



LONG TERM PLANNING OVERVIEW PSHRE

Cycle B ; 2018-2019 2020-2021 2022-2023

Christian Ethos – links to our values	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	Perseverance 'let us run with perseverance the race marked out for us that is before us' Hebrew 12:1	Hope 'surely there is a future and your hope will not be cut off' Proverbs 23:18	Forgiveness 'Forgive us our sins, as we forgive everyone who sins against us' Luke 11:14	Honesty 'When I am afraid I will trust in you' Psalm 56:3	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
KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 Going For Goals I find it hard to concentrate, what can I do?	Spring 1 Does Money make you happy? Money Matters	Spring 2 Why do I sometimes feel angry? Getting on falling out?	Summer 1 What does 'proud' mean? Proud to be me?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing

<p>Year 1/Year A Outline content</p>	<p>This unit is all about a fresh start with a new class, nurturing 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>In this unit we will learn in different ways. Learners will recognise their strengths as a learner and will identify when learning has been successful. They learn how to resist distraction and think of ideas to solve problems.</p>	<p>This unit discusses the value of money. It helps children to understand that we have to pay for things and make real life choices about money. It supports children in taking part in discussions.</p>	<p>This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.</p>	<p>In this unit children will be able to identify facts about themselves, reflect on their gifts and talents and reflect upon things they are proud of. They recognise things that make them feel relaxed and things that make them feel stressed.</p>	<p>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 between people.</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 can set myself a simple goal.</p>	<p>I can make simple choices about some aspects of health and well being.</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I can identify and name some of the feelings and express some of their positive qualities.</p> <p>I can demonstrate that I manage feelings in a positive and effective way.</p> <p>I can share my views and opinions.</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>
<p>PSHE 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>H4 H13 H14</p>	<p>H12</p>	<p>H1 H7</p>	<p>H11</p>	<p>H25</p>	<p>H9 H10 H6 H8 H16</p>

LONG TERM PLANNING OVERVIEW

Christian Ethos – links to our values	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	Perseverance ‘let us run with perseverance the race marked out for us that is before us’ Hebrew 12:1	Hope ‘surely there is a future and your hope will not be cut off’ Proverbs 23:18	Forgiveness ‘Forgive us our sins, as we forgive everyone who sins against us’ Luke 11:14	Honesty ‘When I am afraid I will trust in you’ Psalm 56:3	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
KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 Going For Goals I find it hard to concentrate what can I do?	Spring 1 Does Money make you happy? Money Matters	Spring 2 Why do I sometimes feel angry? Getting on falling out?	Summer 1 What does ‘proud’ mean? Proud to be me?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing
Year 2/Year 1 Outline content	This unit is all about a fresh start with a new class, nurturing 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.	In this unit we will learn in different ways. Learners will recognise their strengths as a learner and will identify when learning has been successful. They learn how to resist distraction and think of ideas to solve problems.	This unit discusses the value of money. It helps children to understand that we have to pay for things and make real life choices about money. It supports children in taking part in discussions.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	In this unit children will be able to identify facts about themselves, reflect on their gifts and talents and reflect upon things they are proud of. They recognise things that make them feel relaxed and things that make them feel stressed.	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

						between people.
Year 2/Year B Assessment outcomes	<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>	I can set myself a simple goal.	I can make simple choices about some aspects of health and well being.	<p>I know the stages of a life cycle</p> <p>I can identify some of the people who care for me</p> <p>I have thought about ways of keeping my teeth healthy</p>	<p>I can identify and name some of the feelings and express some of their positive qualities.</p> <p>I can demonstrate that I manage feelings in a positive and effective way.</p> <p>I can share my views and opinions.</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
PSHE Programme of Study	H4 H13 H14	H12	H1 H7	H11	H25	H9 H10 H6 H8 H16

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<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>Lower KEY STAGE 2 Theme (SEAL Theme)</p>	<p>Autumn 1 Our Happy School (New Beginnings) Relationships</p>	<p>Autumn 2 Going For Goals I find it hard ot concentrate what can I do?</p>	<p>Spring 1 Does Money make you happy? Money Matters</p>	<p>Spring 2 Why do I sometimes feel angry? Getting on falling out?</p>	<p>Summer 1 What does ‘proud’ mean? Proud to be me?</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 . They recognise what they need to learn effectively, are able to set success criteria for goals and understand how</p>	<p>This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity. Children will explain different ways of looking after money. And can understand that money can be</p>	<p>This unit focuses on relationships with friends and family. It further develops learning about what it feels like on the inside and outside when they are angry, finding out how to use different ways to calm down. And be responsible for the choices I make and the way I behave.</p>	<p>In this unit children learn to describe a range of emotions and know how to act assertively. They think about their worries and learn how to describe when and how to relax. They recognise when they are beginning to get upset or angry and have some ways</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>

		<p>others can help them achieve their goals. They recognise their learning difficulties and have the strategies to persevere. They learn to express how they are going to apply what they have learned.</p>	<p>earned through work. They consider financial, social, moral dilemmas and recognise that some of the earth's resources are non infinite and need looking after. They understand that choices made have consequences at different levels from personal to global.</p>		<p>to calm down. They understand why we sometimes fight or runaways when we are angry or upset.</p>	<p>differences between boys and girls.</p>
<p>Year 3/Year A Assessment outcomes</p>	<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 can identify positive ways to face new challenges.</p> <p>I can talk about a range of jobs and explain how I will develop skills to work in the future.</p> <p>I can explain how my actions have consequences for myself and others.</p>	<p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p> <p>I can talk about a range of jobs and explain how they will develop skills to work in the future.</p> <p>I can demonstrate how to look after and save money.</p>	<p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can explain how my actions have consequences for myself and others.</p>	<p>I can demonstrate that I can recognise my own worth.</p> <p>I can express my views confidently</p> <p>I can identify positive ways to face new challenges.</p> <p>I can make choices about how to develop healthy lifestyles.</p> <p>I can explain how my actions have consequences for myself and others.</p> <p>I can identify different types of relationships and can</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>

					show good ways to maintain relationships. I can respond to and challenge negative behaviours stereotyping and aggression.	
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
PSHE Programme of Study	H21 H22 H24				H4 H5 H25	H18, H19, H20 H16 H25

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Christian Ethos – links to our values	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	Perseverance ‘let us run with perseverance the race marked out for us that is before us’ Hebrew 12:1	Hope ‘surely there is a future and your hope will not be cut off’ Proverbs 23:18	Forgiveness ‘Forgive us our sins, as we forgive everyone who sins against us’ Luke 11:14	Honesty ‘When I am afraid I will trust in you’ Psalm 56:3	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
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Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 Going For Goals Why do we have Rules.	Spring 1 Does Money make you happy? Money Matters	Spring 2 Why do I sometimes feel angry? Getting on falling out?	Summer 1 What does 'proud' mean? Proud to be me?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing
Year 4/Year B Outline content	<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 . They recognise what they need to learn effectively, are able to set success criteria for goals and understand how others can help them achieve their goals. They recognise their learning difficulties and have the strategies to persevere. They learn to express how they are going to apply what they have learned.</p>	<p>This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity. Children will explain different ways of looking after money. And can understand that money can be earned through work. They consider financial, social, moral dilemmas and recognise that some of the earth's resources are non infinite and need looking after. They understand that choices made have consequences at different levels from personal to global.</p>	<p>This unit focuses on relationships with friends and family. It further develops learning about what it feels like on the inside and outside when they are angry, finding out how to use different ways to calm down. And be responsible for the choices I make and the way I behave.</p>	<p>In this unit children learn to describe a range of emotions and know how to act assertively. They think about their worries and learn how to describe when and how to relax. They recognise when they are beginning to get upset or angry and have some ways to calm down. They understand why we sometimes fight or runaways when we are angry or upset.</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 differences between boys and girls.</p>

<p>Year 4/Year B Assessment outcomes</p>	<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 can identify positive ways to face new challenges.</p> <p>I can talk about a range of jobs and explain how I will develop skills to work in the future.</p> <p>I can explain how my actions have consequences for myself and others.</p>	<p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p> <p>I can talk about a range of jobs and explain how they will develop skills to work in the future.</p> <p>I can demonstrate how to look after and save money.</p>	<p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I can identify some factors that affect emotional health and well being.</p> <p>I can explain how my actions have consequences for myself and others.</p>	<p>I can demonstrate that I can recognise my own worth.</p> <p>I can express my views confidently</p> <p>I can identify positive ways to face new challenges.</p> <p>I can make choices about how to develop healthy lifestyles.</p> <p>I can explain how my actions have consequences for myself and others.</p> <p>I can identify different types of relationships and can show good ways to maintain relationships.</p> <p>I can respond to and challenge negative behaviours stereotyping and aggression.</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>H21 H22 H24</p>				<p>H4 H5 H25</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 Going For Goals I find it difficult to concentrate.</p>	<p>Spring 1 Does Money make you happy? Money Matters</p>	<p>Spring 2 Why do I sometimes feel angry? Getting on falling out?</p>	<p>Summer 1 What does ‘proud’ mean? Proud to be me?</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 supports children in developing skills and attribute to be an effective learner. To understand what some people in the class admire about them. It helps children recognise and celebrate their achievements.</p>	<p>This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed. It allows children to understand how actions, choices and</p>	<p>This unit allows children to explore different types of friendship and explores how and when they might say no to friends. They recognise that anger can be positive in some situations and can see where mistakes have been</p>	<p>This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.</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 celebrate difference. They can</p>

		<p>Persist when things get difficult.. it helps children to be a critical friend to others.</p>	<p>decisions taken in the UK can impact positively or negatively on the quality of life in other countries.</p>	<p>made and making amends</p>		<p>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.</p> <p>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.</p>
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<p>Year 5/Year A Assessment outcomes</p>	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I can identify ways to face new challenges.</p> <p>I can talk about a range of jobs and explain how I will develop skills to work in the future.</p> <p>I can explain how my actions have consequences for myself.</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I can express my views confidently and listen to and show respect for the views of others. I can identify some factors that affect well being.</p> <p>I can explain how my actions have consequences for themselves and others.</p> <p>I can identify different types of relationship and can show ways to maintain good relationships.</p>	<p>I can demonstrate that I can recognise my own worth and that of others.</p> <p>I can express views confidently and listen to and show respect for the views of others.</p> <p>I can describe the nature and consequences of bullying and can express away of responding to it.</p> <p>I can respond to and challenge negative behaviours.</p>	<p>I know how people often respond to difficult changes</p> <p>I can take 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>
<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>H21 H22 H24</p>				<p>H4 H5 H25</p>	<p>H18, H19, H20 H16 H25</p>

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Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings) Relationships	Autumn 2 Going For Goals Why do we have Rules. Citizenship	Spring 1 Does Money make you happy? Money Matters	Spring 2 Why do I sometimes feel angry? Getting on falling out?	Summer 1 What does ‘proud’ mean? Proud to be me?	Summer 2 Should boys cry? Difference and diversity And Growing up and Changing
Year 6/Year B Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit supports children in developing skills and attribute to be an effective learner. To understand what some people in the class admire about them. It helps children recognise and celebrate their achievements.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed. It allows children to understand how actions, choices and	This unit allows children to explore different types of friendship and explores how and when they might say no to friends. They recognise that anger can be positive in some situations and can see where mistakes have been	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	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 celebrate difference. They can

		<p>Persist when things get difficult.. it helps children to be a critical friend to others.</p>	<p>decisions taken in the UK can impact positively or negatively on the quality of life in other countries.</p>	<p>made and making amends</p>		<p>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.</p> <p>This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.</p> <p>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.</p>
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<p>Year 6/Year B Assessment outcomes</p>	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I can identify ways to face new challenges.</p> <p>I can talk about a range of jobs and explain how I will develop skills to work in the future.</p> <p>I can explain how my actions have consequences for myself.</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I can express my views confidently and listen to and show respect for the views of others. I can identify some factors that affect well being.</p> <p>I can explain how my actions have consequences for themselves and others.</p> <p>I can identify different types of relationship and can show ways to maintain good relationships.</p>	<p>I can demonstrate that I can recognise my own worth and that of others.</p> <p>I can express views confidently and listen to and show respect for the views of others.</p> <p>I can describe the nature and consequences of bullying and can express away of responding to it.</p> <p>I can respond to and challenge negative behaviours.</p>	<p>I know how people often respond to difficult changes</p> <p>I can take 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>
<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>H21 H22 H24</p>				<p>H4 H5 H25</p>	<p>H18, H19, H20 H16 H25</p>