

Y5/6 PSHE

| Autumn 26 | Spring 27 | Summer 27 | Autumn 25 | Spring 26 | Summer 26 |
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| Cycle A (10-11) | | | Cycle B (9-10) | Cycle B | Cycle B |
| Being Me in My World | Dreams and Goals | Relationships | Puzzle piece Being Me in my world | Dreams and Goals | Relationships |
| Children can explain how their choices can have an impact on people in their immediate community and globally. <i>They can empathise with others in their community and globally and explain how this can influence the choices they make.</i> | Children can explain different ways to work with others to help make the world a better place. <i>They can explain what motivates them to make the world a better place.</i> | Children can identify when people may have been experiencing feelings associated with loss and also recognise when people are trying to gain power or control. <i>They can explain the feelings they might experience if they lose somebody special. They can say when they need to stand up for themselves and their friends in real or online situations and offer strategies to help them manage these feelings and situations.</i> | Children can compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. <i>They can explain how the actions of one person can affect another</i> | Children can compare their hopes and dreams with those of young people from different cultures. <i>They can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</i> | Children can compare different types of friendships and the feelings associated with them. They can explain how to stay safe when using technology to communicate with their friends. <i>They can apply strategies to manage their feelings and the pressures they face to use technology in ways that may be risky or cause harm to themselves or others.</i> |
| <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour</p> | <p>I know my learning strengths and can set challenging but realistic goals for myself.</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> | <p>I know that it is important to take care of my mental health.</p> <p>I know how to take care of my mental health.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can judge whether something online is safe and helpful for me.</p> | <p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> | <p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can</p> | <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I understand there are rights and responsibilities in an online community or social network.</p> <p>I know there are rights and responsibilities when playing a game online.</p> <p>I can recognise when I am spending too much time using devices.</p> |

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| <p>because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p> | <p>I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p> | <p>I can use technology positively and safely to communicate with my friends and family.</p> | <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefit the school community and know how to participate in this</p> | <p>identify a range of ways that we could support each other.</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</p> | <p>I can explain how to stay safe when using technology to communicate with my friends.</p> |
| <p>laws participation illegal lawful Maslow</p> | <p>admire respect hardship suffering achievement</p> | <p>influences assertive bereavement stigma loss</p> | <p>wealth poverty prejudice privilege deprive</p> | <p>aspirations motivation determination sponsorship culture</p> | <p>vulnerable grooming mental health trolled self-esteem</p> |
| <p>Celebrating Difference (10-11)</p> | <p>Healthy Me</p> | <p>Changing Me</p> | <p>Celebrating difference (9-10)</p> | <p>Healthy Me</p> | <p>Changing Me</p> |
| <p>Children can explain ways in which differences can be a source of conflict or a cause for celebration. <i>They can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</i></p> | <p>Children can explain when substances including alcohol are being used antisocially or being misused and the impact this can have on an individual and others. <i>They can identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.</i></p> | <p>Children can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. <i>They recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.</i></p> | <p>Children can explain the differences between direct and indirect types of bullying. They can offer a range of strategies to help themselves They can explain why racism and other forms of discrimination are unkind. <i>They can express how they feel about discriminatory behaviour</i></p> | <p>Children can explain the different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems relating to body image pressures. They know how smoking and alcohol misuse are unhealthy. <i>They can summarise different ways that they respect and value their body.</i></p> | <p>Children can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They can summarise the process of conception. <i>They can express how they feel about the changes that will happen to them during puberty.</i></p> |
| <p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p> | <p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body,</p> | <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of</p> | <p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> | <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart.</p> | <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> |

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| <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p> | <p>particularly the liver and heart.</p> <p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p> | <p>looking after yourself physically and emotionally.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p> | <p>I understand how rumour spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can compare my life with people in the developing world.</p> <p>I can understand a different culture from my own</p> | <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergencies.</p> <p>I understand how the media, social media and celebrity culture promote certain body types.</p> <p>I can describe the different attitudes people have to food and how these can be affected by external influences.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> | <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p> <p>I can identify what I am looking forward to when I move to my next class.</p> |
| <p>disability stamina harassment empathy belonging</p> | <p><i>gangs reputation anti-social triggers stress</i></p> | <p>transition independence identify adolescent sexting</p> | <p>Race, racism, discrimination, culture, homophobic.</p> | <p><i>Debate, lifestyle, self-respect, comparison, recovery.</i></p> | <p>Perceptions, consent, conception, making love, sexual intercourse.</p> |