

PSHE

*At Park View, PSHE is at the heart of our school ethos and vision as it is a crucial element of our pupil's education. PSHE helps our children to develop the knowledge, skills and attributes they need to thrive as individuals, family members and **'global citizens'**.*

<p style="text-align: center;"><u>Year 4</u> <u>Families and people who care for me</u></p>	<p style="text-align: center;"><u>Year 4</u> <u>Respectful Relationships</u> <u>(including online)</u></p>	<p style="text-align: center;"><u>Year 4</u> <u>Being Safe</u> <u>(including internet safety and harms)</u></p>	<p style="text-align: center;"><u>Year 4</u> <u>Physical health and fitness</u></p>
<p style="text-align: center;"><u>Prior learning in Year 3</u></p> <p>Pupils learnt that families are important growing up as they can give love, security and stability. They learnt that other families either in school or the wider world look different from my family but that caring, stable relationships are at the heart of happy families.</p>	<p style="text-align: center;"><u>Prior learning in Year 3</u></p> <p>Pupils learnt how important friends are in making them feel happy and secure. They learnt to listen and respond carefully to a wide range of people and to feel confident to raising concerns. They learnt how to recognise and care about others feelings and about the importance of showing respect to others on line as they would face-face.</p>	<p style="text-align: center;"><u>Prior learning in Year 3</u></p> <p>Pupils understand they have the right to protect their body from inappropriate and unwanted contact. They know it not always right to keep secrets if they relate to being safe and understand that there are people who are responsible for keeping them safe and healthy. Pupils learnt how to use a mobile phone responsibly (time limits, safe user habits, turning off at night.) and understand the consequences of distributing images of themselves and others.</p>	<p style="text-align: center;"><u>Prior learning in Year 3</u></p> <p>Pupils know how to take care of their body and understand the characteristics and mental and physical benefits of an active lifestyle. Pupils can identify commonly available drugs and substances and which can affect one's health. They know about dental health and the benefits of good oral hygiene and dental flossing. They also understand school rules about health.</p>
<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I understand how to show that I respect the differences of other children's families. • I understand that healthy families support each other in times of difficulty. • I understand the importance of spending time with family. 	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I can respect others and if necessary constructively challenge their point of view. • I can recognise ways in which friendships and other relationships can be unhealthy and whom to talk to if I need support. • I understand that people sometimes behave differently online and may pretend to be someone they're not. 	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I can help the people keeping me safe and healthy by letting them know about any problems I have. • I understand what sorts of boundaries are appropriate in friendships with peers and others. • I understand that each person's body belongs to them. • I understand why rules and laws are made and understand the school rules for safety. 	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I know how to build regular exercise into daily and weekly routines. • I can understand the benefits of eating a balanced diet. • I understand the facts about smoking and its effects on health. • I understand the facts about alcohol and its effect on health. • I understand the importance of sufficient good quality sleep for good health.

<p><u>Key Assessment Questions</u></p> <p>Q. How can you show respect to different families? What might you do and/or not do?</p> <p>Q. How could a family support each other in times of difficulty?</p> <p>Q. Why is it good to spend time with family?</p>	<p><u>Key Assessment Questions</u></p> <p>Q. What can we say or do if we disagree with someone's point of view?</p> <p>Q. What does a healthy friendship look like? What does an unhealthy friendship look like?</p> <p>Q. Why do people online pretend to be someone they are not? What are the signs of this?</p> <p>Q. Who can you go to if you experience an unhealthy relationship and why is this the right thing to do?</p>	<p><u>Key Assessment Questions</u></p> <p>Q. Who will you communicate your problems to? How will you do this?</p> <p>Q. Name one of your boundaries in a friendship.</p> <p>Q. Who does each person's body belong to?</p> <p>Q. What would the world be like without rules and laws? Name three school rules you think are most important.</p>	<p><u>Key Assessment Questions</u></p> <p>Q. How can you make sure you are active throughout the day?</p> <p>Q. Why is a balanced diet good for you?</p> <p>Q. Name 3 effects smoking has on your health.</p> <p>Q. Name 3 effects alcohol has on your health.</p> <p>Q. What does having the right amount of sleep help with?</p>
<p><u>Year 4 - Mental Wellbeing</u></p> <p><u>MUST choose at least one objective to be taught within whatever topic you are teaching above (NON-NEGOTIABLE)</u></p>			
<p><u>Prior learning in Year 3</u></p>	<p><u>Prior learning in Year 3</u></p>	<p><u>Prior learning in Year 3</u></p>	<p><u>Prior learning in Year 3</u></p>
<p>Pupils learnt what positively and negatively affects their mental health and how to deal with this.</p>	<p>Pupils learnt what positively and negatively affects their mental health and how to deal with this.</p>	<p>Pupils learnt what positively and negatively affects their mental health and how to deal with this.</p>	<p>Pupils can recognise when they need help and develop the skills to ask for help.</p>
<p><u>Curriculum objectives derived from National Curriculum</u></p>	<p><u>Curriculum objectives derived from National Curriculum</u></p>	<p><u>Curriculum objectives derived from National Curriculum</u></p>	<p><u>Curriculum objectives derived from National Curriculum</u></p>
<p>I understand how the balance of physical, mental and emotional health affects my wellbeing.</p>	<p>I can realise and understand the consequences of bullying and</p>	<p>I can realise and understand the consequences of anti-social behaviour on individuals and communities.</p>	<p>I understand how the balance of physical, mental and emotional health affects my wellbeing.</p>

	discrimination on individuals and communities.	I can realise and understand the consequences of aggressive and harmful behaviours on individuals and communities.	
<p>Key Assessment Questions</p> <p>Q. How does your physical health affect your wellbeing?</p> <p>Q. How does your mental health affect your wellbeing?</p>	<p>Key Assessment Questions</p> <p>Q. What is the consequence of bullying and discrimination on individuals?</p> <p>Q. What is the consequence of bullying and discrimination on communities?</p> <p>Q. How could you respond to this?</p>	<p>Key Assessment Questions</p> <p>Q. What is the consequence of anti-social behaviour and aggressive behaviour on individuals?</p> <p>Q. What is the consequence of anti-social behaviour and aggressive behaviour on communities?</p> <p>Q. How could you respond to this?</p>	<p>Key Assessment Questions</p> <p>Q. How does your physical health affect your wellbeing?</p> <p>Q. How does your mental health affect your wellbeing?</p>

<u>Year 5</u> <u>Families and people who care for me</u>	<u>Year 5</u> <u>Respectful Relationships</u> <u>(including online)</u>	<u>Year 5</u> <u>Being Safe</u> <u>(including internet safety and harms)</u>	<u>Year 5</u> <u>Physical health and fitness</u>
<p><u>Prior learning in Year 4</u></p> <p>Pupils identified characteristics of different families and discussed the importance of respecting all family dynamics. They learnt about the importance of being part of a happy family and how feeling secure at home can help us to grow.</p>	<p><u>Prior learning in Year 4</u></p> <p>Throughout Year 4 the children discussed the characteristics of healthy friendships while recognising unhealthy relationships and who to talk to if support was needed. They learnt how to challenge others viewpoints constructively and discussed online problems including: how people’s behaviour online can be dangerous and how people may pretend to be someone they’re not.</p>	<p><u>Prior learning in Year 4</u></p> <p>Pupils understand that each person’s body belongs to them and we are all allowed to set boundaries that are appropriate to us. They discussed the differences between appropriate and unsafe contact.</p> <p>Children discussed the rules and laws of internet safety and harms by identifying what is recognised as harmful online and how their own actions can affect themselves and others.</p>	<p><u>Prior learning in Year 4</u></p> <p>The children identified the importance of eating a balanced diet and how to incorporate regular exercise into daily routines. Pupils understood the impact both smoking and drinking alcohol can have on people’s health and wellbeing. They discussed the value of good, quality sleep and how lack of sleep can impede on our general health. Children discussed Basic First Aid rules within the school setting.</p>
<p><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I understand that marriage is a formal and legally recognised commitment of two people intended to be lifelong. • I understand how family relationships can make me feel unhappy or unsafe. • I understand the different types of relationships including those 	<p><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I understand that friendships can experience highs and lows and develop strategies to resolve disputes. • I can understand what personal boundaries are and identify what I am willing to share with others. 	<p><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I understand how information contained in social media can misrepresent or mislead. • I understand that the pressure to behave in an unacceptable manner can come from a variety of sources. 	<p><u>Curriculum objectives derived from National Curriculum</u></p> <ul style="list-style-type: none"> • I understand what might influence my choices about food and exercises and the risks associated with living an inactive lifestyle.

<p>between acquaintances, friends, relatives and family.</p>	<ul style="list-style-type: none"> • I can recognise what constitutes healthy relationship and develop the skills to maintain healthy relationships. 	<ul style="list-style-type: none"> • I understand how to manage the requests for images of myself or others. • I can recognise feelings of being unsafe or feeling bad about any adult and have the vocabulary and confidence to report such concerns. 	<ul style="list-style-type: none"> • I understand which commonly available substances can damage my health and how. • I understand the science relating to immunisation and vaccination. • I understand basic emergency procedures. • I understand how my body and emotions may change as I approach and move through puberty.
<p><u>Key Assessment Questions</u></p> <p>Q. Can you list 5 qualities of a safe family life?</p> <p>Q. Can you name 5 different types of relationships?</p>	<p><u>Key Assessment Questions</u></p> <p>Q. List 3 conflicts you have had with your friends and how you overcame these issues.</p> <p>Q. List 3 things you are happy to share with others and 3 things you're not happy to share. Discuss why you have chosen these things.</p> <p>Q. Why is it important to set boundaries?</p> <p>Q. What does a healthy friendship look like?</p>	<p><u>Key Assessment Questions</u></p> <p>Q. Where might you feel pressure from?</p> <p>Q. How can social media mislead you?</p> <p>Q. List 3 things you would do if you were asked to send images of yourself.</p> <p>Q. Who would you report concerns to if you felt unsafe?</p>	<p><u>Key Assessment Questions</u></p> <p>Q. List 5 ways you can maintain a healthy lifestyle.</p> <p>Q. How can drugs impact a person's life?</p> <p>Q. Why are immunisations and vaccinations important?</p> <p>Q. Who would you call in an emergency?</p> <p>Q. List 5 ways humans change as we move through puberty.</p>

Year 5 - Mental Wellbeing

MUST choose at least one objective to be taught within whatever topic you are teaching above (NON-NEGOTIABLE)

<u>Prior learning in Year 4</u>	<u>Prior learning in Year 4</u>	<u>Prior learning in Year 4</u>	<u>Prior learning in Year 4</u>
Pupils have previously discussed how a balance of physical, mental and emotional health effects their overall wellbeing.	The children have discussed the consequences of anti-social behaviour.	Pupils have learned understand the consequences of aggressive and harmful behaviours.	
<u>Curriculum objectives derived from National Curriculum</u> <ul style="list-style-type: none">I can recognise that I may experience conflicting emotions.	<u>Curriculum objectives derived from National Curriculum</u> <ul style="list-style-type: none">I can understand when I need to listen to or overcome conflicting emotions.	<u>Curriculum objectives derived from National Curriculum</u> <ul style="list-style-type: none">I can recognise the role of voluntary and community groups in relation to health and wellbeing.	<u>Curriculum objectives derived from National Curriculum</u> <ul style="list-style-type: none">I can recognise the role of pressure groups, especially in relation to health and wellbeing.
<u>Key Assessment Questions</u> Q. List 10 emotions.	<u>Key Assessment Questions</u> Q. When might you need to listen to conflicting emotions?	<u>Key Assessment Questions</u> Q. List 3 groups you know that support health and wellbeing.	<u>Key Assessment Questions</u> Q. How can pressure groups impact your wellbeing?