



LONG TERM PLANNING OVERVIEW

PSHRE

Cycle A; 2017-2018

2019-2020

2021-2022

<p>Christian Ethos – links to our values</p>	<p>Friendship ‘I no longer call you servants because a servant does not know my business. Instead I have called you friends, for everything that I learn I have learned from my father I have made know to you? John 15:15</p>	<p>Perseverance ‘let us run with perseverance the race marked out for us that is before us’ Hebrew 12:1</p>	<p>Hope ‘surely there is a future and your hope will not be cut off’ Proverbs 23:18</p>	<p>Forgiveness ‘Forgive us our sins, as we forgive everyone who sins against us’ Luke 11:14</p>	<p>Honesty ‘When I am afraid I will trust in you’ Psalm 56:3</p>	<p>Respect Are 2 sparrows sold for a penny? Yet not one of them will fall to the ground outside your fathers care’ Matthew 10:29</p>
<p>KEY STAGE 1 Theme (SEAL Theme)</p>	<p>Autumn 1 Our Happy School (New Beginnings) Relationships What makes a good friend?</p>	<p>Autumn 2 What does a bully look like? Feeling Safe</p>	<p>Spring 1 I don’t like vegetables so why do I have to eat them Staying Healthy</p>	<p>Spring 2 Which drugs are the most dangerous? Drug education</p>	<p>Summer 1 Are all changes bad?</p>	<p>Summer 2 Should boys cry? Difference and diversity And Growing up and Changing</p>
<p>Year 1/Year A Outline content</p>	<p>This unit is all about a fresh start with a new class, nurturing</p>	<p>This unit could link to a topic about ‘People who Help Us’. It</p>	<p>This unit focuses on being active and eating a balanced</p>	<p>This unit focuses on identifying alternatives to taking</p>	<p>This unit focuses on being able to explain things about</p>	<p>This unit is about safety. The children will develop ways of</p>

	<p>a sense of belonging, recognising diversity and establishing class rules and rewards. It is about identifying the people who are important to them. Identifying when they feel cared for or when they love and care for someone.</p>	<p>incorporates work on road, fire and fireworks safety and anti-bullying. It will explain what bullying is and understand that they are the same but different to their friends. They are able to communicate how a bullied person feels. They can explain what to do if they are being bullied.</p>	<p>and varied diet are ways of keeping healthy. Looking at the benefits of keeping healthy. It explores how to keep clean and develops the awareness of cleanliness and good health.</p>	<p>medicines, it understands why people might take medicines and distinguishes between what is safe and unsafe to put into their bodies. It supports children in making simple choices that help to keep themselves safe. And enables children to identify rules and ways of keeping safe.</p>	<p>themselves that have changed and some things that will not have changed</p>	<p>keeping safe in everyday situations, playing outside, cyber / road safety.</p>
<p>Year 1/Year A Assessment outcomes</p>	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p> <p>I can identify people who are important to me.</p> <p>I can identify when and why I feel proud.</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe I can identify and name some feelings and express some of their positive qualities.</p> <p>I can demonstrate that I can manage some feelings in a positive and effective way.</p> <p>I can recognise that</p>	<p>I can make simple choices about some aspects of health and wellbeing and I know what keeps me healthy.</p> <p>I can explain ways of keeping clean.</p>	<p>I can make simple choices that improve my health and well-being.</p> <p>I can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe.</p> <p>I can identify rules for keeping safe.</p>	<p>I can identify and name some feelings and express their positive qualities.</p> <p>I can manage feelings in a positive and effective way.</p> <p>I can make simple choices about some aspects of health and well-being. I can identify and respect similarities and differences between people.</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and “happen by themselves”</p> <p>I have thought about working with other people to overcome obstacles.</p>

		bullying is wrong and can list some ways to get help in dealing with it.				
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
PSHE Programme of Study	H4 H13 H14	H12	H1 H7	H11	H5	H9 H10 H6 H8 H16

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KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 What does a bully look like? Feeling Safe	Spring 1 I don’t like vegetables so why do I have to eat them Staying Healthy	Spring 2 Which drugs are the most dangerous? Drug education	Summer 1 Are all changes bad?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing
Year 2/Year 1 Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards. Identifying when they feel cared for or when they love and care for someone.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week. It will explain what bullying is and understand that they are the same but different to their	This unit focuses on being active and eating a balanced and varied diet are ways of keeping healthy. Looking at the benefits of keeping healthy. It explores how to keep clean and develops the awareness of cleanliness and good health.	This unit focuses on identifying alternatives to taking medicines, it understands why people might take medicines and distinguishes between what is safe and unsafe to put into their bodies. It supports children in making simple choices that help to	This unit focuses on being able to explain things about themselves that have changed and some things that will not have changed	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience. It enables children to respect differences and similarities

		friends. They are able to communicate how a bullied person feels. They can explain what to do if they are being bullied.		keep themselves safe. And enables children to identify rules and ways of keeping safe.		between people.
Year 2/Year B Assessment outcomes	<p>I know how I can help make my classroom a safe and happy place</p> <p>I can welcome someone into my class</p> <p>I have thought about how my behaviour can affect others</p> <p>I can identify when I feel cared for and when I love or care for someone.</p>	<p>I know about stranger danger including meeting strangers online</p> <p>I can work well in a group</p> <p>I have thought about what I should do if I meet dangerous situations</p> <p>I can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>I can recognise the effect of my behaviour on other people and can cooperate with others.</p> <p>I can respect difference and similarities between people.</p>	<p>I can make simple choices about some aspects of health and wellbeing and I know what keeps me healthy.</p> <p>I can explain ways of keeping clean.</p>	<p>I can make simple choices that improve my health and well-being.</p> <p>I can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe.</p> <p>I can identify rules for keeping safe.</p>	<p>I can identify and name some feelings and express their positive qualities.</p> <p>I can manage feelings in a positive and effective way.</p> <p>I can make simple choices about some aspects of health and well-being. I can identify and respect similarities and differences between people.</p>	<p>I know how to cope with changes that can be exciting or worrying</p> <p>I can plan to overcome obstacles that might get in the way</p> <p>I have thought about how to make sensible choices</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change

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<p>Lower KEY STAGE 2 Theme (SEAL Theme)</p>	<p>Autumn 1 Our Happy School (New Beginnings) Relationships</p>	<p>Autumn 2 What does a bully look like? Feeling Safe</p>	<p>Spring 1 I don’t like vegetables so why do I have to eat them Staying Healthy</p>	<p>Spring 2 Which drugs are the most dangerous? Drug education</p>	<p>Summer 1 Are all changes bad?</p>	<p>Summer 2 Should boys cry? Difference and diversity And Growing up and Changing</p>
<p>Year 3/Year A Outline content</p>	<p>This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.</p>	<p>This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety . It enables children to recognise that witnesses to bullying can make situations better or worse. It explains some</p>	<p>This unit of work recognises the importance of a balanced diet and being physically active to keep healthy. It enables children to identify a healthy choice and looks at how bacteria can affect health and that following simple safety routines can reduce spread.</p>	<p>This unit explores what a risk is and identifies different types of risks people take. It considers choices and how they can affect our lives.. it supports children to distinguish between safe and harmful and to know some substances can be harmful if misused.</p>	<p>This unit enables pupils to understand that changes can be good and some changes can make their lives better. They understand that change is normal but can sometimes be uncomfortable.</p>	<p>This unit enables pupils to recognise that they all have physical differences and each person is unique. Recognise that our school is made up of a range of different people. It helps children to develop skills to join others. It enables pupils to consider similarities and</p>

		strategies to help a victim of bullying feel better. The unit of work explains strategies to deal with suspected bullying. It explores the issue of cyber bullying.	Identify risks that contribute to their own personal safety (e.g.) internet safety, stranger danger, road safety	Children can describe the effects of tobacco on the body and begin to understand the reasons why people smoke.		differences between boys and girls.
Year 3/Year A Assessment outcomes	<p>I know something about everyone in my class</p> <p>I can work in a cooperative way with others</p> <p>I have thought about how everyone has to live by rules</p>	<p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list ways of resisting negative peer pressure.</p> <p>I can identify different types of relationships and can show ways to maintain good relationships. I can respond to or challenge negative behaviours such as</p>	<p>I can make choices about how to develop a healthy lifestyle.</p> <p>I can identify some factors that affect emotional health and well-being.</p>	<p>I can make choices about how to develop a healthy lifestyle. I can identify ways of making decisions safely.</p> <p>I can identify a range of commonly available substances- alcohol, tobacco, caffeine and can describe how this makes people feel.</p>	<p>I can recognise my own worth and that of others.</p> <p>I can express my own views and listen to and show respect for the views of others.</p> <p>I can make choices about developing healthy lifestyle choices.</p>	<p>I can share my views and opinions.</p> <p>I can recognise the effect of behaviour on others.</p> <p>I can identify and respect difference between people and cooperate with others.</p> <p>I can recognise my own worth and that of others. I can respect differences between people.</p> <p>I can listen and show respect for the views of others.</p>

		stereotyping and aggression.				
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Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 What does a bully look like? Feeling Safe	Spring 1 I don't like vegetables so why do I have to eat them Staying Healthy	Spring 2 Which drugs are the most dangerous? Drug education	Summer 1 Are all changes bad?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing
Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety . It enables children to recognise that witnesses to bullying can make situations better or worse. It explains some strategies to help a victim of bullying feel better. The unit of work explains strategies to deal with suspected bullying. It explores the issue of cyber bullying.	This unit of work recognises the importance of a balanced diet and being physically active to keep healthy. It enables children to identify a healthy choice and looks at how bacteria can affect health and that following simple safety routines can reduce spread. Identify risks that contribute to their own personal safety (e.g.) internet safety, stranger danger, road safety	This unit explores what a risk is and identifies different types of risks people take. It considers choices and how they can affect our lives.. it supports children to distinguish between safe and harmful and to know some substances can be harmful if misused. Children can describe the effects of tobacco on the body and begin to understand the reasons why people smoke.	This unit enables pupils to understand that changes can be good and some changes can make their lives better. They understand that change is normal but can sometimes be uncomfortable.	This unit enables pupils to recognise that they all have physical differences and each person is unique. Recognise that our school is made up of a range of different people. It helps children to develop skills to join others. It enables pupils to consider similarities and differences between boys and girls.

<p>Year 4/Year B Assessment outcomes</p>	<p>I know what it feels like to be unwelcome</p> <p>I can work with others to achieve a shared goal</p> <p>I have thought about how to develop and maintain a positive learning environment</p>	<p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list ways of resisting negative peer pressure.</p> <p>I can identify different types of relationships and can show ways to maintain good relationships. I can respond to or challenge negative behaviours such as stereotyping and aggression.</p>	<p>I can make choices about how to develop a healthy lifestyle.</p> <p>I can identify some factors that affect emotional health and well-being.</p>	<p>I know the names for male and female body parts</p> <p>I can take responsibility for what I choose to do</p> <p>I have thought about how and why my body will change</p>	<p>I can recognise my own worth and that of others.</p> <p>I can express my own views and listen to and show respect for the views of others.</p> <p>I can make choices about developing healthy lifestyle choices.</p>	<p>I can share my views and opinions.</p> <p>I can recognise the effect of behaviour on others.</p> <p>I can identify and respect difference between people and cooperate with others.</p> <p>I can recognise my own worth and that of others. I can respect differences between people.</p> <p>I can listen and show respect for the views of others.</p>
<p>PSHEE Focus</p>	<p>Citizenship (Me & my community)</p>	<p>Safety</p>	<p>Economic Wellbeing</p>	<p>Sex & Relationships Education</p>	<p>Healthy Lifestyles / Drug Education</p>	<p>Resilience / Preparing for Change</p>
<p>PSHE Programme of Study</p>	<p>H6 H14</p>	<p>H9 H10 H11</p>	<p>H2 H3 H12 H13 H23</p>	<p>H17</p>	<p>H7 H8</p>	<p>H18, H19, H20 H16 H25</p>

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<p>Upper KEY STAGE 2 Theme (SEAL Theme)</p>	<p>Autumn 1 Our Happy School (New Beginnings) Relationships</p>	<p>Autumn 2 What does a bully look like? Feeling Safe</p>	<p>Spring 1 I don’t like vegetables so why do I have to eat them Staying Healthy</p>	<p>Spring 2 Which drugs are the most dangerous? Drug education</p>	<p>Summer 1 Are all changes bad?</p>	<p>Summer 2 Should boys cry? Difference and diversity And Growing up and Changing</p>
<p>Year 5/Year A Outline content</p>	<p>As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.</p>	<p>This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination. They understand how rumour spreading and name</p>	<p>This unit gives pupils the opportunity to identify what makes a healthy lifestyle and what affects mental health, emotional health and well-being. It supports making informed choices</p>		<p>This unit covers how people may feel when they go to a new school. Understand that all feelings including uncomfortable ones have a purpose and give us information and that it is natural</p>	<p>This unit recognises that similarities and differences between people arise from a number of factors. Children will begin to understand the term gender, race, disability, religion, culture, and</p>

		calling can be bullying behaviour. They can explain the difference between direct and indirect bullying. The unit allows them to explain what's in which one person can have power over another and it explores the reasons why people use bullying behaviours.	that support a healthy lifestyle. It identifies factors that contribute to personal safety and provides strategies to deal with unsafe situations.		to be wary of change and can tell you why.	celebrate difference. They can demonstrate the awareness of the impact of difference in everyday life for some people. Understand that people with disabilities can have a range of aspirations and abilities and achievements. This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies. This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.
Year 5/Year A Assessment outcomes	I know that I am valued at school I can identify my strengths and how I	I know that different ways of behaving are appropriate in different types of	I can make choices about how to develop healthy lifestyles.	I know that alcohol is a drug I can describe the Eat Well plate and a	I can recognise my own worth and that of others. I can express my own	I know how people often respond to difficult changes I can take

	<p>can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways.</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list some ways of resisting negative peer pressure.</p> <p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I can explain how my actions have consequences for themselves and others.</p>	<p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting my health and well being.</p>	<p>balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p>	<p>views and listen to and show respect for the views of others.</p> <p>I can make choices about developing healthy lifestyle choices.</p>	<p>responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p> <p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>
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Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination. They understand how rumour spreading and name calling can be	This unit gives pupils the opportunity to identify what makes a healthy lifestyle and what affects mental health, emotional health and well-being. It supports making informed choices that support a	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their ‘legacy’. Children reflect upon emotional changes

		bullying behaviour. They can explain the difference between direct and indirect bullying. The unit allows them to explain what's in which one person can have power over another and it explores the reasons why people use bullying behaviours.	healthy lifestyle. It identifies factors that contribute to personal safety and provides strategies to deal with unsafe situations.			during puberty and how boys and girls bodies change. (SRE Curriculum and Scheme)
Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways.</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list some ways of resisting negative peer pressure.</p> <p>I can identify and</p>	<p>I can make choices about how to develop healthy lifestyles.</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting my health and well being.</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I can recognise my own worth and that of others.</p> <p>I can express my own views and listen to and show respect for the views of others.</p> <p>I can make choices about developing healthy lifestyle choices.</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p> <p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p>

		<p>explain how to manage the risks in different familiar situations.</p> <p>I can explain how my actions have consequences for themselves and others.</p>				I have thought about how the media can influence the way we think and feel about people and situations
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