**Weston Lullingfields CE Primary School – Long Term Plan - PHSE Key Stage 2 (yr 3 – 6)**

**Aims for Teaching of PHSE at Weston Lullingfields**

1. To enable each child to have an understanding of others so they can appreciate and value difference and maintain healthy relationships
2. To allow children to develop an understanding of themselves, both physically and emotionally, so that they are able to keep themselves healthy and fulfil their potential
3. To give the children an opportunity to explore the human world and society in which they live, and understand the concepts of fairness, justice and respect
4. To help children understand and appreciate what it is to be British and to live in Britain
5. To begin to develop skills and knowledge that will support them in living in a modern world.

We teach, wherever possible, in cross-curricular themes, and therefore, PHSE has close ties with some of our Science curriculum and our Worship/RE curriculum. We use a mix of resources to meet our PHSE curriculum including the SEAL materials and the newly developed Respect Yourself materials. In addition, PHSE skills have a close link with English curriculum, particularly in speaking and listening, and in maths (fiscal understanding).

Our programme for developing good learning attitudes and skills underpins everything else.

**PHSE Skills**

These skills run through all the PHSE topics:

Discuss and record individual feelings, ideas and opinions on relevant issues.

Research, discuss and debate topical issues, problems and events.

Develop questioning, interviewing and listening skills

Begin to develop concern for and questioning attitude to human rights and social injustice.

Reflect on spiritual, moral, social and cultural issues using imagination and empathy for others.

**Content**

The New National Curriculum expectations have been divided by Rising Stars into lower and upper key stage objectives. Whilst all the children in KS2 are taught the same ‘theme’ – the expectations are divided into yrs 3 & 4 and yrs 5 & 6. The themes work on a two year cycle – this means that each child will complete each theme twice but with a differing depth of understanding as they progress through the school.

**Assessment**

Assessment is made through teacher observation, questioning and work in books against the Rising Star assessment objectives. It is recorded on Classroom Monitor, and highlights the progress the children are making in this subject or areas in which they need to develop.

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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Lower Key Stage 2 Objectives** | *He/she can explain what can affect his/her health positively and negatively including dental health.* *He/she understands when it is necessary to seek help from others and who they can ask for that help.* | *He/she understands how his/her actions impacts on others and how they can address problems caused.* *He/she recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong.* *He/she follows the classroom and school rules and works as a role model to younger children.* *He/she understands that our society has rules and laws which govern us.* | *He/she can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc. He/she understands when it is necessary to share secrets with others so they do not put themselves or others at risk.* | *He/she can use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.H*e/she *can share personal successes and describe how they achieved them.* *He/she can explain how others are feeling and describe how they can support them.* *He/she recognises a dare and understands how to not give in to pressure.*  *He/she understands that the media may not always portray the truth.* | *He/she can describe how they are important to others and how they can care for others.* *He/she understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex etc*. *He/she understands his/her responsibilities at school.* *He/she understands how money plays a role in his/her own and other's lives. He/she can explain different ways to manage his/her money.* *He/she can describe the different cultural, ethnic and religious groups that make up the UK. He/she can describe differences between different cultural, ethnic and religious groups.* | *He/she understands how and why they should keep themselves clean.* |
| **Upper Key Stage 2 Objectives** | *He/she understands that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.* | *He/she recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ. He/she can explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it. He/she follows the classroom and school rules and works as a role model to younger children. He/she understands that rules and laws differ in different parts of the world.* | *He/she can predict and assess risks in different situations and explain how to manage them responsibly. He/she understands when and how to help others if they feel they are at risk.* | *He/she can share personal successes with the class and set further goals from those achievements. He/she can recognise a wide range of emotions in others and know when to support them or to seek help from someone else. He/she understands reasons why the media may present information in different ways.* | *He/she can explain when they have experienced conflicting emotions and how they dealt with the situation. He/she can show respect to people around them and if necessary constructively challenge their point of view. He/she recognises and challenges stereotypes. He/she fulfils his/her responsibilities at school in different contexts e.g. The playground, the classroom.*  *He/she can describe the different cultural, ethnic and religious groups that make up the world. He/she explains and understands the need to respect the differing ideas of a range of people in society.*  *He/she has a basic understanding of money concepts. e.g. Tax, interest, loan and debt. He/she develops an initial understanding of how to become a critical consumer.* | *He/she can explain how the media can have positive and negative impacts upon his/her health including dental health*.  *He/she understands the risks of not maintaining good levels of personal hygiene. He/she understands the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.* |
| **Cycle A** | New Beginnings (SEAL)  To face new challenges positively by collecting information, making responsible choices and, taking action (including preparation for transition).  Value the opportunity for new experiences in and out of school.  NSPCC’s R Time (1st two weeks) How can we work together?  And to tie in with Science – yr 3 & 4 Healthy Eating  **Respect Yourself Unit Eat Better** (4 Lessons) | Rights and Responsibilities – rules  **Begin to know how and why rules and laws are made and enforced and are different in differing situations.**  Learn how to take part in making and changing rules.  Develop a sense of fair play including respect for the processes of the law and the rights of others.  **Understand the meaning of being democratic and the process involved in coming to a democratic decision.**  **Appreciate the importance of democratic decision making.** | Careers  Know a range of jobs done by people they know and what they like and dislike about these jobs. Consider what their future contributions might be  Looking After ourselves  Begin to understand the need for health and safety in their own environment and recognise when risks occur e.g. road and water safety and basic first aid.  Know about personal safety including what kind of physical contact is acceptable.  Assess risk and make decisions about personal safety.  Develop a sense of self worth and a positive approach to personal well being and safety.  Begin to explore different views and attitudes to health related issues e.g. smoking and diet. | Going for Goals (SEAL)  To recognise when they have made mistakes and learn from them.  Develop a positive attitude to and take responsibility for their learning and behaviour.  Recognise and appreciate personal strengths and set personal goals. | Citizens of the World  Develop the skills to make their own contribution to school life.  Begin to understand the impact and influence of the media.  To recognise the role of voluntary community and pressure groups.  To look at the work of charities world-wide.  Fiscal Management  Begin to learn to look after their money and the advantages of saving.  Begin to understand that resources can be allocated in different ways and that they can affect individuals, communities and the sustainability of the environment. | Changes (SEAL)  Yr 6 SRE Respect Yourselves programme  Growing and Changing  To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty.  Know the body changes that will take place at puberty.  Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.  Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.  Develop the confidence to talk about personal health related issues.  Make decisions related to relevant personal health issues and choices.  Recognise who to talk to and where to get help.  Respect Yourself – RSE Unit (Tie in with Science yr 5 & 6 topic on life cycles) |
| RE  Worship | *Thankfulness* | *Justice*  *Generosity* | *Wisdom* | *Courage*  *Perseverence* | *Service* | *Trust*  *Truthfulness* |
| **Cycle B** | Express Yourself!  Develop the skills to make their own contribution to school life.  Consider their reasons for personal preference.  Take a constructive interest in community affairs and show a willingness to participate in the school’s decision-making processes.  Respect Yourself – Unit Eat Better and Move More to tie in with Science Digestion(yr 3 & 4) and Heart/circulatory system (yr 5 & 6) | Rights and Responsibilities - differences  Saying No to Bullies (SEAL)  To understand the consequences of anti-social and aggressive behaviours, such as bullying, racism, homophobia, on individuals and communities  Learn that there are different kinds of rights and responsibilities at home, at school and in the community and that they may conflict.  Accept and respect the legitimate interests of others.  **Appreciate the range of national, regional, religious, ethnic identities in the community in the United Kingdom.**  **Begin to understand diversity in society, the contributing factors, and the range of languages, cultures and beliefs represented in the school and wider community.**  To understand what bullying is, the different types of bullying, that bullying is wrong and the characteristics of someone who bullies.  Develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism and homophobia. | Looking after ourselves (health and safety incl. stranger danger and eSaftey)  Begin to learn to look after their money and the advantages of saving.  Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating.  Begin to know about drugs – that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns about drugs  Begin to understand what is necessary for positive emotional health and well being e.g. the balance between work and leisure.  Begin to understand the need for health and safety in their own environment and recognise when risks occur e.g. road and water safety and basic first aid.  Know about personal safety including what kind of physical contact is acceptable.  Assess risk and make decisions about personal safety.  Develop a sense of self worth and a positive approach to personal well being and safety.  Begin to explore different views and attitudes to health related issues e.g. smoking and diet. | Good to be me (SEAL)  To recognise their worth as individuals by identifying positive things about themselves and their achievements.  Know that pressure to behave in unacceptable and risky ways can come from a variety of sources.  Develop greater confidence in order to cope with pressure and manage personal behaviour. | Getting on and Falling out (SEAL)  Learn to recognise and express emotions and understand how their feelings can affect themselves and others.  Resolve differences and solve problems by looking at alternatives, making decisions and explaining choices.  To know about different types of relationship, including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.  Develop skills to build and manage effective relationships e.g. listening, supporting, showing care and empathy.  Identify and celebrate positive qualities and achievements in their relationships. | Changes (SEAL)  Yr 6 SRE Respect Yourselves programme  Growing and Changing  To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty.  Know the body changes that will take place at puberty.  Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.  Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.  Develop the confidence to talk about personal health related issues.  Make decisions related to relevant personal health issues and choices.  Recognise who to talk to and where to get help. |
| RE  Worship | *Creativity* | *Peace*  *Humility* | *Respect*  *Reverence* | *Hope* | *Friendship*  *Responsibility*  *Koinomia* | *Forgiveness*  *Compassion* |

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