


PSHE LONG TERM MAP Birch Cycle A 2024-25

Term 1 Main Theme: ME and MY RELATIONSHIPS

<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>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>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- Explore Friendship pg115</p> <p>Know what friends are Know how important friendship is</p> <p>Know sometimes friendship can go wrong</p> <p>Value the people around me</p>	<p>Scarf Yr5- Communication</p> <p>Understand that online communication can be misinterpreted;</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Scarf-How good a friend are you?</p> <p>Demonstrate how to respond to a wide range of feelings in others;</p> <p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p> <p>Scarf-Give and take</p> <p>Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.</p> <p>Explain what is meant by the terms negotiation and compromise;</p> <p>Describe strategies for resolving difficult issues or situations.</p>	<p>Scarf-Relationship Cake recipe</p> <p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p>
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<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>Anti-Bullying Week Themes including National Online Safety- Online Bullying</p> <p>Spot Bullying-KEEPING MYSELF SAFE</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.</p>	<p>No Outsiders</p> <p>Consider Consequences pg111</p> <p>Know what a consequence is Know that all actions have consequences- Racist comments</p> <p>Know that I have a choice in the behaviour I choose to join in or not join in</p>	<p>Scarf-Qualities of Friendship</p> <p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p>Scarf-Kind Conversations</p> <p>Rehearse active listening skills:</p> <p>Demonstrate respectfulness in responding to others;</p> <p>Respond appropriately to others.</p>	<p>Scarf-Happy being Me</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples;</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</p>	<p>Scarf-The Land of the Red People</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>
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Term 3 Main Theme- KEEPING SAFE

<p>NSPCC-Workshop- 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- Taking notice of our feelings?</p> <p>Identify people who can be trusted;</p> <p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Scarf- Independence and responsibility</p> <p>Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</p>	<p>Life Education Space-Decisions</p> <p>Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>Understand ways in which medicines can be helpful or harmful and used safely and unsafely.</p> <p>Understand complexities of categorising drugs.</p> <p>Know the basic functions of the four systems covered and know they are inter-related.</p> <p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Identify risk factors in a given situation involving alcohol and consider outcomes of risk taking in this situation including emotional risks.</p>	<p>National Online Safety including themes from Safer Internet Day</p> <p>Managing Information Online</p> <p>Describe how fake news may affect someone’s emotions and behaviour and why this may be harmful</p> <p>Can identify, flag and report inappropriate content</p>	<p>Scarf-Decision Dilemmas</p> <p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p>	<p>Scarf- Ella’s diary dilemma</p> <p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>
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Term 4- Main Theme- RIGHTS AND RESPECT

<p>No Outsiders Recognise when someone needs help pg 114 -Amnesty International (Democracy and freedom rights) Know different people have different life experiences and empathise with others.</p>	<p>Scarf- What's the story? Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.</p>	<p>Scarf-Spending Wisely State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p>	<p>Scarf-Fact or opinion? Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read</p>	<p>Scarf-Rights, respect and duties Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>Scarf-Lend us a fiver Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p>
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Term 5- Main Theme- BEING MY BEST

<p>National Online Safety Self-Image and Identity Demonstrate how to make responsible choices about having an online identity, depending on the context Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online.</p>	<p>Archbishop of York Young Leader's Award- Community inc School, Volunteering etc Understand the idea of social justice and know how they can treat others with respect and use their actions to serve others showing kindness, humility and generosity. Collaborate towards shared goals, listen and respond respectfully to wider range of people. Work together to organise projects to help their school and community. Recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' point of view. Understand responsibilities at home, school and wider community and the environment considering the lives of people living in other places and with different need</p>	<p>SCARF-Different skills Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p>	<p>Scarf- Star Qualities Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>
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Term 6: Main Theme- GROWING AND CHANGING

National Online Safety- Healthy Wellbeing/Lifestyle

Can describe ways in which technology can affect health and wellbeing

Describe some strategies tips, or advice regarding technology to promote health and wellbeing

Describe pressures that technology can have on someone and how and when they can manage this (especially as they get older)

Can assess and action different strategies to limit the impact of technology on health

Diversity Week- Themes and inc

No Outsiders- Exchange dialogue and express an opinion Pg116

Know there are different ideas about equality in the world

Exchange dialogue and express my opinion

Scarf- Dear Ash

Explain the difference between a safe and an unsafe secret;

Identify situations where someone might need to break a confidence in order to keep someone safe..

Scarf- Help I am a teenager get me out of here!

Recognise how our body feels when we're relaxed;

List some of the ways our body feels when it is nervous or sad;

Describe and/or demonstrate how to be resilient in order to find someone who will listen to you

Taught in separate year groups

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.

Taught in separate year groups

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.

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.

