


PSHE LONG TERM MAP ELM -Cycle A 2024-25

Term 1 Main Theme : Me and My relationships

<p>Emotional Regulation- Revisit, deepening understanding (Depending on need of cohort) FEEL IT PROGRAMME 12 weeks 5-6 mins a day 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p>  <p>Aware of and able to express feelings and am developing the ability to talk about them</p> <p>Know we all experience a variety of thoughts and emotions that affect how we feel and behave and learn ways of managing them</p>	<p>Interoception Focus Interoception Curriculum Book</p> <p>Lesson 21, 22, 23</p> <p>Recognise the difference when the body feels comfortable and when the body feels uncomfortable</p> <p>It is possible to change the way our body feels when it feels uncomfortable</p>	<p>No Outsiders- Choose when to be assertive pg 104</p> <p>Know what assertive means</p> <p>Know why being assertive is sometimes hard.</p>	<p>Scarf-Human Machines</p> <p>Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of teamwork and collaboration</p>	<p>Scarf-Ok or not Ok</p> <p>Explain what we mean by a 'positive, healthy relationship';</p> <p>Describe some of the qualities that they admire in others.</p> <p>Scarf-Ok or not Ok 2</p> <p>Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Scarf-Under Pressure</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>
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<p>Understand that there are people to talk to and that there are numbers of ways to gain access to emotional and practical support</p> <p>Understand feelings and reactions can change depending upon what is happening within and around me.</p> <p>Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</p> <p>Learn skills and strategies to support me in challenging times</p> <p>Learn how to give appropriate support to others- if feeling lonely or misunderstood.</p>					
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Term 2 Main Theme: VALUING DIFFERENCES

Anti-bullying Week Themes including National Online Safety-Online bullying

Describe appropriate ways to behave towards other people and give examples of how bullying behaviour could appear online

Explain why people need to think carefully about how the content they post might affect others.

No Outsiders-Recognise a stereotype pg100

Know what a stereotype is and how it can affect people

Know everyone is different.

Scarf-That is such a stereotype!

Understand and identify stereotypes, including those promoted in the media.

Scarf-What would I do?

List some of the ways that people are different to each other (including differences of race, gender, religion);
Recognise potential consequences of aggressive behaviour;

Suggest strategies for dealing with someone who is behaving aggressively.

Scarf-The people we share our world with

List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);

Define the word respect and demonstrate ways of showing respect to others' differences.

Scarf-Can you sort it?

Define the terms 'negotiation' and 'compromise';

Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Scarf-Friend or acquaintance

Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);

Give examples of features of these different types of relationships, including how they influence what is shared.

Term 3 Main Theme- KEEPING SAFE

<p>NSPCC - Speak Out Stay Safe</p> <p>Understand the different forms of abuse (age appropriately)</p> <p>Help children to identify at least one trusted adult they could speak to</p> <p>Understand Childline</p> <p>Inc Scarf-Keeping ourselves safe</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Scarf-Islands</p> <p>Understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p>Scarf-How dare you!</p> <p>Define what is meant by the word 'dare';</p> <p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p>	<p>Life Education Space- Meet the Brain</p> <p>Understand that there is mental as well as physical health and what they can do to improve their mental health and wellbeing</p> <p>Learn and remember the 5 ways to mental wellbeing at age appropriate level</p> <p>Understand ways in which they can maintain, manage and improve their own mental wellbeing using the 5 ways model</p> <p>Understand that the body gets energy from food, water, oxygen and that exercise and sleep are important to our health.</p>	<p>National Online Safety Including themes from Safer Internet Day</p> <p>Managing Information Online</p> <p>Explain the difference between a belief, an opinion and a fact and give examples of how they might be shared online</p> <p>Explain that not all opinions shared may be accepted as true or fair by others.</p> <p>Explain why lots of people sharing the same opinion online do not make those opinions true.</p> <p>Explain what is meant by fake news and what bots are</p>	<p>Scarf-Danger, Risk or Hazard?</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk</p> <p>Scarf-Raisin challenge (2)</p> <p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Scarf-Medicines: Check the label</p> <p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use;</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p>
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Term 4: Main theme- RIGHTS AND RESPECT

<p>Scarf- Who helps us stay healthy and safe?</p> <p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p>	<p>Scarf-It's your right</p> <p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p>	<p>Scarf-How do we make a difference?</p> <p>Understand the reason we have rules;</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>Recognise that everyone can make a difference within a democratic process</p>	<p>Scarf- In the news!</p> <p>Define the word influence; Recognise that reports in the media can influence the way they think about a topic;</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p>	<p>Scarf-Safety in numbers</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p>	<p>Scarf-Who pay taxes?</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>Understand how a payslip is laid out showing both pay and deductions;</p> <p>Prioritise public services from most essential to least essential.</p>
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Term 5- Main Theme- BEING MY BEST

<p>National Online Safety- Self Image and identity</p> <p>Explain how people represent themselves in different ways online</p> <p>Explain that others online can present t be someone else, including friends and suggest reasons they might do this.</p>	<p>No Outsiders-To be proud of who I am Pg 105</p> <p>Know why people sometimes don't speak up</p> <p>Know everyone in my school should be proud of who they are</p>	<p>Scarf-What makes me Me!</p> <p>Identify ways in which everyone is unique; Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p>	<p>Scarf- Making Choices</p> <p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p>	<p>Scarf- Harold's 7 Rs</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p>	<p>Scarf- Scarf- Hotel</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p>
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Term 6: Main Theme- GROWING AND CHANGING

Diversity Week- Themes and including

No Outsiders- Show acceptance pg 109

Know there are different ways to dress
 Know different people in my community wear different things
 Be accepting of difference

National Online Safety- Wellbeing/Lifestyle

Explain why spending too much time online can sometimes have a negative impact on anyone
 Explain why some online activities have age restrictions
 Identify times or situations when someone may need to limit the amount of time they use technology.

Scarf-Moving house

Describe some of the changes that happen to people during their lives;
 Explain how the Learning Line can be used as a tool to help them manage change more easily;
 Suggest people who may be able to help them deal with change.

Scarf-Together

Understand that marriage is a commitment to be entered into freely and not against someone's will;
 Recognise that marriage includes same sex and opposite sex partners;
 Know the legal age for marriage in England or Scotland;
 Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

YEAR 3 Scarf-Body Space

Children will be able to:
 Understand what is meant by the term body space (or personal space);
 Identify when it is appropriate or inappropriate to allow someone into their body space;
 Rehearse strategies for when someone is inappropriately in their body space.

May be taught in Sprig term with Lead from SCARF- Recapped in this term

YEAR 4 Scarf-All Change!
 Children will be able to:
 Identify parts of the body that males and females have in common and those that are different;
 Know the correct terminology for their genitalia;
 Understand and explain why puberty happens.
Scarf-My Changing Body-Year 4 (Year 3 Unit)
 Children will be able to:
 Recognise that babies come from the joining of an egg and sperm;
 Explain what happens when an egg doesn't meet a sperm;
 Understand that for girls, periods are a normal part of puberty.
Scarf-My feelings are all over the place

Children will be able to:

					<p>Name some positive and negative feelings;</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p> <p>Scarf-YEAR 4-Preparing for changes at puberty?-</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods.</p>
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