



GROWING TOGETHER.
BRANCHING OUT.

Our Orchard Curriculum

Personal, Social and Health Education (PSHE)

Overview and Progression

Last Updated: September 2021

Because of the nature of PSHE, there may not be a direct connection between the PSHE unit being learnt in a half-term to the main topic in class.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Growing Together Branching Out	Stone to Iron age Yabba Dabba doo	Strictly Bake off	Romans	Brazil	Brazil
Leading Question	What will you see outside your window?	Stone to Iron age, which age are you?	What is your secret ingredient?	Heroes or Villains?	Backpack Through Brazil	
PSHE	Settling in Relationships	Relationships	Living in the Wider World	Living in the wider world	Health and well being	Health and well being

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Saxon settlements	The <u>Force</u> of Nature	The Invaders are coming!	Peak Destination	Kings and Queens	Violent Volcanoes
Leading Question	What evidence can we dig up about how the Anglo Saxons lived?	How strong is Mother nature?	Vikings...blood-thirsty brutes or honourable warriors?	How is Europe similar and different to where I live?	Are Monarchs always a power for the good?	What's the matter with the earth?
PSHE	Families and friendships Safe relationships Respecting ourselves and others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Water	Victorians: Lighting The Way	The Ancient Greeks: Eureka		North America	Health Matters
Leading Question	Water for All? Risk, Danger, Hazard, or saviour?	Would you rather be a rich or a poor Victorian child?	What would life be like now without the Greeks?		North America – is it really that different?	How could you be healthier?
PSHE	Relationships Families and Friendships, safe relationships, respecting ourselves and others		Living in the Wider World Belonging to a community, media and digital resilience, money and work		Health and Wellbeing Physical health and mental wellbeing, growing and changing, keeping safe	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Environment: Eco Warriors	The Second World War: The Home Front	The First Historic Dynasty of China	Who Do You Think You Are?	Ancient Benin	Survival
Leading Question	How can we defeat the enemy?	Have You Forgotten Us?	Can we rediscover the wonders of the Shang Dynasty?	Who Do You Think You Are?	What if the people of Benin were not such talented craftsmen?	Where would you rather live?
PSHE	Relationships		Living in wider world		Health and wellbeing	

PSHE Progression

Year	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> ● Recognise what makes a family. ● Recognise characteristics of positive family life and relationships. ● To recognise and respect that there are different types of family structure. ● The importance of positive friendships and what makes a healthy friendship. ● To recognise the importance of treating others with courtesy and respect. 	<ul style="list-style-type: none"> ● Know how to cope with friendship problems and where to seek advice if needed. ● The importance of seeking support if they feel lonely or excluded. ● To understand the importance of staying safe online; knowing that people behave differently online. ● understand that in risky or dangerous situations that it is better to say “no” and they should tell about a secret ● understand that pressures to behave in unacceptable or risky ways may come from friends ● to respect and celebrate the similarities and differences between people from different backgrounds. 	<ul style="list-style-type: none"> ● Strategies for recognising and managing peer influence in friendship. ● To know that friendships can change over time – strategies for resolving disputes positively. ● Strategies for responding to hurtful behaviour experienced or witnessed offline and online. ● Recognise different types of physical contact; what is acceptable and what isn’t. ● To listen and respond respectfully to a wide range of people. ● How to recognise discrimination and how to challenge it. 	<ul style="list-style-type: none"> ● To recognise there are different types of relationships. ● To know why people choose to marry or form civil partnerships. ● decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable. ● consider how they are perceived by others and that personal behaviour can affect others. ● demonstrate the ability to negotiate and compromise and demonstrate a variety of ways of resolving conflict. ● demonstrate an awareness of sources of help, in school, helplines, other adults, and know how to ask for help
Health and Wellbeing	<ul style="list-style-type: none"> ● contribute to making a classroom charter to enable children to enjoy school ● to develop strategies to recognise and talk about their feelings. ● show awareness of who to talk to with a problem, or if they experience or witness bullying ● describe the part they play in keeping themselves safe in school and in the local environment. ● To identify healthy and unhealthy choices. ● describe the risks of using alcohol and tobacco ● understand some people need/ use drugs for their own health and that all medicines are drugs. ● To identify personal strengths and achievements. 	<ul style="list-style-type: none"> ● accept responsibility for personal cleanliness ● To be able to identify a wide range of factors that influence physical and mental health. ● handle food safely and know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used ● understand that some people use drugs to appear grown-up and confident ● demonstrate an understanding about other things taken into their bodies, accidentally and on purpose, and how their bodies react to them 	<ul style="list-style-type: none"> ● To recognise the importance of self-respect and how this can affect how they feel about themselves. ● demonstrate a range of responses to use in difficult situations such as “<i>No – I will not take the risk, I will ask</i>”, “<i>No, it is not for me</i>” ● To recognise individuality and different qualities in themselves. ● explain what might make a situation risky for them or children like them ● demonstrate a range of strategies to deal with pressure ● explain how to take personal responsibility and care for their bodies, including the importance of personal hygiene. ● describe the changes their bodies will go through at puberty and strategies with how to deal with the physical and emotional changes. ● understand that puberty will have an impact on themselves, their emotions and relationships 	<ul style="list-style-type: none"> ● understand the nature of role models, and that they are role models for younger children ● to recognise that mental health is just as important as physical health and to know things that may affect mental health. ● To have positive strategies for managing feelings and mental health. ● talk about their feelings about drugs and issues such as drugs in sport, drug-related news items ● demonstrate understanding of the importance of balance between work and leisure ● describe the effects of substances and drugs on the body and how they affect how you feel ● describe the risks of misusing prescribed/ illegal drugs, as well as alcohol and tobacco ● explain the effect substance misuse can have on friendship and family relationships ● describe the changes the body goes through at puberty are a preparation for sexual maturity ● demonstrate an awareness of the difference between secrets which make people happy and secrets which can hurt or frighten people ● express their expectations and feelings about transfer to a new school

Living in the Wider World

- To know how the internet is used.
- Understanding their rights and responsibilities.
- To show an awareness of the skills required for different jobs and what different jobs include.
- Being able to set personal goals.

- How data is shared and used on the internet.
- What makes a community?
- To recognise the shared responsibilities that come with being part of a community.
- To begin to understand how to use money and keep it safe.

- To understand how online information is targeted.
- To recognise different media types, their role and impact.
- To identify different jobs interests and aspirations.
- What influences career choices?
- To challenge workplace stereotypes.
- To show compassion and empathy to others.
- recognise the importance of equal opportunities and demonstrate concern for others and describe initial thoughts on human rights.

- To evaluate media sources.
- To understand the dangers and risks associated with sharing things online.
- To develop understanding of influences and attitudes towards money.
- To recognise what can be financial risks eg gambling.
- To value diversity and know how and when to challenge discrimination.