
	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Give some examples of safe and unsafe secrets and be able to identify safe people who can help if something feels wrong • Give other examples of touches that are ok or not ok (even if they haven't happened to them) and be able to identify a safe person to tell if they felt 'not OK' about something • Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely
	Rights and Respect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Give examples of things that help them to be settled and calm in the classroom and give examples of when they may have used some of these ideas to help them when they are not settled
	Being My Best	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Name different parts of their body that are <i>inside</i> them and help to turn food into energy • Know what is needed to get energy • Explain how setting a goal or goals will help them to achieve what they want to be able to do
	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify who helps them to grow (people who look after them) and what things they can now do themselves that they couldn't when they were younger • Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house) • Give examples of how to give support or feedback to someone • Learn which body parts are private and how body parts look different on different people
Year 3	Me and My Relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn that they can accept the views of others and understand that we don't always agree with each other • Be able to give lots of ideas about what they can do to be a good friend and to tell some different ideas for how to make up with a friend if there has been a fall out
	Valuing Differences	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn different examples of different community groups and what is good about having different groups • Learn about respect and tolerance and talk about examples in the classroom where respect and tolerance have helped to make it a happier, safer place

	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about risk and what can be done to make a situation less risky or not risky at all • Understand why medicines can be helpful or harmful • Learn importance of keeping personal details safe online • Learn that not all online information is true and be able explain why information I see online might not always be true
	Rights and Respect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn the difference between fact and opinion and give some ways of checking whether something is a fact or just an opinion • Learn how they themselves can help the people who help them, and how to do this
	Being My Best	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify examples of things that they can do to take ownership of their health and give an example of something that they done which shows this • Explain skills and talents and give an example of a skill or talent that they have developed and the goal-setting that has already been done (or is planned to be done) in order to improve it
	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Name a few things that make a positive relationship and some things that make a negative relationship • Learn what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away with menstruation • Learn about body space and identify situations when someone hasn't been invited into their body space • Children will learn strategies for being assertive in asking others to leave body space if they feel uncomfortable • Identify unsafe secrets that may make someone feel uncomfortable and who they could talk to about it
Year 4	Me and My Relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to give examples of how to tell a person is feeling worried just by their body language • Identify what to do if someone was upsetting me or if they were being bullied. • explain what being 'assertive' means and give a few examples of ways of being assertive
	Valuing Differences	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify ways that people are different, including religious or cultural differences • Learn about stereotypes and explain why it's important to challenge stereotypes that might be applied to themselves or to others

	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but learn and understand that people have choices about whether they take risks • Learn some of the risks of smoking or drinking alcohol and their effect on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol • Learn what influences are and be able to give examples of positive and negative influences • Learn that things could influence them when making decisions. Children will learn that an influence can be either positive or negative
	Rights and Respect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand what the term 'bystander' means. They will be able to explain what an <i>active bystander</i> is and give an example of when they may be able to be an active bystander, or when they have done this • Be able to explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour • Explain how TV, newspapers or websites can give messages that might influence how people think about things and why this might be a problem • Learn that money is a limited resource and that people have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to them
	Being My Best	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify healthy living choices and give a choice they can make that helps to keep them healthy. They will give examples of different things that they do already that help to keep themselves healthy • Give an example of something they can do to help look after their environment and give different examples of some of the things that I they do already to help look after their environment
	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Label some parts of the body that both boys and girls have. They will also label some parts of the body that only boys have and only girls have • Talk about how some parts of the body change during puberty • Be able to name some of the difficult feelings someone might have as they go through puberty and give some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents) • Learn why people get married, learn who can get married and how old they have to be

Year 5	Me and My relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn a range of examples of our emotional needs and explain why they are important • Be able to give some examples of how to be a good friend. Be able to explain why these qualities are important. • Learn what being assertive means and give a few examples of how they could stand up for themselves by being assertive. • Identify when they might need to use assertiveness skills
	Valuing Differences	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about different faiths and cultures and positive things about having these differences • Learn how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this
	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about risk and give examples of risky situations that happen online (e.g. on a phone) and what can be done to make situations less risky • Identify situations that might influence a person to take risks online and learn that choices can be made to avoid risk • Understand that the percentage of people aged 11-15 years old that smoke in the UK is 3% and give reasons why some people think it's a lot more than it actually is
	Rights and Respect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify examples of some of the rights and respect of others (people and things) and be able to give real examples of each that relate to them • Learn that can give an example of something that they can take ownership of to keep themselves healthy (e.g. doing some exercise, cleaning teeth) • Understand that local councils have to make decisions about how money is spent on things needed in the community. They will also be able to give examples of some of the things they have to allocate money for
	Being My Best	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn that increasing independence brings with it increasing need to take ownership of certain things and give an example of this to help explain it. • Identify several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand what resilience is and how it can be developed • Identify some of the ways in which change can be experienced (puberty, moving, family breakup or bereavement) • Learn how they can prepare and cope for change • Revise the term puberty and identify some products that may be needed during puberty and why • Learn what menstruation and wet dreams are and why they happen • Learn the correct words for the external sexual organs • Learn to identify when they need help and can identify trusted adults in their lives who can help them
Year 6	Me and My Relationships	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify what a bystander is and explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Know the difference between an active and passive bystander • Be able to explain the term bystander. They will explain what is meant by a compromise and give examples of negotiation and compromise • Identify what appropriate and inappropriate touch is and give examples
	Valuing Difference	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn what prejudice is and reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason • Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations
	Keeping Safe	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met • Learn some examples of how mobile (smart) phones can be positive (good) or negative (not so good) • Identify some ways of making sure that they keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this • Identify why some people believe that more young people drink alcohol than actually do (misperceive the norm)
	Rights and Respect	<p>In this Unit the Children will:</p> <ul style="list-style-type: none"> • Explain how people's social media profiles often give a biased view of them • Learn reasons why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves • Learn what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way • Identify the advantages and disadvantages of different ways of saving money.

	Being My Best	<p>In this Unit the Children will:</p> <ul style="list-style-type: none"> • Identify an aspiration and goal they have and one (or more) of the steps needed to achieve that goal • Identify how they can overcome problems and challenges on the way to achieving their goals • Learn that risks can be emotional or physical can give examples of an emotional risk and a physical risk. • Identify an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good
	Growing and Changing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Give an example of a secret that should be kept private and a secret that should be shared with a trusted adult. • Learn some emotional changes associated with 'puberty' and how people may feel when their bodies change • Give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities). • Identify the changes that happen through puberty to allow sexual reproduction to occur • Know a variety of ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means