


PSHE LONG TERM MAP Birch CYCLE B 2025-26

Term 1 Main Theme: ME and MY RELATIONSHIPS

<p>National Online Safety Online Relationships</p> <p>Explain that they are some people I communicate with online who may want to do me or my friends harm. Recognise this not my fault</p> <p>Describe ways win which people may be involved in online communities and how they might collaborate constructively.</p> <p>Explain how sharing something online may have an impact either positively or negatively</p> <p>Describe how to be kind to others online including the important of respecting boundaries</p> <p>Describe the impact of sharing things privately online can have unintended consequences</p>	<p>Emotional Regulation Revisit, deepening understanding (Depending on need of cohort)</p> <p>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>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>Scarf-Working together (Yr6)</p> <p>Children will be able to:</p> <p>Demonstrate a collaborative approach to a task;</p> <p>Describe and implement the skills needed to do this.</p> <p>Scarf-Solve the Friendship problems</p> <p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p>	<p>Scarf- Don't Force me</p> <p>Children will be able to:</p> <p>Describe ways in which people show their commitment to each other;</p> <p>Know the ages at which a person can marry, depending on whether their parents agree;</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p>	<p>Scarf- Assertive Skills</p> <p>Children will be able to :</p> <p>List some assertive behaviours;</p> <p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p>
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	<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>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

<p>Antibullying week themes including</p> <p>Scarf-Ok to be different</p> <p>Children will be able to:</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p> <p>No Outsiders- Overcomes fears about differences- pg. 120</p> <p>Accept and work with people who are different to me</p> <p>Explore without fear and look for solutions in challenging situations</p>	<p>Scarf- Advertising friendships</p> <p>Children will be able to:</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>	<p>Scarf- We have more in common than not</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Scarf- Respecting differences Demonstrate ways of showing respect to others, using verbal and non-verbal communication</p>	<p>Scarf- Tolerance and respect others</p> <p>Children will be able to:</p> <p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Scarf- Boys will be Boys?- Challenging Gender Stereotypes</p> <p>Children will be able to:</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
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Term 3 Main Theme KEEPING SAFE

Life Education Space- Friends

Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;

Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills

Know that all medicines are drugs but not all drugs are medicines and understand a way in which medicines can be helpful and harmful.

National Online Safety including themes from Safer Internet Day

Privacy and Security

Explain how many free apps or services may read and share private information

Describe effective ways people can manage passwords

Describe how and why people should keep their software/apps up to date

Describe ways to increase privacy on apps and services

Describe ways in which some online content targets people to gain money or information

Scarf- Drugs it's the law

Understand some of the basic laws in relation to drugs;

Explain why there are laws relating to drugs in this country.

Scarf-Rat Park

Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;

Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

Term 4- Main Theme RIGHTS AND RESPECT

Scarf- RSE Workshop- March

Year 5

Examining the following questions:
How will my body and emotions change as I approach and move through puberty?

Why are girls' and boys' bodies different?
How do I feel about growing up and changing?
Which parts of my body are private?
What kind of physical contact is unacceptable and how should I respond to unwanted physical contact?
How can I say 'no' to someone and keep myself safe but without hurting their feelings?
What are personal boundaries?
Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
Who can I talk to if I want help and advice or am worried about someone else?

Year 6

The lessons delivered to our pupils will focus on body changes and keeping safe. Your Year 6 child will be exploring these themes by examining the following questions:*

·How will my body and emotions change as I approach and move through puberty?
Why are girls' and boys' bodies different?
How do humans reproduce?
Can people of the same sex love each other? Is this okay?
How do I feel about growing up and changing?
What kind of physical contact is unacceptable and how should I respond?
How can I say 'no' to someone and keep myself safe but without hurting their feelings?
What are personal boundaries?
Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
Who can I talk to if I want help and advice or am worried about someone else?

Scarf-Fakebook friends

Know the legal age (and reason behind these) for having a social media account;

Understand why people don't tell the truth and often post only the good bits about themselves, online;

Recognise that people's lives are much more balanced in real life, with positives and negatives.

Scarf-What's it worth

Explain some benefits of saving money;
Describe the different ways money can be saved, outlining the pros and cons of each method;
Describe the costs that go into producing an item;
Suggest sale prices for a variety of items, taking into account a range of factors;
Explain what is meant by the term interest.

Scarf- Happy shoppers

Explain what is meant by living in an environmentally sustainable way;
Suggest actions that could be taken to live in a more environmentally sustainable way.

National Online Safety- Copyright and ownership

Assess and justify when it is acceptable to use the work of others

Demonstrate how to make references to, and acknowledge, sources I have used from the internet

Demonstrate the use of search tools to find and access online content which can be reused by others.

Scarf- Democracy in Britain Elections

To recognise reasons for rules and laws;
consequences of not adhering to rules and laws.

No Outsiders- Consider democracy pg 123

Know that we live in a democracy
Know how laws can change

No Outsiders- Consider response to racist behaviour pg113

Can understand what racism is

Can recognise racist behaviour and know what to do if I hear or see someone being racist.

Term 5 Main Theme BEING MY BEST

<p>National Online Safety- Online Reputation</p> <p>Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p>Explain strategies anyone can use to protect their digital personality and ways in which anyone can develop a positive online reputation</p>	<p>Happy Confident Me-The Power Of Introspection</p> <p>What children will learn:</p> <p>How to better know and understand themselves</p> <p>How to become comfortable who with they are</p> <p>Understand the importance of taking responsibility</p>	<p>Happy Confident – The Power Of Optimism</p> <p>What children will learn:</p> <p>Helpful positive thoughts create good feelings</p> <p>Good feelings help us make better choices</p> <p>They are in charge of their own thinking</p> <p>Optimism helps increase happiness levels and success in life</p>	<p>Happy Confident Me- The Power Of Interoception</p> <p>What children will learn:</p> <p>That all feelings are valid and are messengers that humans understand themselves and other better.</p> <p>How to identify and articulate their feelings</p> <p>That they are capable of regulating their feelings and emotions</p>	<p>Happy Confident Me- The Power of Mindset</p> <p>What children will learn:</p> <p>That our brains are flexible and can grow and stretch and learn new things that they want- even if they are tricky</p> <p>With self-belief they can achieve</p>	<p>Happy Confident Me- The Power of Failure</p> <p>What children will learn:</p> <p>Failure is a gift and a step towards success.</p> <p>F.A.I.L= first attempt in learning</p> <p>That failure is a natural part of learning</p> <p>That failure is something that helps us understand how to do things we find tough.</p>
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Term 6:

<p>Diversity Week- Themes and inc</p> <p>No Outsiders- Consider language and freedom of speech (Celebrating differences)</p> <p>Know what freedom of speech is and know how important pupil voice is</p>	<p>Happy Confident Me- The Power of Resilience</p> <p>What children will learn</p> <p>The power to bounce back is key to success</p> <p>Once they understand mindset and no longer feels failure</p>	<p>Happy Confident Me The power of Creativity</p> <p>What children will learn</p> <p>That everyone is creative</p> <p>Creativity is not just the arts</p> <p>That using creative thinking will help them tackle things in many different ways and have a fuller and richer experience of life</p>	<p>Happy Confident Me- The Power of mindfulness</p> <p>What children will learn</p> <p>Just like their body's, their mind needs to be kept healthy</p> <p>Practising mindfulness increases the focus on helpful and positive thoughts</p> <p>Mindfulness helps us take charge of ourselves</p>	<p>Happy Confident Me- The Power of compassion</p> <p>What children will learn</p> <p>That our positive behaviours have a positive affect on others as well as ourselves and the world around us</p> <p>That empathy is a skill we can practice</p> <p>That it only takes one kind act to spread kindness</p>	<p>Happy Confident Me The Power of Acceptance</p> <p>What children will learn</p> <p>We are all perfectly imperfect beings</p> <p>Every self-doubt is another challenge that they can rise to</p> <p>They have the power and strength to get through challenges</p> <p>They can believe in and love themselves</p>
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Main Theme: GROWING AND CHANGING

Scarf- Media Manipulation

Define what is meant by the term stereotype;
Recognise how the media can sometimes reinforce gender stereotypes;

Recognise that people fall into a wide range of what is seen as normal;

Challenge stereotypical gender portrayals of people

FIRST AID- Mini Medics Training

How to make a clear and efficient call to emergency services if necessary.

Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

RSE Lesson Recap from March Workshop

Scarf-Year 5 Changing Bodies and Feelings

Children will be able to:

Know the correct words for the external sexual organs;

Discuss some of the myths associated with puberty.

Scarf-Year 5 Growing up and Changing Bodies

Children will be able to:

Identify some products that they may need during puberty and why;

Know what menstruation is and why it happens.

RSE lesson Year 6 only

Scarf-Year 6 Is it Normal?

Children will be able to:

Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

Suggest strategies that would help someone who felt challenged by the changes in puberty;

Understand what FGM is and that it is an illegal practice in this country;

Know where someone could get support if they were concerned about their own or another person's safety.

Scarf- Year 6 Making Babies

Children will be able to Identify the changes that happen through puberty to allow sexual reproduction to occur;

Know a variety of ways in which the sperm can fertilise the egg to create a baby;

Know the legal age of consent and what it means

Transition:

Scarf- Helpful or unhelpful? Managing change

Recognise some of the changes they have experienced and their emotional responses to those changes;

Suggest positive strategies for dealing with change;

Identify people who can support someone who is dealing with a challenging time of change.