

St Peter's CE Middle School Curriculum Overview

Subject: PSHE

Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2		
Topic: Being Me in My World	Topic: Celebrating Difference	Topic: Dreams & Goals	Topic: Healthy Me	Topic: Relationships	Topic: Changing Me	
Year 5	<p>Knowledge: Know how to face new challenges positively. Understand how to set personal goals. Understand the rights and responsibilities associated with being a citizen in the wider community and their country. Know how an individual's behaviour can affect a group and the consequences of this. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process.</p>	<p>Knowledge: Know what culture means. Know that differences in culture can sometimes be a source of conflict. Know what racism is and why it is unacceptable. Know that rumour spreading is a form of bullying on and offline. Know external forms of support in regard to bullying e.g. Childline. Know that bullying can be direct and indirect. Know how their life is different from the lives of children in the developing world.</p>	<p>Knowledge: Know that they will need money to help them to achieve some of their dreams. Know about a range of jobs that are carried out by people I know. Know that different jobs pay more money than others. Know the types of job they might like to do when they are older. Know that young people from different cultures may have different dreams and goals. Know that communicating with someone from a different culture means that they can learn from them and vice versa. Know ways that they can support young</p>	<p>Knowledge: Know the health risks of smoking and vaping. Know how smoking tobacco affects the lungs, liver and heart. Know some of the risks linked to misusing alcohol, including antisocial behaviour. Know basic emergency procedures including the recovery position. Know how to get help in emergency situations. Know that the media, social media and celebrity culture promotes certain body types. Know that messages we receive about food come from different places and that these can affect people's attitude to foods.</p>	<p>Knowledge: Know that a personality is made up of many different characteristics, qualities and attributes. Know that belonging to an online community can have positive and negative consequences. Know that there are rights and responsibilities in an online community or social network. Know that there are rights and responsibilities when playing a game online. Know that too much screen time isn't healthy. Know how to stay safe when using technology to communicate with friends</p>	<p>Knowledge: Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this. Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know that sexual intercourse can lead to conception. Know that some people need help to conceive and might use IVF. Know that becoming a teenager involves various changes and also brings growing responsibility.</p>

	<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.</p>	<p>In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.</p>	<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about negative body image pressures and the importance of making informed decisions about food and exercise.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age - limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and</p>	<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year (if taught). Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that</p>
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					<p>emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>
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	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
	Topic: Being Me in My World	Topic: Celebrating Difference	Topic: Dreams & Goals	Topic: Healthy Me	Topic: Relationships	Topic: Changing Me
Year 6	<p>Knowledge: Know how to set goals for the year ahead. Understand what fears and worries are. Know about children's universal rights (United Nations Convention on the Rights of the Child). Know about the lives of children in other parts of the world. Know that personal choices can affect others locally and globally. Understand that their own choices result in different consequences and rewards. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards</p>	<p>Knowledge: Know that there are different perceptions of 'being normal' and where these might come from. Know that being different could affect someone's life. Know that power can play a part in a bullying or conflict situation. Know that people can hold power over others individually or in a group. Know why some people choose to bully others. Know that people with disabilities can lead amazing lives. Know that difference can be a source of celebration as well as conflict.</p>	<p>Knowledge: Know their own learning strengths. Know how to set realistic and challenging goals. Know what the learning steps are they need to take to achieve their goal. Know a variety of problems that the world is facing. Know how to work with other people to make the world a better place. Know some ways in which they could work with others to make the world a better place. Know what their classmates like and admire about them.</p>	<p>Knowledge: Know how to take responsibility for their own health. Know how to make choices that benefit their own health and well-being. Know about different types of drugs and their uses. Know how these different types of drugs can affect people's bodies, especially their liver and heart. Know that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risk that this can involve. Know what it means to be emotionally well. Know that stress can be triggered by a range of things. Know that being stressed</p>	<p>Knowledge: Know that it is important to take care of their own mental health. Know ways that they can take care of their own mental health. Know the stages of grief and that there are different types of loss that cause people to grieve. Know that sometimes people can try to gain power or control them. Know some of the dangers of being 'online'. Know how to use technology safely and positively to communicate with their friends and family.</p>	<p>Knowledge: Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know how a baby develops from conception through the nine months of pregnancy and how it is born. Know how being physically attracted to someone changes the nature of the relationship. Know the importance of self-esteem and what they can do to develop it. Know what they are looking forward to and what they are worried about when thinking about transition to secondary school /</p>

	the democratic process.			can cause drug and alcohol misuse.		moving to their next class.
	<p>Social & Emotional Skills: Be able to make others feel welcomed and valued. Know own wants and needs. Be able to compare their life with the lives of those less fortunate. Demonstrate empathy and understanding towards others. Can demonstrate attributes of a positive role model. Can take positive action to help others. Be able to contribute towards a group task. Know what effective group work is. Know how to regulate my emotions</p>	<p>Social & Emotional Skills: Empathise with people who are different and be aware of my own feelings towards them. Identify feelings associated with being excluded. Be able to recognise when someone is exerting power negatively in a relationship. Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict. Identify different feelings of the bully, bullied and bystanders in a bullying scenario. Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</p>	<p>Social & Emotional Skills: Understand why it is important to stretch the boundaries of their current learning. Set success criteria so that they know when they have achieved their goal. Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances. Empathise with people who are suffering or living in difficult situations. Be able to give praise and compliments to other people when they recognise that person's achievements.</p>	<p>Social & Emotional Skills: Are motivated to care for their own physical and emotional health. Are motivated to find ways to be happy and cope with life's situations without using drugs. Identify ways that someone who is being exploited could help themselves. Suggest strategies someone could use to avoid being pressured. Recognise that people have different attitudes towards mental health / illness. Can use different strategies to manage stress and pressure.</p>	<p>Social & Emotional Skills: Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. Can help themselves and others when worried about a mental health problem. Recognise when they are feeling grief and have strategies to manage them. Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. Can resist pressure to do something online that might hurt themselves or others. Can take responsibility for their own safety and well-being.</p>	<p>Social & Emotional Skills: Recognise ways they can develop their own self-esteem. Can express how they feel about the changes that will happen to them during puberty. Recognise how they feel when they reflect on the development and birth of a baby. Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to. Can celebrate what they like about their own and others' self-image and body-image. Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.</p>

		Appreciate people for who they are.				
	<p>Outcome: In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how this feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it</p>	<p>Outcome: In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>	<p>Outcome: In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.</p>	<p>Outcome: In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>	<p>Outcome: In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>	<p>Outcome: In this Puzzle the class learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how</p>

	benefits the school and how they can contribute towards it.					they can prepare themselves mentally.
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	Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1	Summer 2
Year 7	Topic: Being Me in My World	Citizenship focus Citizenship focus	Topic: Relationships	Topic: Changing Me
	Knowledge: Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity.		Knowledge: Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity.	Knowledge: Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support.
	Social & Emotions Skills: I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.) I can identify what influences my life. I can achieve an appropriate level of independence from others while maintaining positive relationships with them. I understand how my online identity can affect what others think and feel about me. I understand that what I say and do online can have consequences for myself and others.		Social & Emotional Skills: Understand/recognise the range of positive qualities people bring to relationships. I understand why respect for the other person's wishes is important in relationships. Understand/recognise the characteristics of some of the supportive relationships in my life. I can recognise that my emotions and feelings can change regularly. I can identify emotions that can be associated with falling out. I can understand discernment and how it is important in relationships.	Social & Emotional Skills: I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned. I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby. I can appreciate that a baby comes with responsibilities. I can understand that stable intimate relationships can be linked to happiness. I understand how self-image is linked to self-esteem.

			<p>I can suggest skills which will keep my relationships happy and healthy.</p> <p>I can apply assertiveness to my relationships when appropriate.</p> <p>I can explain my understanding of respect and authenticity.</p>	<p>I can apply strategies to build my self-esteem.</p> <p>I know some ways to support myself and others during times of change.</p> <p>To be able to identify who to ask for help and advice about myself or a friend, even if it something that is hard to talk about.</p>
	<p>Big Question: How do I fit into the world I live in?</p>		<p>Big Question: What can make a relationship healthier or less healthy?</p>	<p>Big Question: How do I feel about becoming an adult?</p>

Year 8	Autumn 1 & Autumn 2	Spring 1 & Spring 2		Summer 1 & Summer 2	
	Topic: Celebrating Difference	Citizenship focus	Citizenship focus	Topic: Relationships	Topic: Changing Me
	Knowledge: Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule.			Knowledge: Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relation.	Knowledge: Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship, Attraction, love or lust, pornography and the law, dealing with unwanted messages. Alcohol and the law.
Social & Emotional Skills: I can describe the positive feelings that result from doing something positive. I can give examples of the benefits of living in a multi-cultural society. I can challenge prejudice and discrimination. I can understand and explain the emotional impact of LGBT bullying on both victim and perpetrator. I can recognise the benefits of helping others. I understand that taking positive action can support mental wellbeing.			Social & Emotional Skills: I understand that social media can affect both positively and negatively how I feel about myself. I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. I know what a good relationship looks like and how to protect myself from an unhealthy relationship. I know where to seek help if I feel unsafe in a relationship. I understand some of the emotional risks associated with inappropriate use of social media. I know what to do if I'm worried about my online or offline safety.	Social & Emotional Skills: I know that intimate relationships do not have to involve sex. I know some of the positive behaviours seen in healthier, intimate relationships. I can identify what you would seek in a boyfriend/girlfriend relationship. I can compare and contrast the key features of healthier and less healthy romantic relationships. I recognise that attraction towards others takes many forms and can change over time. I recognise the role of pornography in society.	

					<p>I understand the negative influence pornography can have on relationships.</p> <p>I can describe the behaviour changes that can occur when people drink alcohol.</p>
	<p>Big Question: How different are we really?</p>			<p>Big Question: How much should what and who are around us impact our self-worth?</p>	<p>Big Question: What factors can make an intimate relationship happy and healthier?</p>