

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Curriculum coverage	<b>Relationships</b> <ul style="list-style-type: none"> <li>Respecting Ourselves and Others</li> <li>Families and Friendships</li> <li>Safe Relationships</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>	<b>Physical Health and Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Physical health and Mental Well-being</li> <li>Growing and changing</li> <li>Keeping Safe</li> </ul>
Year 1	How behaviour affects others; being polite and respectful Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission	What rules are; caring for others; needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community	Keeping Healthy; food and exercise; hygiene and routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong To understand that children grow and change – baby, toddler, child, teenager, adult, elder How rules and age restrictions help us; keeping safe online
Year 2	Recognising things in common and differences; playing and working cooperatively; sharing opinions Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community. The internet in everyday life; online content and information. What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing older; naming body parts; transition – moving class/year/key stage. Safety in different environments; risks and safety at home; emergencies.
Year 3	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite What makes a family? Features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour.	The values of rules and laws; rights; freedoms and responsibilities. How the internet is used; assessing information online. Different jobs and skills; job stereotypes; setting personal goals.	Healthy choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places.
Year 4	Respecting differences and similarities; discussing difference sensitively. Positive friendships including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online.	What makes a community; shared responsibility How data is used and shared online Making decisions about money; using money and keeping money safe.	Managing a balanced lifestyle; oral hygiene and dental care. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Medicines and household products; drugs common to everyday life.
Year 5	Responding respectfully to a wide range of people; recognising prejudice and discrimination Managing friendships and peer influence. Physical contact and feeling safe	Protecting the environment; compassion towards others. How information online is targeted; different media types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies. Personal identity, recognising individuality and different qualities; mental well-being Keeping safe in different situations including responding in emergencies and first aid
Year 6	Expressing opinions and respecting other points of view including discussing topical issues. Attraction to others; romantic relationships; civil partnerships and marriage. Recognising and managing pressure; consent in different situations.	Valuing diversity; challenging discriminations and stereotypes. Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online. Human reproduction and birth; increasing independence; managing transition. Keeping personal information safe; regulation and choices; drug use and the law; drug use and the media.

	Course title	Autumn 1 All About Me!	Autumn 2 Let's Celebrate	Spring 1 Kings and Queens	Spring 2 Wonderful World	Summer 1 Amazing Animals	Summer 2 Let's Explore
R	myHappymind	<b>Module 1: Meet Your Brain</b> Various printable activities. Parent pack to be sent home at the end of the unit.	<b>Module 2: Celebrate</b> Various printable activities. Parent pack to be sent home at the end of the unit.	<b>Module 3: Appreciate</b> Various printable activities. Parent pack to be sent home at the end of the unit.	<b>Module 4: Relate</b> Various printable activities. Parent pack to be sent home at the end of the unit.	<b>Module 5: Engage</b> Various printable activities. Parent pack to be sent home at the end of the unit.	
	<b>PSHRE Curriculum</b>						
	<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</li> <li>involving several ideas or actions.</li> </ul>					
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>					
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					
		<p>Understand feelings See themselves as a valuable individual and a member of our school family. Our Special Interests. Learning class routines and school rules to establish a safe and happy classroom Aware of behavioural expectations in setting. Recognise our emotions and how to deal with them appropriately Demonstrate friendly behaviour. Using the toilet independently and remembering to wash our hands without being reminded Rights and responsibilities Exercising bodies Respecting my body Supporting children to build relationships Interact and co-operate with their peers through activities, stories, singings sessions and games Learn their classmates' names as well as the names of the adults in their room Form friendships with their peers Discover similarities and difference between themselves and their peers</p>	<p>How to deal with Emotions Self - Confidence Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Changing for PE independently Understanding of safety when transporting equipment. Getting on and falling out. Build constructive and respectful relationships.</p>	<p>Aspirations – What we want to be when we grow up. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Look at Cinderella-discuss families/being rich poor/kind or cruel. Talk about how we should behave towards family/friends. Discuss strangers in fairy tales-should we trust them? Talk about feelings people might experience during the coronation events, such as excitement, happiness, curiosity and anxiety. How might The King be feeling on his special day? Talk about the qualities that children think are important in a king or queen. Should a king be kind? How could he show kindness to others?</p>	<p>Random acts of Kindness Looking after pets Looking After our planet Talk them through why we take turns, wait politely, tidy up after ourselves and so on Healthy food Growth and change Sorting healthy and unhealthy foods (understanding need for variety in foods) What makes a good friend?</p>	<p>Feelings Learning about qualities and differences Celebrating differences Encourage them to think about their own feelings and those of others by giving examples of how others might feel in particular scenarios Chinese New Year-everyone is unique</p>	<p>Look how far I've come! Link back to Autumn term. It's Marmalade Jam story- feelings Where we live Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>

	Course title	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Yr1	myHappyMind	<b>Module 2: Meet Your Brain</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5		<b>Module 3: Celebrate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4		<b>Module 4: Appreciate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3		<b>Module 5: Relate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3		<b>Module 6: Engage</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4			
	PSHRE Curriculum	Relationships				Physical Health and Mental Wellbeing				Living in the Wider World			
	Unit:	Respecting ourselves and others	Families and Friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe			
		I understand about how to treat myself and others with Respect.	I understand that there are different types of families including those that maybe different to my own. I can identify the common features of family life. I understand that it is important to tell someone if something about my family makes me unhappy or worried.	I recognise that somethings are private and the importance of respecting privacy; I understand that parts of my body covered by underwear are private. I know that there are situations when I should ask for permission and also situations when my permission should be sought. I understand how to respond if physical contact makes me feel uncomfortable or unsafe.	I know what rules are, why they are needed, and why different rules are needed for different situations. I can identify the things I can do to help look after my environment	I understand about the role of the internet in everyday life. I understand how the internet and digital devices Can be used safely to find things out and to communicate with others.	I understand the different jobs that people I know/people who work in the community do. 5. I can identify some of the strengths and interests Someone might need to do different jobs 6. I understand the roles of people who help us to stay physically healthy	I understand what is meant by keeping healthy. I can identify different ways to be physically active. I understand how to keep safe in the sun and protect skin from sun damage. I understand about different ways to learn and play; I understand the importance of knowing when to take a break from time online or TV.	I understand that we are all different and we can still be friends I understand how children grow and change To understand that there are different types of families – To know how to ask for help if family make you feel unhappy or unsafe	I can identify some simple hygiene routines that can stop germs from spreading. I know what rules are, why they are needed, and why different rules are needed for different situations.			
	Resources and teaching ideas:	Wash hand song <a href="https://www.youtube.com/watch?v=dDHJW4r3eIE">https://www.youtube.com/watch?v=dDHJW4r3eIE</a>	<a href="https://www.youtube.com/watch?v=UtlmNyAWwo">https://www.youtube.com/watch?v=UtlmNyAWwo</a> Book: And Tango Makes Three	NSPCC PANTOSAURUS <a href="https://www.youtube.com/watch?v=OltfXaBoCb4">https://www.youtube.com/watch?v=OltfXaBoCb4</a>	RAISE Values	<a href="https://www.youtube.com/watch?v=VBKa9Ay8ebs">https://www.youtube.com/watch?v=VBKa9Ay8ebs</a> Safer Internet Day	<a href="https://www.youtube.com/watch?v=r6Oxqyd5qUw">https://www.youtube.com/watch?v=r6Oxqyd5qUw</a> Aspiration's week.	<a href="https://www.bbc.co.uk/cbeebies/watch/sunsafety-for-kids">https://www.bbc.co.uk/cbeebies/watch/sunsafety-for-kids</a>					

	Course title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Yr2	myHappyMind	<b>Module 2: Meet Your Brain</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<b>Module 3: Celebrate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<b>Module 4: Appreciate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3	<b>Module 5: Relate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3	<b>Module 6: Engage</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4				
	PSHRE Curriculum	Relationships		Physical Health and Mental Wellbeing		Living in the Wider World				
	Unit:	Respecting ourselves and others	Families and Friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
		I understand how to listen to other people and play and work cooperatively. I understand how to talk about and share my opinions on things that matter to me. I can recognise the ways in which I am the same and different to others.	I can think about how people make friends and what makes a good friendship. I know how to ask for help if a friendship is making me feel unhappy.	I understand how people may feel if they experience hurtful behaviour or bullying. I understand that I should not keep an adults' secrets. I know what to do if I feel unsafe or worried for myself or others; I know some basic techniques for resisting pressure to do something that I don't want to do/which makes me feel unsafe.	I can identify the different groups that I belong to I understand the different roles and responsibilities people have in their community. I understand what is meant by dental care and why it is important to visit the dentist; I know how to brush teeth correctly and about different foods and drink that support dental health.	I understand that sometimes people may behave differently online, including by pretending to be someone they are not.	I know what money is and how people spend and save. I understand the difference between needs and wants; that sometimes people may not always be able to have the things they want	I understand the importance of sleep and I know different ways to rest and relax. I understand ways of sharing feelings. I can identify things that help people feel good. I can identify different things that I can do to manage big feelings. I understand that sometimes I may need help with feelings. I understand what is meant by Loss and can identify feelings as associated with this. I recognise what helps people to feel better.	I understand what is meant by gender stereotypes. I can name the main parts of the body. I can describe the differences between male and female babies.	I can recognise risk in simple everyday situations and know what action to take to minimise harm. I understand about how to keep safe at home. I understand about the people whose job it is to help keep us safe. I understand that medicines can help people to stay healthy. I understand ways to keep safe. I understand what to do if there is an accident. I know how to get help in an emergency. I understand ways to prepare to move to a new class/year group
	Resources:	Book: We are all different.	<a href="https://www.bbc.co.uk/bitesize/clips/zvq8q6f">https://www.bbc.co.uk/bitesize/clips/zvq8q6f</a> <a href="https://www.bbc.co.uk/programmes/p011lvwh">https://www.bbc.co.uk/programmes/p011lvwh</a> <a href="https://www.bbc.co.uk/programmes/p011md6g">https://www.bbc.co.uk/programmes/p011md6g</a> <a href="https://www.bbc.co.uk/programmes/p011lm09">https://www.bbc.co.uk/programmes/p011lm09</a>	<a href="https://www.youtube.com/watch?v=AxfXbWpS_Q4">https://www.youtube.com/watch?v=AxfXbWpS_Q4</a>		<a href="https://www.youngenterprise.org.uk/KS1LP1WMCF">https://www.youngenterprise.org.uk/KS1LP1WMCF</a> <a href="https://www.valuesmoneyandme.co.uk/teachers/iwant-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/iwant-it-ks2</a> I Want It! eBook, Enterprise Week	PSHE Association Mental Health and Wellbeing		PSHE Association Drug and Alcohol KS1	

	Course title	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Yr3	myHappyMind	<b>Module 2: Meet Your Brain</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6		<b>Module 3: Celebrate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5		<b>Module 4: Appreciate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4		<b>Module 5: Relate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4		<b>Module 6: Engage</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4			
	PSHRE Curriculum	Relationships				Physical Health and Mental Wellbeing				Living in the Wider World			
	Unit:	Respecting ourselves and others	Families and Friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe			
		I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself. I can identify strategies to improve or support courteous, Respectful relationships.	I recognise that there are different types of relationships. I know that families of all types can give family members love, security and stability. I recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	I understand the impact of bullying. I understand what is meant by privacy and personal boundaries; that personal behaviour can affect other people; to recognise and model respectful behaviour online.	I understand the relationship between rights and responsibilities.	I recognise ways in which the internet and social media can be used both positively And negatively. I can assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	I understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. I understand about stereotypes in the work place and that a person's career aspirations should not be limited by them.	I understand the choices that support a healthy lifestyle. I understand that feelings can change over time and range in intensity. I understand the everyday things that affect feelings and the importance of expressing feelings. I can use a varied vocabulary when talking about feelings.	To understand personal strengths, skills, achievements, and interests and how contribute to positive self-worth and manage set-backs. I understand the differences between male and female bodies.	I understand how to predict, assess and manage risk in different situations. I understand what is meant by hazards that may cause harm, in jury or risk in the home. I understand what I can do reduce risks and keep safe. I can identify strategies for keeping safe. I understand safe use of digital devices.			
Resources:	<a href="https://www.youtube.com/watch?v=vSiOiqo7Vvc">https://www.youtube.com/watch?v=vSiOiqo7Vvc</a> <a href="https://www.youtube.com/watch?v=fp9dTlQLPY">https://www.youtube.com/watch?v=fp9dTlQLPY</a> <a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a> <a href="https://www.bbc.co.uk/bitesize/topics/zi8xvcw/articles/z9r72hv#zyf8d2p">https://www.bbc.co.uk/bitesize/topics/zi8xvcw/articles/z9r72hv#zyf8d2p</a>	<a href="https://www.youtube.com/watch?v=hpCviyNqzIE">https://www.youtube.com/watch?v=hpCviyNqzIE</a>	<a href="https://www.youtube.com/watch?v=YyDjafzuJK4">https://www.youtube.com/watch?v=YyDjafzuJK4</a> <a href="https://www.youtube.com/watch?v=LqgnXQzz17c">https://www.youtube.com/watch?v=LqgnXQzz17c</a> <a href="https://www.youtube.com/watch?v=DY-D_tebNXs">https://www.youtube.com/watch?v=DY-D_tebNXs</a>	<a href="https://www.youtube.com/watch?v=Dk34uBc6U00">https://www.youtube.com/watch?v=Dk34uBc6U00</a>	<a href="https://www.bbc.com/ownit/its-personal/ai-pritchard-check-your-selfie">https://www.bbc.com/ownit/its-personal/ai-pritchard-check-your-selfie</a> <a href="https://www.bbc.co.uk/bitesize/clips/zw8mtfr">https://www.bbc.co.uk/bitesize/clips/zw8mtfr</a> <a href="https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safere-internet-day-2019">https://www.bbc.com/ownit/its-personal/flo-and-joan-fake-news-song?collection=safere-internet-day-2019</a>	PSHE Association Mental Health and Wellbeing lessons Year 3/4							

	Course title	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Yr4	myHappyMind	<b>Module 2: Meet Your Brain</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6		<b>Module 3: Celebrate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5		<b>Module 4: Appreciate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4		<b>Module 5: Relate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4		<b>Module 6: Engage</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4			
	PSHRE Curriculum	Relationships				Physical Health and Mental Wellbeing				Living in the Wider World			
	Unit:	Respecting ourselves and others	Families and Friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe			
		I can respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.	I understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. I recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; I know how to manage if a friendship is making me feel unsafe or uncomfortable.	I understand keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or Should not be agreed to, and when it is right to break a confidence or share a secret I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	I understand the importance of having compassion towards others; I understand the shared responsibilities we all have for caring for other people and living things. I understand the different groups that make-up their community; what living in a community means. I understand the value and the different Contributions that people and groups make to the community.	I understand some of the different ways Information and data is shared and used online, including for commercial purposes. I understand that connected devices can share information.	I understand the different ways to pay for things and the choices people have about this. understand the different ways to keep track of money.	I understand what good physical health means. I understand how to read early signs of physical illness. I understand how to maintain good oral hygiene (including correct brushing and flossing); I understand why regular visits to the dentist are essential. I understand the impact of lifestyle choices on dental care.	I can identify external genitalia and reproductive organs. I understand the physical and emotional changes that happen when approaching and during puberty. I understand the importance of hygiene and hygiene routines change during the tie of puberty. I know where to get more information, help and advice about growing and changing, especially about puberty.	I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. I understand how to predict, assess and manage risk in different situations. I understand about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).			
	Resources:		<a href="https://poets.org/text/friendship-poems-kids">https://poets.org/text/friendship-poems-kids</a>		<a href="https://education.rspa.org.uk/compassionateclass">https://education.rspa.org.uk/compassionateclass</a> PSHE ASSOCIATION – belonging to a community	<a href="https://www.bbc.co.uk/programmes/p06z2lvy">https://www.bbc.co.uk/programmes/p06z2lvy</a> <a href="https://www.theguardian.com/sustainable-business/digital-online-advertising-children-privacy">https://www.theguardian.com/sustainable-business/digital-online-advertising-children-privacy</a>	<a href="https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2</a>	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and</a>	<a href="https://bettyeducation.com/teacher-notes/">https://bettyeducation.com/teacher-notes/</a>	PSHE Association-Drug and Alcohol Education Years 3-4			

	Course title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Yr5	myHappyMind	<b>Module 2: Meet Your Brain</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5 Mind Workout 6	<b>Module 3: Celebrate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4 Mind Workout 5	<b>Module 4: Appreciate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<b>Module 5: Relate</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4	<b>Module 6: Engage</b> Mind Workout 1 Mind Workout 2 Mind Workout 3 Mind Workout 4				
	PSHRE Curriculum	Relationships		Physical Health and Mental Wellbeing		Living in the Wider World				
	Unit:	Respecting ourselves and others	Families and Friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	Resources:	<a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a> <a href="https://plprimarystars.com/resources/values">https://plprimarystars.com/resources/values</a> <a href="https://www.youtube.com/watch?v=6uXgJA-VfjI">https://www.youtube.com/watch?v=6uXgJA-VfjI</a>	<a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a>	<a href="https://www.youtube.com/watch?v=4Yj1MrEzqs">https://www.youtube.com/watch?v=4Yj1MrEzqs</a>	<a href="https://www.givingtohelpothers.org/teacher/#green">https://www.givingtohelpothers.org/teacher/#green</a> <a href="https://www.valuesmoneyardme.co.uk/teachers/costing-the-earth-ks1-ks2">https://www.valuesmoneyardme.co.uk/teachers/costing-the-earth-ks1-ks2</a>	<a href="https://www.theguardian.com/newswise/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe">https://www.theguardian.com/newswise/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe</a> <a href="https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education">https://www.theguardian.com/newswise/2019/oct/07/lesson-5-spotting-fake-news-pshe-education</a>	<a href="https://primary-careers.careersandenterrprise.co.uk/resource/linking-career-related-learning-pshe">https://primary-careers.careersandenterrprise.co.uk/resource/linking-career-related-learning-pshe</a>	<a href="https://www.pshe-association.org.uk/content/drug-and-alcohol-education">https://www.pshe-association.org.uk/content/drug-and-alcohol-education</a> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a>	<a href="https://plprimarystars.com/resources/self-esteem/resilience">https://plprimarystars.com/resources/self-esteem/resilience</a>	<a href="https://www.pshe-association.org.uk/content/gambling">https://www.pshe-association.org.uk/content/gambling</a>
	Course title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			

Yr6	myHappymind	<b>Module 2: Meet Your Brain</b> Meet Your Brain Lesson 1 Meet Your Brain Lesson 2 Meet Your Brain Lesson 3		<b>Module 3: Celebrate</b> Celebrate Lesson 1 Celebrate Lesson 2 Celebrate Lesson 3		<b>Module 4: Appreciate</b> Appreciate Lesson 1 Appreciate Lesson 2		<b>Module 5: Relate</b> Relate Lesson 1 Relate Lesson 2		<b>Module 6: Engage</b> Engage Lesson 1 Engage Lesson 2		
	PSHRE Curriculum	Relationships			Physical Health and Mental Wellbeing				Living in the Wider World			
	Unit:	<b>Respecting ourselves and others</b>	<b>Families and Friendships</b>	<b>Safe relationships</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>		
	I understand that personal behaviour can affect other people; to Recognise and model respectful behaviour online. I understand how to discuss and debate topical issues, respect Other people's point of view and constructively challenge those They disagree with.	I recognise that there are different types of relationships. I understand what it means to be attracted to someone and that there are different kinds of loving relationships. I recognise marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other. I understand that people have the right to choose whom they marry or whether to get married. I understand that to force anyone into marriage is illegal. I understand how and where to report forced marriage or ask for help if they are worried.	I understand about seeking and giving permission (consent) in different situations. I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable. I understand how to get advice and report concerns if worried about my own or someone else's personal safety (including online)	I understand what is meant by diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. I understand what is meant by stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. I understand what is meant by prejudice; how to Recognise behaviours/actions which discriminate Against others; ways of responding to it if witnessed or Experienced. 4. I understand what is meant by discrimination: what it means and how to challenge it	I understand the reasons for following and complying with regulations and restrictions and how they promote personal safety and wellbeing. I recognise ways in which the internet and social media can be used both positively and negatively. I understand some of the different ways information and data is shared and used online, including for commercial purposes. I recognize things appropriate to share and things that should not be shared on social media. I understand how text and images in the media and on social media can be manipulated or invented.	I recognise that people have different attitudes towards saving and spending money; what influences people's decisions. I understand the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. I understand the risks involved in gambling. I can identify the ways that money can impact on people's feelings and emotions.	I understand how and when to seek support, including which adults to speak to, if I am worried about my health. I understand that mental health, is part of daily life. I can respond to feelings, including intense or conflicting feelings. I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others. I recognise that anyone can experience mental ill health. I can show understanding of change and loss, and how these affect feelings. I can identify how to deal with emotions, challenges and change. I can identify strategies to manage transitions.	I understand what is meant by puberty and Reproduction. I understand the importance of respect and communication in a relationship. I can think about the way that way that people can start a family. I understand positive and negative ways of communicating in a relationship I understand the processes of reproduction and birth as part of the human life cycle.	I understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact I understand that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others To understand why people choose to use or not use drugs.			
Resources:	<a href="https://www.bbc.co.uk/bitesize/topics/zi8xvcw/articles/z9r72hv#zyf8d2p">https://www.bbc.co.uk/bitesize/topics/zi8xvcw/articles/z9r72hv#zyf8d2p</a>	<a href="https://www.youtube.com/watch?v=sG4HKXWl5nw">https://www.youtube.com/watch?v=sG4HKXWl5nw</a>	<a href="https://www.youtube.com/watch?v=h3nhM9UJjc">https://www.youtube.com/watch?v=h3nhM9UJjc</a> <a href="https://www.youtube.com/watch?v=WpngtGyc_ec">https://www.youtube.com/watch?v=WpngtGyc_ec</a> <a href="https://www.youtube.com/watch?v=NscU1ZHYPDk">https://www.youtube.com/watch?v=NscU1ZHYPDk</a> <a href="https://www.youtube.com/watch?v=tQZGA6dsWpo">https://www.youtube.com/watch?v=tQZGA6dsWpo</a>	PSHE Association Inclusion, belonging and addressing extremism	<a href="https://www.youtube.com/watch?v=z1n9Jly3CQ8">https://www.youtube.com/watch?v=z1n9Jly3CQ8</a> <a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a>	<a href="https://www.pshe-association.org.uk/content/gambling">https://www.pshe-association.org.uk/content/gambling</a> <a href="https://www.valuesmonevandme.co.uk/teachers/finders-keepers-ks2">https://www.valuesmonevandme.co.uk/teachers/finders-keepers-ks2</a>	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a> <a href="https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview">https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview</a> <a href="https://www.winstonswish.org/pshe-downloads/">https://www.winstonswish.org/pshe-downloads/</a>				PSHE Association Drugs and Alcohol Education Year 5 and 6	