



PERSONAL, SOCIAL, HEALTH EDUCATION

Communicating Love; Inspiring our Community to
Flourish

2018

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Our Curriculum

St Gabriel's aims to provide holistic educational experiences which nurture the development of character and virtue and allow pupils to make positive contributions to society. Contributing to this aim, we have designed a curriculum of Physical Education (P.E.), Personal Social and Health Education (P.S.H.E.), Spiritual, Moral, Social and Cultural development (S.M.S.C.) and Religious Education (R.E.) which supports the development of healthy social and emotional skills and better equips pupils to be safe and manage their futures. British values of democracy, the rule of law, individual liberty and mutual respect, themselves deeply rooted in a shared Christian heritage, are embedded into all aspects of this curriculum.

PSHE Curriculum

PSHE at St. Gabriel's balances breadth, depth and relevance – aiming to meet the needs of our learners, their families and their future employers. It promotes equality and diversity, tackles bullying and discrimination and proactively teaches children about safeguarding; supporting our children's welfare and preventing abuse, radicalization and extremism. PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach to SMSC, our PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our PSHE curriculum equips our children with the knowledge and skills they need to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of our PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. The topics taught contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help children to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Vision Statement

Our PSHE curriculum equips our children with the knowledge and skills they need to be healthy, happy and successful.



Topic Overview

Our PSHE curriculum draws from guidance from The PSHE Association and covers all three branches of PSHE with two topics for each branch. Across Key Stage 1 and Key stage 2, children will be learning about the same topic at the same time; allowing for cross-phase learning where appropriate and mirroring our approach to topic learning in our broader curriculum. Children participate in weekly lessons enriched by wider opportunities especially by drawing on links between literature and PSHE learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	Health & Wellbeing	Wider World	Health & Wellbeing	Relationships	Wider World
Me and My Feelings	Me and My Wellbeing	Me and My Community	Me and My Safety	Me and My Relationships	Me and My Future

Relationships and Sex Education

Our Relationships and Sex Education is embedded within our PSHE curriculum. It is based upon guidance from The PSHE Association and within the context of Valuing All God's Children (2017). It utilises nationally recognised resources and equips our children with accurate, age-appropriate information and gives them opportunities to develop life skills. Annually, parents and carers are invited into school to discuss the RSE their child(ren) will be taught that year. They are able to look at all resources that will be used and will be offered advice on how to discuss the topics taught with their children at home. By working in partnership with our families, it is hoped that a low lesson withdrawal rate will be secured.

Key Themes

Our topics develop six key themes as children progress through the content, ensuring children are fully prepared to make a positive contribution to modern Britain.

Emotional Literacy Recognising, discussing and managing emotions

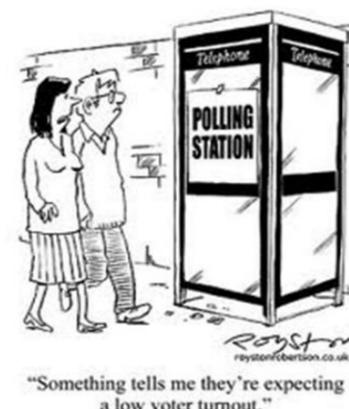
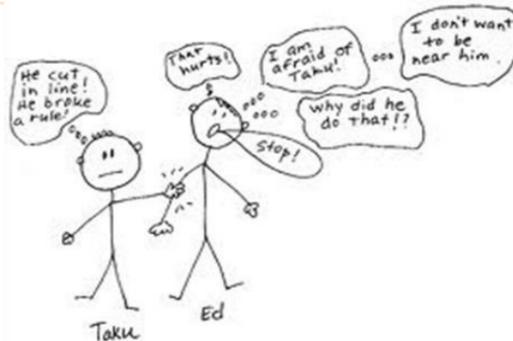
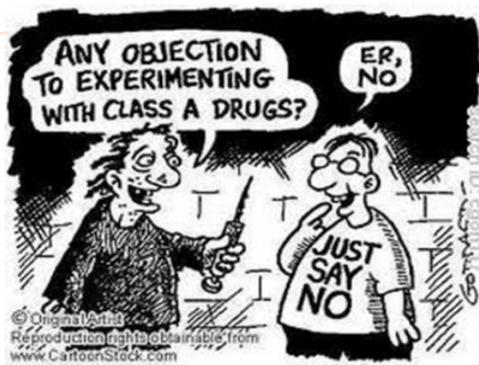
Resilience Managing change and difficulty

Respect Recognising and promoting diversity and equality in all its forms

Consent Understanding of their own rights and responsibilities across a range of contexts; including managing their own privacy

Risk How to recognize and manage risks across a range of contexts

Healthy Relationships How to recognise and manage healthy and unhealthy relationships



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE & Prevent	Relationships	Health & Wellbeing	Wider World	Health & Wellbeing	Relationships	Wider World
	Me and My feelings	Me and My Wellbeing	Me and My Community	Me and My Safety	Me and My Relationships	Me and My Future
Key Stage 1	<p>What do we like and dislike?</p> <ul style="list-style-type: none"> Likes & Dislikes Comfortable/Uncomfortable Identify 	<p>How do I keep myself healthy?</p> <ul style="list-style-type: none"> Keeping clean Hands and teeth Choices School environment 	<p>Are we all the same?</p> <ul style="list-style-type: none"> Similarities and differences Family Belonging 	<p>How do I keep myself safe at home?</p> <ul style="list-style-type: none"> Safe people Trust Owning ideas and possessions 	<p>What is the best way to behave?</p> <ul style="list-style-type: none"> Types of behaviour Fairness and kindness Bullying 	<p>What is a family?</p> <ul style="list-style-type: none"> Growing and changing Identify and family Asking for help
	<p>What are feelings like?</p> <ul style="list-style-type: none"> Feelings Empathy Management of feelings 	<p>How can we stay healthy?</p> <ul style="list-style-type: none"> Making healthy choices Routines Rest Mental Health 	<p>Where do I belong?</p> <ul style="list-style-type: none"> Needs and wants What it means to belong Responsibilities 	<p>How do I keep myself safe?</p> <ul style="list-style-type: none"> Hazards Choices People who help us 	<p>What makes us the same or different?</p> <ul style="list-style-type: none"> Life cycles Similarities and differences Stereotypes 	<p>What's change like?</p> <ul style="list-style-type: none"> Changes Growth and change Changes in their future
Lower Key Stage 2	<p>How do we Feel?</p> <ul style="list-style-type: none"> Wider range of feelings Strategies to manage feelings positively 	<p>What do healthy people eat and do?</p> <ul style="list-style-type: none"> Balanced Diet Impact of exercise on the body Mental health Resilience 	<p>What do I do for my community?</p> <ul style="list-style-type: none"> Needs of a community What a community needs/gives Individual responsibility Companions 	<p>What should be done in an emergency?</p> <ul style="list-style-type: none"> Being in charge of yourself Measuring safety Emergency services 	<p>What makes a good friend?</p> <ul style="list-style-type: none"> Friendship Conflict resolution Compromise 	<p>How have I grown up?</p> <ul style="list-style-type: none"> Growing Up Personal space People who help us
	<p>What can we do with feelings?</p> <ul style="list-style-type: none"> Identify a wide range of feelings Management of multiple feelings Choices and consequences 	<p>How can we keep our minds and bodies healthy?</p> <ul style="list-style-type: none"> Balanced Bodies Mental health Routines 	<p>What impacts on my community?</p> <ul style="list-style-type: none"> Community Issues Tolerance Who does what Individual responsibility 	<p>Who am I going to be?</p> <ul style="list-style-type: none"> Feelings linked to safety Being assertive Ownership and consent Talking about uncomfortable feelings 	<p>What should we do about bullying?</p> <ul style="list-style-type: none"> Feelings around inclusion/exclusion Types, impact & what to do 	<p>Who am I going to be?</p> <ul style="list-style-type: none"> Puberty Pregnancy Changes
Upper Key Stage 2	<p>How do I manage my feelings?</p> <ul style="list-style-type: none"> Complex feelings Management of feelings Overcoming feelings & empathy 	<p>How do I keep myself healthy?</p> <ul style="list-style-type: none"> Keeping clean Changing health needs Mental Health Failure and success 	<p>What are my rights and responsibilities?</p> <ul style="list-style-type: none"> Rights and responsibilities Equality Beliefs and laws Democracy 	<p>How risky is this?</p> <ul style="list-style-type: none"> Managing Risk Risks, dangers and hazards Peer pressure and prejudice 	<p>What are my relationships like?</p> <ul style="list-style-type: none"> Aggressive vs. assertive Saying no safely Attitudes, talk and actions 	<p>How do I become an adult?</p> <ul style="list-style-type: none"> Physical and emotional change Managing feelings
	<p>How do we feel about ourselves?</p> <ul style="list-style-type: none"> Measuring self-esteem Boosting self-esteem Influences on self-esteem 	<p>What is stress?</p> <ul style="list-style-type: none"> Stress and management strategies Mental Health Limbic system 	<p>How does society work?</p> <ul style="list-style-type: none"> Democracy National Politics Work and tax Resource allocation 	<p>How can we make safe choices?</p> <ul style="list-style-type: none"> Measuring and managing risks Medicines and Drugs 	<p>What is prejudice?</p> <ul style="list-style-type: none"> Racism, homophobia, sexism Stereotypes 	<p>What's in my future?</p> <ul style="list-style-type: none"> Journey to Adulthood Being an adult Secondary School and beyond – employment

PSHE & British Values		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Cycle A	Relationships	Health & Wellbeing	Wider World	Health & Wellbeing	Relationships	Wider World
		Me and My feelings	Me and My Wellbeing	Me and My Community	Me and My Safety	Me and My Relationships	Me and My Future
Key Stage 2	Cycle A	What do we like and dislike? Likes & Dislikes Comfortable/Uncomfortable Identify	How do I keep myself healthy? Keeping clean Hands and teeth Choices School environment	Are we all the same? Similarities and differences Family Belonging	How do I keep myself safe at home? Safe people Trust Owning ideas and possessions	What is the best way to behave? Types of behaviour Fairness and kindness bullying	What is a family? Growing and changing Identify and family Asking for help
		What are feelings like? Feelings Empathy Management of feelings	How can we stay healthy? Making healthy choices Routines Rest Mental Health	Where do I belong? Needs and wants What it means to belong Responsibilities	How do I keep myself safe? Hazards Choices People who help us	What makes us the same or different? Life cycles Similarities and differences Stereotypes	What's change like? Changes Growth and change Changes in their future
Lower Key Stage 2	Cycle A	How do we feel? Wider range of feelings Strategies to manage feelings positively	What do healthy people eat and do? Balanced Diet Impact of exercise on the body Mental health Resilience	What do I do for my community? Needs of a community What a community needs/gives Individual responsibility Comparisons	What should be done in an emergency? Being in charge of yourself Measuring safety Emergency services	What makes a good friend? Friendship Conflict resolution Compromise	How have I grown up? Growing Up Personal space People who help us
		What can we do with feelings? Identify a wide range of feelings Management of multiple feelings Choices and consequences	How can we keep our minds and bodies healthy? Balanced Bodies Mental health Routines	What impacts on my community? Community Issues Tolerance Who does what Individual responsibility	Who am I going to be? Feelings linked to safety Being assertive Ownership and consent Talking about uncomfortable feelings	What should we do about Bullying? Feelings around inclusion/exclusion Types, impact & what to do	Who am I going to be? Puberty Pregnancy Changes
Upper Key Stage 2	Cycle A	How do I manage my feelings? Complex feelings Management of feelings Overcoming feelings & empathy	How do I keep myself healthy? Keeping clean Changing health needs Mental Health Failure and success	What are my rights and responsibilities? Rights and responsibilities Equality Beliefs and laws Democracy	How risky is this? Managing Risk Risks, dangers and hazards Peer pressure and prejudice	What are my relationships like? Aggressive vs. assertive Saying no safely Attitudes, talk and actions	How do I become an adult? Physical and emotional change Managing feelings
		How do we feel about ourselves? Measuring self-esteem Boosting self-esteem Influences on self-esteem	What is stress? Stress and management strategies Mental Health Limbic system	How does society work? Democracy National Politics Work and tax Resource allocation	How can we make safe choices? Measuring and managing risks Medicines and Drugs	What is prejudice? Racism, homophobia, sexism Stereotypes	What's in my future? Journey to Adulthood Being an adult Secondary School and beyond – employment

Topic Coverage

Key Stage 1

Cycle A	Bell Class - Year 1 and Year 2	Key Concepts
AUT 1	Me and My Feelings: What do we like and dislike?	<p>Emotional literacy – likes and dislikes; comfortable and uncomfortable.</p> <p>Online examples should be included.</p>
1	To learn what PSHE is.	
2	To learn what I like.	
3	To learn what I don't like.	
4	To learn what I find comfortable and uncomfortable.	
5	To learn what makes us special.	
AUT 2	Me and My Wellbeing: How do we keep ourselves healthy?	<p>Resilience – understanding you can choose beyond your emotions</p> <p>This unit should include plenty of opportunities for practicing cleaning hands, teeth and how to look after the school environment.</p>
1	To learn what clean is.	
2	To learn why clean hands are important.	
3	To learn why clean teeth are important.	
4	To learn to make choices.	
5	To learn to make healthy choices.	
SPR 1	Me and My Safety: How do I feel safe?	<p>Risk – what it feels like to be safe</p> <p>Healthy relationships – knowing who keeps me safe</p> <p>Consent – understanding ownership</p> <p>Ownership should include owning their body and thoughts as well as possessions. Online examples should be included in terms of who keeps me safe and people we can trust.</p>
1	To learn what safe feels like.	
2	To learn who keeps me safe.	
3	To learn who I trust.	
4	To learn what home is.	
5	To learn what owning something means.	
SPR 2	Me and My Community:	<p>Respect – recognising our unique nature and valuing diversity within this</p>
1	To learn what makes us special.	
2	To learn what makes us different.	
3	To learn what makes us the same.	
4	To learn what makes a family.	
SUM 1	Me and My Relationships: What is the best way to behave?	<p>Healthy relationships – recognising positive and negative behaviour</p> <p>Consent – recognising fair and unfair, kind and unkind</p>
1	To learn to recognise a feeling.	
2	To learn to identify good and bad behaviour.	
3	To learn what is fair and unfair.	
4	To learn what is kind and unkind.	
5	To learn what bullying is.	
<i>Year 1 or Year 2 Learning depending on child's age (See Cycle B for Year 2 learning).</i>		
SUM 2	Me and My Future: What is a family?	<p>Respect - types of family</p> <p>SRE Unit – refer to resources and staff training.</p>
1	To learn how we grow and change.	
2	To learn to identify differences between boys and girls.	
3	To learn what a family is.	
4	To learn about different kinds of families.	
5	To learn how to ask for help.	

Cycle B	Bell Class - Year 1 and Year 2	Key Concepts
AUT 1	Me and My Feelings: What are feelings like?	<p>Emotional literacy – recognising feelings in yourself and others</p> <p>Healthy relationships – recognising other people's emotions and empathy</p> <p>Feelings should be discussed in terms of recognising them in yourself as well as recognising them in other people.</p>
1	To learn what happy and sad are like.	
2	To learn what angry and calm are like.	
3	To learn what scared and confident are like.	
4	To learn what to do with my feelings.	
5	To learn how to react to other people's feelings.	
AUT 2	Me and My Wellbeing: How can we stay healthy?	<p>Resilience – understanding what resilience means</p> <p>Healthy mind should include being resilient. Resilience can be explored in terms of concentrating on what you want to do and managing your emotions, focusing on examples from school such as how we concentrate on work or try our best without giving up. Include online examples and use of ICT as part of a healthy lifestyle.</p>
1	To learn what healthy is.	
2	To learn what a healthy body is like.	
3	To learn what a healthy mind is like.	
4	To learn what to do if a mind feels unhealthy.	
5	To learn what resilience is.	
SPR 1	Me and My Community: Where do I belong?	<p>Respect - recognising diversity in a community</p> <p>Consent – compromise</p> <p>Use the last two lessons to carry out team building exercises and discuss how we have to compromise and manage our emotions and desires when working together.</p>
1	To learn the difference between what I need and what I want.	
2	To learn what it means to belong.	
3	To learn where we belong.	
4	To learn how we are the same and different.	
5	To learn about my responsibilities.	
SPR 2	Me and My Safety: How do I keep myself safe inside and outside?	<p>Risk – being safe in and out of home; road safety and other common hazards</p> <p>The road safety sessions should be used to practise road safety outside of school. Discussions of who keeps them safe can include other community figures e.g. who they could talk to if they get lost.</p>
1	To learn to make safe choices.	
2	To learn to identify a hazard.	
3	To learn to stay safe with medicines.	
4	To learn to stay safe on roads.	
5	To learn who keeps me safe.	
Year 1 or Year 2 Learning depending on child's age (See Cycle A for Year 1 learning).		
SUM 1	Me and My Relationships: What makes us the same or different?	<p>Respect - challenging stereotypes</p> <p>SRE Unit – refer to resources and staff training.</p> <p>Life cycles should look at both animal and human examples. Discuss stereotypes and how some people might expect boys and girls to be a certain way.</p>
1	To learn the stages of a life cycle.	
2	To learn to say how people are the same and different.	
3	To learn to compare boys and girls.	
4	To learn to name body parts.	
5	To learn how males and females can be the same and different.	
SUM 2	Me and My Future: What can change?	<p>Use depersonalised examples of loss of items and then a family pet – recognise any individuals that may need extra support with this learning. Use the last two lessons to celebrate successes from the year and set targets for next year, in and out of school.</p>
1	To learn what change is.	
2	To learn how change can feel.	
3	To learn what loss is.	
4	To learn to identify my achievements.	
5	To learn to identify how I want to grow.	

Lower Key Stage 2

Cycle A	Hopper Class - Year 3 and Year 4	Key Concepts
AUT 1	Me and My Feelings: How do we feel?	Emotional literacy – recognising and managing more complex emotions Use depersonalised examples of loss of item, losing a game and then a family pet – recognise any individuals that may need extra support with this learning. Builds on Year 2.
1	To learn to recognise how I feel.	
2	To learn how other people might feel.	
3	To learn what excited and nervous are like.	
4	To learn what pride and shame are like.	
5	To learn how loss can make us feel.	
AUT 2	Me and My Wellbeing: What do healthy people do?	Resilience – being resilient as part of a wider lifestyle Children should be taught that it can be difficult to make good choices and that we can be tempted to do the wrong thing. Use a range of contexts to explore including online examples.
1	To learn what a habit is.	
2	To learn what a healthy routine is.	
3	To learn to make healthy choices.	
4	To learn how to keep my mind healthy.	
5	To learn to be resilient in my choices.	
SPR 1	Me and My Community: What is a community?	Respect - recognising diversity Good opportunity to link money ideas with maths. Discuss both personal finances and the way money works in a community e.g. people pay tax to pay for community services.
1	To learn what a community is.	
2	To learn what a community gives.	
3	To learn what a community needs.	
4	To learn to compare communities.	
5	To learn what diversity in a community means.	
SPR 2	Me and My Safety: What should be done in an emergency?	Risk – recognising safe and unsafe situations; measuring safety; emergencies Children should be taught the clear message to go to a trusted adult in any kind of emergency, unsafe or uncomfortable situation, including when online.
1	To learn to identify safe and unsafe situations.	
2	To learn to measure safety.	
3	To learn to make choices in an unsafe situation.	
4	To learn what an emergency is.	
5	To learn how to stay safe in an emergency.	
SUM 1	Me and My Relationships: What makes a good friend?	Consent – understanding the difference between something being private, something being secret and something being a surprise Healthy relationships – identifying special people; managing friendships and fall-outs
1	To learn to identify people who are special to us.	
2	To learn to identify what makes a good friend.	
3	To learn to see things how somebody else sees them.	
4	To learn the difference between private, secret and surprise.	
5	To learn what to do with a fall out.	
Year 3 or Year 4 Learning depending on child's age (See Cycle B for Year 4 learning).		
SUM 2	Me and My Future: Who am I in relation to others?	Respect - recognising diversity Consent – privacy; personal space SRE Unit – refer to resources and staff training. The first lesson should be used to recap the learning from Year 2 including naming body parts. Personal space should link back to ideas about owning your body and privacy.
1	To learn the difference between boys and girls.	
2	To learn to manage touch.	
3	To learn what personal space means.	
4	To learn how families can be diverse.	
5	To learn who to go to for help.	

Cycle B	Hopper Class - Year 3 and Year 4	Key Concepts
AUT 1	Me and My Feelings: Who am I Inside Out?	Emotional literacy – managing conflicting or difficult emotions; recognising choices and consequences This unit and the next follows the ideas in <i>Inside Out</i> – extracts from the film can be used each week to explore each idea.
1	To learn what causes my emotions.	
2	To learn what different feelings are like.	
3	To learn how to manage change.	
4	To learn how to manage anger.	
5	To learn to identify the results of choices.	
AUT 2	Me and My Wellbeing: How can I be mentally healthy?	Resilience – recognising mental health; managing anxiety Discussion should go beyond what is directly referenced in the film, including recapping how we stay physically healthy and beginning to discuss what makes a healthy lifestyle.
1	To learn what humans need.	
2	To learn what keeps us balanced.	
3	To learn what stress and anxiety are.	
4	To learn what makes happiness.	
5	To learn what mental health means.	
6	To learn how mental and physical health are linked.	
SPR 1	Me and My Community: What impacts on my community?	Respect - showing tolerance in a community This unit is an opportunity to engage with the local community – use a local trip or a visitor to explore some real examples of managing the community.
1	To learn what makes a community.	
2	To learn what tolerance means in a community.	
3	To learn to identify assets.	
4	To learn to identify harms.	
5	To learn how harms are prevented or reduced.	
6	To learn what I can do to improve my community.	
SPR 2	Me and My Safety: What should I do with uncomfortable feelings?	Consent – understanding consent in terms of managing behaviour; being assertive Risk – feeling uncomfortable in relationships This unit should include plenty of opportunities for children to role-play and practise what they would do in real life and in online examples.
1	To learn to identify uncomfortable feelings.	
2	To learn how to own our bodies.	
3	To learn what consent means.	
4	To learn to do 'no'.	
5	To learn to talk about uncomfortable feelings.	
SUM 1	Me and My Relationships: What should we do about bullying?	Healthy relationships – showing empathy; understanding choices in relationships; recognising bullying Discussions around bullying should include cyber-bullying.
1	To learn what empathy means.	
2	To learn to empathise.	
3	To learn the impact of bullying.	
4	To learn what to do with bullying.	
5	To learn to make a choice about my feelings.	
Year 3 or Year 4 Learning depending on child's age (See Cycle A for Year 3 learning).		
SUM 2	Me and My Future: Who am I going to be?	SRE Unit – refer to resources and staff training. Ensure plenty of lesson time is given over to answering pupil questions and recap learning regularly to ensure children are not developing misconceptions.
1	To learn about the human lifecycle.	
2	To learn what pregnancy means.	
3	To learn what puberty means.	
4	To learn the changes that happen during puberty.	
5	To learn how puberty can be different for different people.	

Upper Key Stage 2

Cycle A	Jackson Class - Year 5 and Year 6	Key Concepts
AUT 1	Me and My Feelings: How do I manage my feelings?	Emotional literacy – acknowledging intensity of feelings; expressing feelings
1	To learn to describe the intensity of feelings.	
2	To learn to identify when to listen to a feeling.	
3	To learn to identify when to go through a feeling.	
4	To learn to imagine how other people are feeling.	
5	To learn how to show somebody you care about what they are feeling.	
AUT 2	Me and My Wellbeing: How can I be resilient?	Resilience – managing feelings to promote good mental health The first lessons should recap on what makes a healthy lifestyle from earlier in their learning journey, and the practical steps and routines to maintain mental health. Lessons on resilience should explore an 'ideal' mind-set and then discuss what can challenge this, or how we can sustain it.
1	To learn to identify the features of a balanced and healthy lifestyle.	
2	To learn how to maintain personal hygiene.	
3	To learn how to maintain mental health.	
4	To learn how to have a resilient mind.	
5	To learn what can challenge resilience.	
6	To learn to deal with failure and success.	
SPR 1	Me and My Community: What are my rights and responsibilities?	Consent – rights and responsibilities Respect - equality in society Teaching on democracy should include the role of the government and key roles.
1	To learn what are my rights in a community.	
2	To learn what are my responsibilities in a community.	
3	To learn what equality means.	
4	To learn to identify beliefs in a community.	
5	To learn the role of laws.	
6	To learn what democracy means.	
SPR 2	Me and My Safety: How risky is this?	Risk – identifying and managing risks Consent – peer pressure and prejudice Online examples should be included.
1	To learn to identify risks, hazards and dangers.	
2	To learn to measure risk.	
3	To learn to minimise risk.	
4	To learn to resist peer pressure.	
5	To learn what prejudice means.	
SUM 1	Me and My Relationships: What are my relationships like?	Healthy relationships –positive & negative relationship Consent – aggressiveness & assertiveness Children should investigate different relationships and identify what makes relationships positive/negative – before investigating how to manage their own relationships.
1	To learn to identify different relationships.	
2	To learn to know the difference between assertive and aggressive.	
3	To learn to categorise attitudes, talk and actions.	
4	To learn to identify barriers.	
5	To learn to resolve conflict.	
Year 5 or Year 6 Learning depending on child's age (See Cycle B for Year 6 learning).		
SUM 2	Me and My Future: How do I become an adult? (Year 5)	SRE Unit – refer to resources and staff training. Learning on puberty builds on the basic facts taught in Year 4 and explores them in more detail. Ensure plenty of lesson time is given over to answering pupil questions and recap learning regularly to ensure children are not developing misconceptions.
1	To learn how bodies change during puberty.	
2	To learn what puberty feels like.	
3	To learn how emotions change during puberty.	
4	To learn to stay clean during puberty.	
5	To learn to manage emotions during puberty.	

Cycle B	Jackson Class - Year 5 and Year 6	Key Concepts
AUT 1	Me and My Feelings: How do I feel about myself?	Emotional literacy – Recognising and understanding emotional health in self esteem Online examples of what impacts on self esteem should be explored (implicitly acknowledging the potential impact of viewing pornography).
1	To learn to explain what self esteem is.	
2	To learn to identify how self esteem impacts on a person's life.	
3	To learn what impacts on self-esteem.	
4	To learn how the media impacts on self-esteem.	
5	To learn how to boost self-esteem.	
AUT 2	Me and My Wellbeing: What is stress?	Resilience – Managing stress and self-esteem
1	To learn what a healthy, balanced lifestyle is.	
2	To learn what the Limbic system is.	
3	To learn what stress is.	
4	To learn to manage stress.	
5	To learn to identify influences.	
SPR 1	Me and My Community: How does society work?	Respect – the rule of law and valuing everyone's contribution Where possible, contemporary examples of challenges societies face should be incorporated.
1	To learn to identify characteristics of a society.	
2	To learn to identify roles and responsibilities.	
3	To learn to describe the features of a system.	
4	To learn to identify threats to a system.	
5	To learn to evaluate choices.	
6	To learn to identify characteristics of a society.	
SPR 2	Me and My Safety: How can we make safe choices?	Healthy relationships – Managing a difficult relationship Consent – Body ownership Risk – Managing risks independently This unit builds on learning from previous years on risk management, assertiveness, relationships and privacy, applying them to new contexts. The implicit focus is on safeguarding around issues such as drug use, unwanted relationships and sexting.
1	To learn to measure risks.	
2	To learn to manage risks.	
3	To learn the effect drugs have on the body (smoking).	
4	To learn the effect drugs have on the body (alcohol).	
5	To learn the effect drugs have on the body (cannabis).	
6	To learn to be assertive.	
SUM 1	Me and My Relationships: What is Prejudice?	Respect – tolerance and societal change Lesson 4 needs to make specific reference to exploring use of the word 'gay'.
1	To learn what unique is.	
2	To learn what prejudice is.	
3	To learn to identify the effects of words, actions and attitudes.	
4	To learn to identify the effects of words (Homophobia).	
5	To learn to analyse change.	
Year 5 or Year 6 Learning depending on child's age (See Cycle B for Year 6 learning).		
SUM 2	Me and My Future: What's in my future?	SRE Unit – refer to resources and staff training. The last two lessons of this unit should link to transition to secondary school.
1	To learn to describe changes.	
2	To learn how babies are made.	
3	To learn how babies are made.	
4	To learn how to manage feelings.	
5	To learn to imagine our futures.	