PSHE Curriculum

St Marys Junior School

Our vision at St Mary's is: Care. Believe. Succeed. 'All things are possible for one who believes' – Mark 9:23

- St Mary's Junior School works to foster a culture of respect and compassion, where children are confident to take risks, persevere and embrace challenges. We strive to provide dynamic learning without limits, to give children the wisdom, skills and knowledge they need to aim high and achieve their full potential as unique individuals within an inclusive environment. We teach Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex and Health Education (RSHE), as a whole-school approach to underpin children's development as people. We encourage Growth Mindset and this is evident across the whole curriculum. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Following the Department for Education's publication of new RSHE guidance for England in July 2025 (statutory from September 2026), Jigsaw have now completed a comprehensive review and updated all PSHE 7-11 lesson content to ensure full alignment with the 2025 guidance, details of which are addressed in the overview below. With the exception of the 'Dreams and Goals' unit at the start of the Spring term, which we have now replaced with a progressive unit called 'Lifesavers', focussing on equipping children with the knowledge, skills and attitudes to manage money well.

Subject Concepts and Disciplinary learning

All units are sequential and progressive, the puzzles /units covered across all year groups are:

- **Being Me in My World:** Covers self-awareness, belonging, and personal development.
- **Celebrating Difference:** Focuses on diversity, anti-bullying, and respect.
- **Life-Savers-** focusses on equipping children with the knowledge, skills and attitudes to manage money well
- **Healthy Me:** Includes physical health, mental health, and safety.
- **Relationships:** Covers friendships, family, conflict resolution, and digital safety.
- **Changing Me:** Addresses puberty, growth, and coping with change

Curriculum Enrichment

Children's Mental Health Week Activities
Workshops with Author of Mindfulness book
Yoga Workshops with Happy Little Yogi
'Creating Calm' Club
Yoga Club

SEND IN PSHE at St Mary's Junior School

At St Marys, we believe that all learners should primarily access the quality first teaching and be immersed in class discussions and activities during PSHE lessons. Therefore, SEND learners access the same learning as all other children but will be given further support, adapted outcomes and a tailored approach to suit their individual needs. We need to be ambitious in what our SEND children can achieve (See **Appendix A** for the "5 a day approach to support SEND needs and **Appendix B** for a summary of inclusive teaching) PSHE is a different way for children to think, express their emotions and individuality and draw on all their learning from life without having to work in a traditional way. SEND children can achieve and even exceed their peers when working with a progressive and structured PSHE curriculum.

ACCESS – What amendments are made to the subject in order to help children with SEND achieve?

- **A spiral curriculum (revisit and revise) – At the start of the lessons, revisit the vocabulary and key facts being learnt. Reinforce the expected outcome, so pupils have a clear idea of their journey and learning**

- **Pictorial Guidance (where applicable) – to enable children to take responsibility for their own learning, building confidence and not holding people back due to their ability for reading and writing**
- **Check In – try to spend a few minutes with specific children, discussing outcomes and expectations, checking that they understand and can explain back what they want to achieve by the end of their session**
- **Flexibility – extending time for children with SEND**
- **Amending equipment used to enable full access to learning**
- **Pre teach vocabulary**
- **Instructions broken down into manageable chunks**
- **Use of technology**

Topic	Enquiry Questions	Key Learning Goals	Vocabulary	Subject Concepts
Year 3 Autumn 1 Being Me in My World	How do our choices and actions affect how people feel and help create a positive school environment?	• Recognise self-worth • Identify personal strengths and set goals • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Develop compassion and empathy for others • Be able to work collaboratively • Know that others may hold different views • Know that the school has a shared set of values	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Self-worth, emotions, and choices.
Year 3 Autumn 2 Celebrating Difference	How can we respond to bullying and conflict in ways that support others, make positive choices, and build respectful relationships?	Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences	Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Complim ent.	Families and relationships, bullying and bystander behaviour, problem-solving, respectful communication, and empathy.
Year 3 Spring 1 Lifesavers - Money	Where does money come from?	Understand what money is and why we use it Recognise that we make choices when spending money Begin to understand needs vs wants Know that money is earned in different ways	money, spend, buy, need, want, choice, shop, change, earn	Purpose of money Simple spending choices

				Needs and wants Introduction to earning Everyday financial awareness
Year 3 Spring 2 Healthy Me	How can we keep our bodies healthy and safe through exercise, nutrition, and making responsible choices?	• To understand how exercise affects my body and know why my heart and lungs are such important organs • To know that the amount of calories, fat and sugar I put into my body will affect my health • To tell you my knowledge and attitude towards drugs • To identify things, people and places that I need to keep safe from • To know some strategies for keeping myself safe, who to go to for help and how to call emergency services • To identify when something feels safe or unsafe • To understand how complex my body is and how important it is to take care of it • To set myself a fitness challenge • To know what it feels like to make a healthy choice • To identify how I feel towards drugs • To express how being anxious or scared feels • To take responsibility for keeping myself and others safe •To respect my body and appreciate what it does for me	advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter, complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe	Health and wellbeing, healthy lifestyles (exercise and nutrition), safety and risk awareness, drug awareness, and personal responsibility.
Year 3 Summer 1 Relationships	How can we build respectful relationships, stay safe and think critically, while understanding our responsibilities and showing empathy towards others?	To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • To identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • To understand how people around the world can help and influence my life and that media doesn't always show complete information • To understand how my needs and rights are shared by children around the world	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet,	Relationships and responsibilities, friendship and conflict resolution, online safety and media literacy, global awareness,

		and that everyone experiences difficult feelings sometimes • To know how to express my appreciation to my friends and family • To describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups	interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	rights, and empathy.
Year 3 Summer 2 Changing Me	How do families, bodies and responsibilities change as we grow up, and how can we manage these changes with confidence, care and support?	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class • I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about	animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	Human growth and development, puberty and body changes, personal hygiene and health, emotional responses to change, family diversity and stereotypes, and managing transitions with support.

		changes I will make next year and know how to go about this		
Topic	Enquiry Question	**Key Learning Goals**	**Vocabulary**	**Subject Concepts**
Year 4 Autumn 1 Being me in my world	How do people work together effectively in a school community, and how do rules, roles, and choices help create a fair and successful team?	Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	New key vocabulary that may be introduced: Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Teamwork and collaboration, school community roles, democracy and decision-making, conflict resolution, empathy and emotional awareness, and shared responsibility in group settings.
Year 4 Autumn 2 Celebrating Difference	How can we think critically about assumptions, stereotypes and social media, while staying safe online and supporting positive learning and relationships?	Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to	Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.	First impressions and judgement, individuality and self-identity, stereotypes and social influence, bullying (including online safety), bystander behaviour, and empathy in understanding others.

		practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different		
Year 4 Spring 1 Life-savers	How does money make us feel?	Understand saving and why people save money Recognise that choices have consequences Begin to understand influence on spending (ads, peers) Develop awareness of planning for simple goals	save, savings, goal, cost, decision, influence, advertise, spend, budget (intro), allowance	Saving and delayed gratification Needs vs wants in context Spending choices and consequences Basic influence and advertising awareness Simple goal setting
Year 4 Spring 2 Healthy Me	How can we look after our bodies and make safe, healthy and responsible choices to support our wellbeing?	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong • I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage	advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong	Friendship and group dynamics, peer pressure and influence, emotional wellbeing and belonging, safety awareness (including environmental risks), substance awareness (smoking, vaping and alcohol), and assertiveness in making safe choices.

		these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive		
Year 4 Summer 1 Relationships	How can we understand and manage emotions in relationships, so we can build healthy, respectful friendships and respond positively to change, conflict and pressure?	I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I know how most people feel when they lose someone or something they love • I understand that we can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	Emotional understanding and regulation, relationships and friendship skills, managing change and loss, communication and conflict resolution (negotiation and compromise), healthy relationships, and resisting pressure.
Year 4 Summer 2 Changing me	How can we understand ourselves, our bodies and relationships, and manage change by building confidence, using support networks	I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup,	Identity and self-awareness, puberty and physical development, families and support networks,

	and asking for help when needed?	support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class • I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this	menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb	emotional wellbeing and coping with change, and personal growth and goal setting.
Topic	Enquiry Question	**Key Learning Goals**	**Vocabulary**	**Subject Concepts**
Year 5 Autumn 1 Being me in my world	How do people work together as a team in school, using roles, rules, democracy and self-regulation to create a positive learning environment?	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 • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning	Challenge, Attitude, Citizen, Views, Opinion, Collaboration, Collective Decision, Opportunities, Vision, Empathise, Refugee, Persecution, Asylum, Migrant, Conflict, Cooperation, Participation.	Goal setting and aspirations, rights and responsibilities, behaviour and consequences, democracy and pupil voice, and contributing positively to the school community.

		Charter • Be able to help friends make positive choices • Know how to regulate my emotions		
Year 5 Autumn 2 Celebrating Difference	How can we understand culture, respect differences, and respond to issues like racism, bullying and inequality while building empathy, fairness and wellbeing for ourselves and others?	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 • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own	Culture, Conflict, Belong, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name-calling, Racist, Banter, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World.	Culture and diversity, racism awareness and emotional reflection, bullying (including direct and indirect forms), respectful communication, challenging harmful behaviour, and values of happiness beyond material wealth.
Year 5 Spring 1 Life-Savers	What can we use our money for?	To understand how people earn money through work To learn about saving goals and financial planning To recognise advertising, peer pressure and influence To understand risk in spending decisions	earn, income, wage, salary, save, budget, goal, influence, advertising, risk, responsibility	Income and employment Saving for goals Advertising and consumer influence Risk and informed choice Early budgeting skills
Year 5 Spring 2 Healthy Me	How can we make safe, informed and healthy choices about our bodies and wellbeing, while managing pressure, understanding influences and	I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media,	addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media,	Substance awareness and health risks, peer pressure and decision-making, emergency response skills, media influence

	responding to emergencies?	social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, selfrespect, smoking, social media, tobacco, unhealthy behaviour, vaping	and body image, healthy eating and relationships with food, and personal wellbeing and self-respect.
Year 5 Summer 1 Relationships	How can we stay safe, confident and responsible online while protecting our wellbeing, managing screen use and building positive digital relationships?	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data • I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen	Self-identity and self-esteem, online relationships and digital communities, online safety and risk awareness, digital responsibility and respectful behaviour, data privacy and security, and healthy screen time balance and wellbeing.

			time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	
Year 5 Summer 2 Changing me	How do we understand physical and emotional changes during puberty, build body confidence, learn about respectful relationships, and prepare for growing up and transition?	I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class • I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this	affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles,	Body confidence and self-image, puberty and human development (girls and boys), menstruation and reproductive health, media influence on body perception, trusted relationships and sources of support, growing-up responsibilities, and introduction to conception and reproduction.

			testes, testosterone, vagina, vulva, wet dream, womb/uterus	
Topic	Enquiry Question	**Key Learning Goals**	**Vocabulary**	**Subject Concepts**
Year 6 Autumn 1 Being me in my world	How can mindfulness, rights and responsibilities, and understanding others help us learn, grow, and make positive choices in our lives and communities?	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 the democratic process • 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	Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Legal, Illegal, Lawful, Laws, Motivation	Goal setting and future aspirations, rights of the child (UNCRC) and global awareness, responsibility and consequences of choices, behaviour and group impact, democracy and pupil voice, and reflection through personal learning journals.
Year 6 Autumn 2 Celebrating Difference	How can we understand prejudice, discrimination and power, and use differences, emotional regulation and respectful behaviour to create a fair and inclusive community?	• 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 • 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	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diverse, Stereotype, Individuality, Equality, Fairness, Banter, Identity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying	Diversity and inclusion, similarities and differences, bullying and power dynamics, strategies for dealing with bullying, and understanding disability and achievement.

		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 • Appreciate people for who they are • Show empathy	behaviour, Argument, Para-Olympian, Achievement, Accolade, Perseverance, Admiration, Stamina.	
Year 6 Spring 1 Life-savers	How does our money help other people?	To understand budgeting and managing money responsibly To explore fairness and inequality in money and resources To understand how money impacts individuals and society To develop independent financial decision-making skills	budget, manage, priority, expense, income, fair, unfair, charity, society, balance, plan, decision	Budgeting and financial planning Fairness, charity and inequality Consumer awareness and critical thinking Money in society and community impact Responsible independence
Year 6 Spring 2 Healthy me	How can we take responsibility for our physical and emotional wellbeing, make safe and informed choices, and manage pressure, risk and stress in our lives?	I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help	anti-social behaviour, choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, gang, illegal, immunisation, managing stress, mental health, mental illness, motivation, new psychoactive substances, over-the-counter, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers,	Physical and emotional wellbeing, healthy lifestyle choices and prevention, drug and medicine awareness, risk and exploitation, peer pressure and decision-making, mental health and emotional regulation, and

		themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure	unrestricted, volatile substances, vulnerable	help-seeking and support strategies.
Year 6 Summer 1 Relationships	How can we look after our mental wellbeing, recognise and manage emotions and stress, and stay safe by making responsible choices and seeking help when needed?	I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being	age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning	Mental health, emotional regulation, grief and loss, relationships and power, assertiveness, and online safety.
Year 6 Summer 2 Changing me	How can we understand ourselves and our bodies, build self-esteem, and develop healthy, respectful relationships while managing media influence, change and growing up?	I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend OR • I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • I am aware of the importance of a positive self-	adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk,	Self-identity and self-esteem, puberty and adolescent development, body image and media pressure, friendships and peer influence, emotional wellbeing, respectful

		esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class • I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • I can recognise how I feel when I reflect on the development and birth of a baby • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to OR • I can be assertive when appropriate • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year	opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries	relationships and consent, trusted support networks. **This unit also includes non-statutory sex education in (conception and how babies are made).**

Strategies for supporting pupils with SEND in PSHE lessons

Individual Needs	Here's how we support everyone....
Attention Deficit Hyperactivity Disorder - ADHD	• **Praise positive behaviour at each step to encourage high self esteem** • **Ensure clear instructions are given throughout the lesson** • **Provide time limited learning breaks** • **Ensure instructions are chunked so each child knows what they are working on.** • **Provide additional time for pupils to express their ideas – provide a pre-teach where appropriate** • **Provide sensory tools when required to avoid distractions during teacher input**
Anxiety	• **Ensure the child knows the support available before the lesson begins** • **Provide lots of opportunities to ask questions to clarify thinking and ideas during the lessons** • **Teach problem solving strategies before the lesson and give ideas to overcome problems that they might encounter** • **Model examples of task before setting off to work** • **Use a 'Now and Next' board where appropriate to explain any changes to the routine, e.g. changes of set, location, teacher -manage expectation and awareness before any worries occur**

Autism	• **Use a visual timetable so the child is aware of what is happening at each stage of the session/day** • **Understand if the child is hypo-sensitive or hypersensitive and how they will manage any sensory work they are being asked to participate in -try to provide alternative tasks if appropriate, including use of technology** • **Avoid change of seating plans – or prepare beforehand if a change is required** • **Ensure outcomes are clear, with a clear end-point to the lesson so children know when they have reached this** • **Use simple, specific instructions that are clear to understand** • **Understand your students' skills and where their starting point is**
Cognition and Learning	• **Use visuals to break each stage of the lesson down into manageable tasks** • **Use language that is understood by the child** • **Pre-teach language concepts that will assist in understanding and discussion** • **Provide resource lists with visuals so that they know what equipment is required in the lesson and can begin to access and use these independently** • **Model tasks before setting the work** • **Physically demonstrate the lesson and the expectations so pupils are aware of expected outcomes** • **Support children with their organisation in the lesson and model where possible**
Dyscalculia	• **Provide concrete resources to help with tasks set** • **Ensure the child is aware of support and resources available in the classroom before the task begins**
Dyslexia	• **Use simple, specific instructions that are clear to understand** • **Pre teach vocabulary linked to PSHE that will help the child to succeed in the lesson and explain their ideas and intent – use visuals if that would assist** • **Ensure there is clear explanation of the learning intention and that it is in language that is child appropriate so the child understand what is being asked of them** • **Model how to complete the task before starting the work**
Dyspraxia	• **Make the most of large spaces before starting work – ensure that the child has enough personal work space to be comfortable and practical** • **Ensure the tasks being set are appropriate and accessible to the child** • **Provide a lesson breakdown, with a clear end goal and time – a tick list might help**

	• Provide an equipment list -using words or visuals -showing any materials required for the lesson • Ensure the size and scale of the task is appropriate to the individual pupil and their needs
Hearing Impairment	• Pre-teach vocabulary linked to the PSHE unit – this will help with confidence in oracy when discussing their ideas • Make sure the instructions are clear and concise in case the child reads lips – provide written or pictorial instructions if appropriate • Try and ensure tables are arranged so that the child has good visual access to the teacher and the board – use subtitles on any videos shown • Provide sin language visuals where possible
Toileting Issues	• Encourage children to use the toilet before starting a long piece of group or class discussion
Tourette Syndrome	• Provide short, simple and clear instructions • Try and keep the behaviour calm in a lesson with the aim not to trigger a tic • Place resources in a safe but accessible place -especially if physical tics are likely happen in the lesson
Experienced Trauma	• Provide opportunities to be curious and explore the discussion that will be covered • Remind children of class charter and ability to pass if they feel uncomfortable with discussion • Use simple and specific instructions that are clear to understand and deliver these at a safe pace • Before the lesson, come up with strategies for if any difficulties occur and how these can be worked through and overcome, whilst still reminding the children that PSHE is about understanding our emotions and our reactions to them • Be aware of subject matter triggers • Be aware of sharing work in a whole class setting
Speech, Language and Communication Needs	• Provide instructions that are clear, concise and match the language/abilities of the child • Deliver the instructions slowly • Use visuals or translations if appropriate • Use a visual timetable where necessary • Use visuals or translations on resource lists and boxes so children know what to access • Encourage discussions to be done using picture prompts and child's voice where possible – then recorded by an adult

Visual Impairment	• **Provide children with scale appropriate paper/resources** • **Make sure resources are well organised and easily accessible** • **Ensure that the child is positioned in a well-lit space before beginning an activity** • **Ensure that the child is positioned near to adult support/teacher/white board/screen if appropriate** • **When recording work – provide thicker and darker pencils to work with** • **When using colouring pencils -make sure to arrange the colours so that similar shades are easy to distinguish** • **When drawing– be aware that colours can be difficult to distinguish from each other - Can black and white examples be used if possible as the contrast is more easily visible?** • **Make sure that the pupils are wearing their glasses if prescribed so they don't strain their eyes – make sure that they have access to all their equipment around them to they don't have to move around unnecessarily** • **Provide enlarged examples of modelled work if needed**

Appendix A: Summary of recommendations for an inclusive classroom

Education Endowment Foundation

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1 Create a positive and supportive environment for all pupils, without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2 Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3 Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4 Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report *Putting Evidence to Work: A School's Guide to Implementation*.

5 Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report *Making Best Use of Teaching Assistants* provides detailed recommendations.

Appendix B: “Five -a -day approach” Supporting SEND pupils in a mainstream classroom

High quality teaching benefits pupils with SEND

The ‘Five-a-day’ principle

The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students’ long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.