# Blackmoor Park Junior School – PSHE Curriculum Overview

| Year | Autumn term | | Spring term | | Summer term | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **3** | Emotions and Feelings – looking at pressure<br>Our ideal community<br>Online community<br>Emergencies<br>Bites and Stings | Feeling sad and making choices<br>Making good choices<br>Councillors – what do they do? | Looking after others<br>Our ideal community | Keeping safe<br>Special people in school | Families who live far away<br>Where do things come from?<br>Me and my community | RSE – lifecycle of a human<br>Healthy relationships<br>Accidents<br>Drug Education |
| | **Key vocabulary**<br>Pressure, scared, trusted adult, report, passwords, private, block, calmly, emergency operator, 999/112 | **Key vocabulary**<br>Bodies, feelings, comfortable, uncomfortable, pressure, help, secrets, rules, laws | **Key vocabulary** Care, responsibility, feelings<br>Community, map, facilities | **Key vocabulary**<br>Hygiene, washing, bacteria<br>Adult, support, respect | **Key vocabulary**<br>Abroad, extended family, fairtrade, source, community, support, wellbeing | **Key vocabulary**<br>Family, same, different, boy, girl, babies, male, female, new life cycle, birth, timeline, order, change, bully, unkind, bystander, support, risks, safe, medicine, drugs, prescription |
| | **At the end of this unit children will know…**<br>• Who they can talk to if they are beginning to feel pressured.<br>• How to contact help in case of emergency.<br>• How to help someone with an insect bite or sting. | **At the end of this unit children will know…**<br>• What kind of physical contact is acceptable?<br>• How to recognise and deal with unhelpful pressure.<br>• That it is not always right to keep secrets if it relates to being safe.<br>• That rules and laws are created to keep us safe. | **At the end of this unit children will know…**<br>• How to be responsible for something<br>• Talk about feelings<br>• What facilities are within the community | **At the end of this unit children will know…**<br>• How to keep themselves healthy by using good hygiene<br>• Who are the different adults in school and how do they help us | **At the end of this unit children will know…**<br>• Discuss issues for people with family living overseas<br>• How to write a debate about fair trade products<br>• What groups exist in our local community to help us | **At the end of this unit children will know…**<br>• The lifecycle of a human<br>• When is a relationship unhealthy and who do I talk to<br>• What are outdoor risks and how to stay safe<br>• What are medicines and everyday drugs |

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| **4** | Media and the community<br>Recycling Project<br>Me in the Wider World<br>First Aid - Asthma | Persuasion and pressure<br>Online pressure<br>Rights and responsibilities | Healthy Eating<br>Fundraising Activities | Types of relationship<br>Self-respect and belief | RSE – puberty – physical and emotional changes<br>Strong feelings<br>Loss and separation | Drug Education<br>Exclusion/ Inclusion |
| | **Key vocabulary**<br>Persuade, sustainable, waste, landfill, personal information, privacy settings, responsible, resilience, inhaler | **Key vocabulary**<br>Pressure<br>Consequence<br>Responsibility | **Key vocabulary**<br>Healthy, diet, balanced, Eatwell plate<br>Volunteer, charity, fundraising | **Key vocabulary**<br>Step families, foster, adopted, blended, LGBTQ+ | **Key vocabulary**<br>Puberty, growing up, changing, body parts, hygiene, moods<br>Loss, separation, grief, talking, bereavement, divorce | **Key vocabulary**<br>Tobacco, addiction, nicotine<br>Difference, disability, discuss, feelings, problems, mood, mental health |
| | **At the end of this unit children will know…**<br>• How to hold a debate on a topical issue<br>• What can be recycled in their 'local' recycling bins<br>• Recognise, predict and assess risks in different situations<br>• How to help someone with asthma | **At the end of this unit children will know…**<br>• What type of contact is acceptable<br>• Some techniques for resisting pressure<br>• Recognise how the media uses persuasion<br>• The difference between right and wrong choices | **At the end of this unit children will know…**<br>• What meals are healthy/unhealthy<br>• How to plan and undertake a simple fundraising project | **At the end of this unit children will know…**<br>• There are a variety of different relationships and each one should be respected<br>• In school and in life they should treat others as they wish to be treated and show respect especially to those in authority | **At the end of this unit children will know…**<br>• Recognise changes to their bodies during puberty<br>• How it feels to lose someone and how to deal with this feeling | **At the end of this unit children will know…**<br>• The effects of smoking and how to make good life choices<br>• Differences in people inc disability<br>• How to explain any good or not so good feelings to others |

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| **5** | Coping with bullying<br>Being left out<br>Diversity<br>Setting Personal Goals<br>First Aid – bleeding and head injuries | Relationships | Healthy Lifestyles<br>Personal Safety<br>Money and Saving | Drug Education | Stereotypes and changing<br>Global community Project<br>Working together | RSE - Gender Differences<br>Democracy simulation |
| | **Key vocabulary**<br>Trust, adult, advice, act quickly, improve, achievable, report, Childline 0800 1111, shock, reassuring | **Key vocabulary**<br>Feelings, talking, upset, emotional, Grief, separation, divorce | **Key vocabulary**<br>Healthy, eating, habit, lifestyle, age classification, emergency services, trusted adult, hazard, saving, spending, consent | **Key vocabulary**<br>Cigarette, e-cigarette, shisha, cannabis, alcohol, tobacco, nicotine, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models | **Key vocabulary**<br>Protected characteristics, family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability | **Key vocabulary**<br>Puberty, periods, develop, differences, |
| | **At the end of this unit children will know…**<br>• How to deal with bullies<br>• How it feels to be discriminated against<br>• How to set targets<br>• How to report concerns or abuse | **At the end of this unit children will know…**<br>• Some strategies on how to cope with loss, separation, divorce and bereavement | **At the end of this unit children will know…**<br>• What are eating habits in our community and how can we make them more healthy<br>• Which situations would cause them personal risk<br>• About saving and spending<br>• Importance of seeking permission for giving and taking of photos | **At the end of this unit children will know…**<br>• The long and short term effects of drugs and how to make safe decisions | **At the end of this unit children will know…**<br>• How to challenge the idea of stereotypes<br>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom<br>• Produce materials for Refugee Week for the school (show in School meeting?)<br>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours by working together | **At the end of this unit children will know…**<br>• How their bodies and emotions will change during puberty |

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| **6** | Conflict resolution<br>Racism and its consequences<br>Celebration – supporting each other<br>First Aid – Choking & Basic Life Support | Self-confidence – valuing others<br>Money and Me<br>Drug Education | Citizenship challenge/Our neighbours<br>Democracy and decisions | Arguments and families | Strong emotions<br>Secrets and Dilemmas | RSE – what do we mean by love?<br>Human reproduction<br><br>Moving on |
| | **Key vocabulary**<br>Conflict, resolution, compromise, empathy, racial stereotyping, respect, hate crime, airway, DRSABC, recovery position | **Key vocabulary**<br>Responsibility, self-confidence, consumer, sustainability, enterprise, interest, loan, debt, tax<br>Risk, habit, prescribed, ASK FRANK | **Key vocabulary**<br>Neighbour, community, facilities<br>Government<br>Parliament<br>democracy | **Key vocabulary**<br>Conflict, resolution, negotiation, compromise | **Key vocabulary**<br>Emotions, conflicting, overcome, appropriate response<br>Moral dilemma, talk, safety | **Key vocabulary**<br>Reproduction, sperm, egg, sexual intercourse, baby<br>Love, respect, consent, adult<br>Transition, high school, nervous |
| | **At the end of this unit children will know…**<br>• How to deal with conflicts<br>• Know what racism is and its consequences<br>• Who the people are in their community that keep them healthy and safe<br>• Basic life support procedures and how to help someone who is choking | **At the end of this unit children will know…**<br>• How their actions affect others<br>• What is meant by interest, loan, debt and tax in basic terms<br>• And understand the effects, risks and consequences of taking drugs and where to go for help | **At the end of this unit children will know…**<br>• What facilities exist in their local community<br>• What is democracy, government and parliament via a letter written to their MP | **At the end of this unit children will know…**<br>• That reaching positive solutions usually involves negotiation and compromise | **At the end of this unit children will know…**<br>• How to respond appropriately when feeling emotional<br>• Ask for help or to talk to someone<br>• When it is important to not keep secrets in order to keep safe | **At the end of this unit children will know…**<br>• What happens during human reproduction and that it is a loving, consensual, adult activity<br>• That there are different types of love – parental, partner, friendship.<br>• How to cope with transition to high school and how to deal with any issues that they are worried about |