

PSHE at Anderton Park

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
PATHS Reception will follow PATHS programme-folders one and two.	*Weekly VIP Autumn: Unit 5- Sharing/ Caring Friendships Spring: Unit 7- Intermediate Feelings Summer: Unit 8- Advanced Feelings	*Weekly VIP Autumn: Unit 3- Feelings and Behaviours Spring: Unit 4- Self-control and Anger Management Summer: Unit 6- Friendships and Feeling Lonely	*Weekly VIP Autumn: Unit 4- Using our Thinking Skills Spring: Unit 6- Feelings in Relationships Summer: Unit 9- Feelings about School	*Weekly VIP Autumn: Unit 4- Being Responsible and Caring for Others Spring: Unit 5- Problem solving Summer: Making Good Decisions	*Weekly VIP Autumn: Unit 3- Goals and Identity Spring: Unit 2- Problem Solving Summer: Unit 5- Being Responsible and Caring for Others	*Weekly VIP Autumn: Unit 2- Study and Organisational Skills Spring: Unit 4B- Respect Summer: Unit 5- Endings and Transitions
<i>Aspects to be covered in topic lessons during the year</i>						
International country	Australia	Egypt	Ghana	Romania	Brazil	Japan
Women	Florence Nightingale	Mother Theresa	May Seacole	Arifa Hussain	Jane Goodall JK Rowling Jacqueline Wilson	-Women in politics -Women in business -Women in sport and music -Mary Anning
British Values	*Christmas production *Mother's Day-afternoon tea *Going on a bus	*British Canals *British night workers *British seaside	*Local area *Where do Britons come from? Shaping a local community *British gardens and artists	*British poverty *British citizenship *Saint George and the dragon	*Shakespeare, other British authors and story-telling traditions *Democracy *British art and food	*Camp/ camp songs/ British village *Royal family/ London/ Parliament/ laws/ elections *Summer Fayre/ WW2/ Winston Churchill

Autumn 1 themes

Black History Month	Nelson Mandela	Mohammed Ali Mo Farrah	Rosa Parks Booker T Washington	Martin Luther King Barrack Obama	Gandhi Black people in the news	Stephen Lawrence Show racism the Red Card
<p>Living in the wider world (rules and laws)</p>	<p>*How to contribute to the life of the classroom *To help construct, and agree to follow, group and class rules and to understand how these rules help them</p>	<p>* That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) *That they belong to various groups and communities such as family and school</p>	<p>*To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom *That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment * To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p>	<p>* Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules *To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. * To understand that everyone has human rights, all peoples and all societies and that children have their own special</p>	<p>*Radicalisation PREVENT team *What being part of a community means, and about the varied institutions that support communities locally and nationally *That these universal rights (Human Rights) are there to protect everyone and have primacy both over national law and family and community practices.</p>	<p>*Radicalisation PREVENT team *Drug laws *To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing *That these universal rights (Human Rights) are there to protect everyone and have primacy both over national law and family and community practices. *London link-how laws are made in the UK</p>

				<i>rights set out in the United Nations Declaration of the Rights of the Child.</i>		
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Autumn 2 themes

<p>Bullying</p>	<p>Theme: Friends do fall out (and this is not bullying) *How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help *The Equality Act 2010- link to school ethos</p>	<p>Theme: How does bullying make us feel? *That there are different types of teasing and bullying, that these are wrong and unacceptable *The Equality Act 2010- link to school ethos</p>	<p>Theme: What is the difference between unkind behaviour and bullying? *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, how to respond and ask for help) *The Equality Act 2010- link to school ethos</p>	<p>Theme: Why do people become bullies? Bullies could be hurting too *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, how to respond and ask for help) *The Equality Act 2010- link to school ethos</p>	<p>Theme: bullying against the disabled- Why do people bully people who are different? *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, how to respond and ask for help) *The Equality Act 2010- link to school ethos</p>	<p>Theme: Cyber-bullying *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, how to respond and ask for help) *The Equality Act 2010- link to school ethos</p>
<p>Healthy Lifestyle</p>	<p>*Dental health *That household products, including medicines, can be harmful if not used properly</p>	<p>*What constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating *The importance of and how to maintain personal hygiene</p>	<p>* That bacteria and viruses can affect health and that following routines can reduce their spread</p>	<p>*The effect of too much sugar in a person's diet *How someone can make healthier food and drink choices (with regards to sugar)</p>	<p>*The effect of too much fat in a person's diet *How someone can make healthier food and drink choices (with regards to fat)</p>	<p>*The effect of too much salt in a person's diet *How someone can make healthier food and drink choices (with regards to salt)</p>

Spring 1 themes

Accepting Differences in Others and Yourself	And Tango Makes Three Elmer -Different types of families	My Princess Boy -Everyone is unique and special - respect all	Troll Swap -Conforming to societies -Marriage - Different families	Huey's Jumper -Celebrate differences and accept others	Bill's New Frack - Everyone's equal	Piggyback The Paper Bag Princess -Stereotypes
Healthy Relationships	*Saying sorry is important *How do we say sorry properly? *We all make mistakes	*Forgiving is important *What does forgiveness mean?	*Resolving conflict *Talking about problems is important	*Accepting other people's differences and imperfections *There is no 'perfect' friend	*To have an emotional bank account- need to put things in- build up a reserve- use compliments *Relationships are 'give and take'	*Coping with change in relationships/ friendships

Equality Act 2010 Protected characteristics

Spring 2 themes

Change and Transition (loss/ separation/ divorce/ bereavement)	*Toys can be lost/ losing toys *Moving house *Moving school Feelings associated: sadness and disbelief	*Losing pets/ pets can die *Falling out with friends Feelings associated: anger	*People can die *Marriage/ commitment/ remarriage Feelings associated: loss/ something is missing	*Bereavement- grief wave *Separation and divorce Feelings associated: numbness	*Bereavement *Serious illness can change people *Separation and divorce Feelings associated: fear	*Bereavement *Transition to secondary school Feelings associated: apprehension
Feelings -Meanings -When we feel like this	Excited, glad, upset, unhappy, frightened, mad, cross, worried, sleepy, sick, fed up, amazed, love	Pleased, calm, miserable, unwell, nervous, shocked, annoyed, drowsy, unwell, stunned, shocked, dull, treasure	Joyful, peaceful, glum, down, anxious, terrified, frustrated, ill, worn out, desire, astonished, down	Delighted, numb, settled, cautious, horrified, wary, outraged, drained, infuriated, tedious, astounded, under the weather, passionate	Ecstatic, bewildered, distraught, sombre, apprehensive, faint, enraged, alarmed, resentment, grateful, monotonous, content, exhausted,	Tranquil, jubilant, grief-stricken, livid, melancholy, petrified, intimidated, drowsy, exasperated, apathy, nauseous, perplexed, appreciative, cherish

Summer 1 themes

<p>Keeping Physically Safe and Emotional Wellbeing</p>	<p>*Road Safety *Stranger danger *Rules for safety online *About people who look after them, their family networks, who to go to if they are worried and how to attract their attention *That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>*Fire Safety (Topic link) *The difference between secrets and surprises and understanding not to keep adults' secrets *To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them) *To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' *To recognise what they like and dislike, how to make real, informed choices</p>	<p>*Water Safety (Swimming) *To recognise their increasing independence brings increased responsibility to keep themselves and others safe *The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others *To judge what kind of physical contact is acceptable or unacceptable and how to respond *To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p>	<p>* Railway Safety (Harry Potter) *To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong- IT IS OK TO SAY NO *The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it's right to 'break a confidence' or 'share a secret'. *To recognise and challenge stereotypes *About taking care of their</p>	<p>*Bike Safety *Smoking and alcohol risks- what 'addiction' means *That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media *Safety online (social media, the responsible use of ICT and mobile phones) * To recognise and manage 'dares' *To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate</p>	<p>*Drug risks- what 'habit' means and why it's hard to change *Risk and hazard assessment *Basic First Aid *That bacteria and viruses can affect health and that following simple routines can reduce their spread *To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves *To recognise that the choices we make are important</p>
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		that improve their physical and emotional health, to recognise that choices can have good and not so good consequences		body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact, their rights and how to get support if they have fears for themselves or their peers	people (including recent news about people travelling to Syria to fight/marry)	*Knowing when we are unsafe and what to do
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Summer 2 topics themes

Money and Enterprise	*That money comes from different sources and can be used for different purposes, including the concepts of spending and saving	*About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	*About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	*To develop an initial understanding of the role of banks and of savings and saving money	*To develop an initial understanding of the concepts of 'interest', 'loan' and 'debt'	*About enterprise and the skills that make someone 'enterprising' *To develop an initial understanding of 'tax' and 'VAT'
Body Image/ SRE	Theme: My body is brilliant *The names of the main parts of the body	Theme: My body is mine. *The names of the main parts of the body	Theme: We don't have to believe what other people say about us.	Theme: How we see ourselves affects how we behave, which affects how others see us.	Theme: My body is changing *Puberty- Nurse	Theme: Making decisions about my body. *Puberty- Nurse (*FGM?) (*Consent?)

						<i>*To recognise how images in the media do not always reflect reality and how people feel about themselves</i>
<i>Goals</i>	<i>*To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</i>	<i>*To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set challenging goals</i>	<i>* To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i>	<i>* To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals *Be able to explain why they need to improve and have high aspirations and goals</i>	<i>*To work collaboratively towards shared goals</i>	<i>*Future goals- secondary school and life</i>