

PSHE Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

Intent

1	Our children will develop an understanding of their community, both local and global.
2	All children will have the opportunity to set personal learning goals.
3	Pupils will be equipped with strategies which develop key character traits.
4	Our children will understand how to make good choices which have a positive impact.
5	Our children will develop an understanding of safe and healthy relationships.
6	Pupils will acquire a positive self-image and an understanding of changes in their bodies.

Intent explanation

1	It is our intention that all children develop an understanding of their community, both local and global , through learning about democracy, rules, rights and responsibilities.
2	It is our intention that all children have the opportunity to set personal learning goals which allow them to successfully transition into their next phases of learning and beyond.
3	It is our intention to provide and equip pupils with strategies which develop key character traits of being: responsible, reflective, resilient, responsive, confident, honest, reasoning, resourceful, compassionate, tolerant and motivated.
4	it is our intention that children will understand how to make good choices which have a positive impact on mental and physical wellbeing.
5	It is our intention that children are able to develop an understanding of safe and healthy relationships and a secure knowledge of how to keep themselves safe in the world .
6	It is our intention that children acquire a positive self-image and an understanding of changes in their bodies as they grow.

Our ACE Curriculum

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ACE Curriculum Statement

‘What’s your best discovery?’ asked the mole.

‘That I am enough as I am,’ said the boy. - The boy, the mole, the fox and the horse by Charlie Mackesy.

At Cavendish Close Junior Academy, children aspire to enhance their personal character by developing empathy as well as celebrating difference within local and wider communities.

Personal, Social and Health Education (PSHE) supports children to develop and maintain a healthy body and mind. It encourages children to take responsibility of their own individual well-being and to consider their impact on those around them. Through learning about a diverse range of influential figures, children are encouraged to consider their own aspirations and the steps to achieve these.

Children have regular opportunities to collaborate with others during PSHE lessons, which allows them to display compassion and respect for others. For example, children are taught how to be respectful towards others’ viewpoints and challenge these in a safe and considerate environment.

Throughout their time at Cavendish Close Junior Academy, children will experience and celebrate a variety of awareness days linked to PSHE (such as, World Mental Health Day, Anti bullying week and Show Racism the Red Card), as well as taking part in experiences to enrich their learning, such as: online live lessons and bespoke workshops with NSPCC. This provides learners the opportunity to develop their understanding of the links between physical, mental and emotional health.

Children’s character is also developed through the Harmony Pledge, which runs parallel to PSHE curriculum. Children explore and develop 10 character competencies through the ten pledge points, further developing their self-esteem and individual character.

Through all of these, our children are able become ACE in PSHE.

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Implementation

Long term curriculum coverage

The PSHE Curriculum follows three key themes: **Health and Well-being** **Relationships Education** **Living in the Wider World**
Some of the topics bridge one or more themes and other aspects are taught through science or computing as and when the circumstances require it.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Rules and Responsibilities	Healthy Lifestyles	Resilience and Keeping Safe	Safety (E-Safety)	Similarities and Differences	Emotions
4	Rules and Responsibilities	Physical, Emotional and Mental Health Feelings	Economic Awareness (Managing Money)	Communication	Growing and Changing	First Aid
5	Rules and Responsibilities	Nutrition and Food	Friendship	Drugs, Alcohol and Tobacco	Solving Problems (incl. cyber bullying)	Health – Physical, Emotional and Mental
6	Rights and Responsibilities	Changes, including Loss	Healthy Relationships	Aspirations	Economic Awareness/Business Enterprise	Moving Forward (Transition)

Key Concepts

rules	hope	motivation
responsibility	resilience	
tolerance	safety	
consequence	wellbeing	
diversity	change	
conflict	confidence	
empathy	community	
ambition	democracy	

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Skills progression

Skill	Year 3	Year 4	Year 5	Year 6
Emotional Awareness and Regulation	Understand and express basic emotions. Begin to recognise how emotions affect behaviour and interactions. Practise simple strategies to manage strong emotions.	Identify a wider range of emotions. Explore the impact of emotions on thoughts and actions. Use techniques for calming down or managing stress in more complex situations.	Develop awareness of how emotions can vary and the reasons behind them (eg. peer pressure, family changes) Recognise how emotions can affect others and use strategies to resolve conflicts. Begin to reflect on how to prevent and manage emotional triggers.	Understand the complexity of emotional regulation in social settings and peer relationships. Evaluate the effectiveness of different strategies for emotional regulation. Learn how to express feelings constructively in challenging situations (eg. social situations) and reflect on personal growth.
Social Skills and Relationships	Demonstrate basic cooperative skills (eg. turn-taking, sharing, listening). Begin to understand the importance of respect and empathy in relationships. Recognise the concept of fairness and inclusion.	Build on the ability to listen attentively and respond thoughtfully in group settings. Develop skills to resolve conflicts respectfully. Explore the idea of being a good friend and showing empathy towards others.	Understand and apply the idea of compromise in friendships and group work. Recognise the role of trust, loyalty and honesty in friendships. Practise assertiveness and learn how to set healthy boundaries in friendships.	Deepen understanding of maintaining healthy and supportive relationships. Use negotiation and problem-solving skills in peer disagreements. Understand the importance of respecting diversity and managing peer pressure in social situations.
Health and Wellbeing (Physical Health)	Understand the basic need for a balanced diet and exercise. Explore the role of physical activity in staying healthy and energised.	Learn the importance of hygiene (eg. washing hands, brushing teeth). Understand the importance of a varied diet, including fruits and vegetables.	Learn about puberty and how it affects the body, with a focus on physical changes. Understand the relationship between mental health and physical well-being.	Further explore the effectiveness of lifestyle choice (eg. diet, sleep, stress) on overall health. Understand the significance of making informed choices about health and wellbeing.

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	Identify ways to maintain personal health (eg. drinking water).	Begin to recognise the effects of poor health habits (eg. lack of sleep).	Recognise the importance of good nutrition and how it impacts mood and energy levels.	Begin to understand mental health issues and how to look after one's emotional wellbeing.
Safety (Online and Offline)	Recognise the importance of staying safe in everyday environments (eg. road safety) Introduce basic online safety, including not sharing personal information with strangers. Understand the concept of safe and unsafe situations.	Begin to identify and understand risks both in real life and online (eg. stranger danger, cyberbullying). Learn strategies for staying safe in both physical and virtual spaces. Explore the idea of consent and respecting others' boundaries in social situations.	Deepen understanding of online safety, including the risks of social media and chatting with strangers online. Learn how to protect privacy and recognise misinformation. Understand how to ask for help if feeling unsafe in person or online.	Develop strategies to respond to online challenges such as cyber-bullying, inappropriate content and peer pressure. Understand the potential dangers of sharing too much personal information online. Discuss ways to be responsible digital citizens and act as role models for younger peers.
Decision-Making and Responsibility	Start to make simple choices and understand their consequences. Recognise that their actions can affect others, both positively and negatively. Learn the importance of taking responsibility for their actions, such as admitting when they've made a mistake.	Understand the concept of making responsible choices and weighing up possible outcomes. Begin to link consequences to decision-making, including making decisions for their own wellbeing (eg. healthy eating, exercise). Recognise the role of adults and peers in supporting good decision-making.	Develop the ability to make informed decisions in complex situations (eg. peer pressure, balancing commitments). Reflect on their own decision-making process and the impact it has on their future choices. Understand the concept of responsibility in wider contexts (eg. community, environment).	Evaluate different outcomes of decisions, including long-term consequences. Take responsibility for personal and social decisions, considering both their rights and duties. Understand how to advocate for themselves and others in decision-making processes.
Living in the Wider World	Recognise the importance of rules and responsibilities in the community and school setting. Understand the role of different jobs and	Understand the concept of a global community and how different people, cultures and environments are interconnected.	Reflect on the role of citizenship and how individuals can make a positive impact on the community. Understand the concept of diversity and inclusion, and	Deepen understanding of rights and responsibilities, both locally and globally, and the importance of fairness and justice.

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	responsibilities within the local community and beyond. Begin to explore the idea of environmental responsibility, such as recycling and conserving resources.	Recognise the role of charities and voluntary work in helping others and making a positive difference. Develop an awareness of sustainability and how individual actions can contribute to protecting the environment (eg. Plastic-free July).	the importance of respecting others' differences. Investigate global issues and discuss how individuals and groups can take action to address them.	Examine the role of money, business, and economics in society and how personal choice can affect the world. Understand the significance of active participation in civic life (eg. voting, community involvement) and how individuals can contribute to positive change.
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These skills build progressively across the years to ensure that pupils develop the necessary personal, social, and emotional skills to navigate the challenges of growing up.

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Key Lesson Outcomes

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Rules and Responsibilities Theme: Living in the Wider World	Rules and Responsibilities Theme: Living in the Wider World	Rules and Responsibilities Theme: Living in the Wider World	Rights and Responsibilities Theme: Living in the Wider World
Crucial Curriculum Content	I know and understand the school rules. I can use courtesy and manners. I can vote for a school councillor. I respect others and know I should be treated with respect. I can form an opinion on something and review this when I listen to other people's ideas.	I know and understand the school rules. I can use courtesy and manners. I can vote for a school councillor. I respect others, even when they are different from me. I know I deserve to be treated with respect.	I know and understand the school rules. I can use the conventions of courtesy and manners. I can vote for a school councillor. I know that having self-respect is important to my own happiness. I respect others, even when they are very different from me physically, in character, personality or backgrounds. I know I deserve to be treated with respect.	I know and understand the school rules. I can use the conventions of courtesy and manners. I can vote for a school councillor. I know that having self-respect is important to my own happiness. I know that I should treat others with respect and in turn should expect to be treated with respect. I respect diversity.
Key Concepts	Rules Responsibility Democracy Ambition	Rules Responsibility Democracy Ambition	Rules Responsibility Democracy Ambition Community	Rules Responsibility Democracy Ambition Community Resilience
Lesson outcomes	- To know and understand the school rules. - To vote for a school councillor.	- To vote for pupil responsibilities. - To understand why rules are needed in different situations.	- Understand democracy and vote. - To know and understand the school rules.	- To know and understand rights and responsibilities. - To understand why manners, courtesy and respect are important.

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	- To use courtesy and manners. - To respect others and know I should be treated with respect. - To form an opinion on something and share my ideas. - To listen to the ideas of others and show respect.	- To understand what being responsible means. - To show respect to others. - To know that I should treat others with respect and expect it in return. - To understand the importance of manners.	- To use courtesy and manners. - To understand that self-esteem is important for happiness. - To respect others even if they are different from me. - To know I deserve to be treated with respect.	- To understand democracy and vote. - To understand that self-respect is important to my own happiness. - To respect differences in people. - To describe why diversity is a positive thing.
Key Vocabulary	- respect - manners - courtesy - opinion - debate - rules - responsibility - democracy	- rules - responsibilities - responsible - feelings - qualities - promise - role - respect	- rules - responsibility - courtesy - manners - democracy - leadership - diversity - difference	- rights - responsibilities - democracy - manners - courtesy - respect - self-respect - diversity
ACE (Aspire, Collaborate, Experience) links	Aspire – class councillor elections Collaborate – create a class charter. Experience – Class Debate.	Aspire – class councillor elections Collaborate – Group responsibilities. Experience – Applying for a job role & class responsibility.	Aspire – class councillor elections Collaborate – A Guide to Respect Experience – Drama activity (courtesy and manners).	Aspire – class councillor elections Collaborate – Diversity artwork Experience – Debate, democracy and developing leadership qualities.
Awareness days/events this half term	- Travel Wise Week - UK Savings Week - NSPCC Kindness Challenge - Black History Month - World Mental Health Day - Cycle to School Week	- Travel Wise Week - UK Savings Week - NSPCC Kindness Challenge - Black History Month - World Mental Health Day - Cycle to School Week	- Travel Wise Week - UK Savings Week - NSPCC Kindness Challenge - Black History Month - World Mental Health Day - Cycle to School Week	- Travel Wise Week - UK Savings Week - NSPCC Kindness Challenge - Black History Month - World Mental Health Day - Cycle to School Week

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	Show Racism the Red Card Day	Show Racism the Red Card Day	Show Racism the Red Card Day	Show Racism the Red Card Day
No Outsiders Autumn 1				
Lesson Outcomes	To understand what discrimination means.	To help someone be who they are.	To explore friendship.	To consider the causes of racism.
RSE Objectives	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Caring friendships: - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortably, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.	Caring friendships: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Respectful relationships: - The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs. - About different types of bullying (including cyber-bullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Autumn term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Healthy Lifestyles Theme: Health and Well-being	Physical, Emotional and Mental Health (including feelings) Theme: Health and Well-Being/ Relationships Education	Nutrition and Food Theme: Health and Well-being	Life Changes Theme: Health and Well-being
Crucial Curriculum Content	I understand that if I do not exercise, I may become obese I know the importance of regular exercise and that I can plan it into my daily and weekly routine. I know that I can stop germs, (including bacteria and viruses) from making me ill by washing my hands I understand the role of food groups in making a healthy diet I can plan and make a healthy meals	I know that everyone has a mental health and a physical health I know that there is a normal range of emotions including happiness, sadness, anger, fear, surprise and nervousness I am aware of when I might feel different emotions I can set a goal for how to cope I know simple self-care techniques, including rest, friends, family and hobbies I can recognise and talk about my feelings I can help others identify their feelings and ways to help them.	I understand calories I know that a poor diet has risks associated such as obesity, tooth decay and the impact of alcohol on diet and health I can prevent the spread of germs, bacteria and viruses by handwashing and cleaning surfaces I know some facts and the science relating to allergies, immunisations and vaccinations I can plan and prepare a range of healthy meals	I know that changes are a part of life and that we can adapt to new circumstances. I know some coping strategies for difficult situations that cannot be changed. I know strategies to cope with loss. I know that it is common for people to experience mental ill health.

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			I know that if I eat well, exercise and look after my hygiene I will 'feel' good	
Key Concepts	Wellbeing Motivation Safety Consequence	Wellbeing Motivation Safety Consequence Change Empathy	Wellbeing Safety Consequence Change Responsibility	Wellbeing Safety Empathy Diversity Tolerance Change
Lesson outcomes	1. To know the importance of exercise. 2. To know the importance of exercise. 3. To consider different types of exercise and the importance of each type. 4. To plan exercise into my daily and weekly routine. 5. To understand the importance of hygiene. 6. To know ways of stopping germs (including bacteria and viruses) from making me ill. 7. To understand the role of food groups in a healthy diet. 8. To plan a healthy meal.	1. To know and understand the difference between the terms physical and mental health. 2. To talk about my own and others' feelings. 3. To talk about my own and others' feelings. 4. To become more self-aware of feelings. 5. To become more self-aware of my feelings. 6. To understand how setting goals can help us cope with feelings. 7. To understand how setting goals can help us cope with feelings.	1. To understand calories. 2. To know the different food groups that make a healthy diet. 3. To understand the risks of a poor diet and an unhealthy lifestyle. 4. To understand the benefits of exercising and eating well. 5. To understand the benefits of exercising and eating well. 6. To plan a range of healthy meals. 7. To understand that vaccines help prevent a range of infections.	1. To understand that changes are a part of life and that we can adapt to new circumstances. 2. To know some coping strategies for difficult situations that cannot be changed. 3. To develop coping strategies to cope with loss. 4. To develop coping strategies if families change. 5. To understand mental ill-health and how it might affect people. 6. To know coping strategies or how to seek help or advice if I feel mentally unwell.

Key Vocabulary	• active • inactive • obesity • hygiene • endorphins • germs • diet • exercise	• mental health • physical health • emotions • feelings • wellbeing • mood • balanced lifestyle • coping strategy	• calories • food groups • Eat well plate • food hygiene • antibody • antigen • vaccination • virus	• mental ill health • circumstances • adapt • resilience • respect • coping strategies • memento • advice
ACE (Aspire, Collaborate, Experience) links	Aspire – Exercise carousel Collaborate – Odd Socks Day Experience – NSPCC workshop	Aspire – Feelings scale of intensity Collaborate – Odd Socks Day Experience – NSPCC workshop	Aspire – Create weekly plans for food and exercise Collaborate – Odd Socks Day Experience – NSPCC workshop	Aspire – develop coping strategies to deal with changes during life. Collaborate – Odd Socks Day Experience – NSPCC workshop
Awareness days/events this half term	• Remembrance Day • Anti-bullying week and odd socks day • Road Safety Week • NSPCC workshop	• Remembrance Day • Anti-bullying week and odd socks day • Road Safety Week • NSPCC workshop	• Remembrance Day • Anti-bullying week and odd socks day • Road Safety Week • NSPCC workshop	• Remembrance Day • Anti-bullying week and odd socks day • Road Safety Week • NSPCC workshops • Fire Service workshop
No Outsiders Autumn 2				
Lesson Outcomes	To find my wonder	To look after my mental health.	To check in with people.	To show acceptance and non-judgement.
RSE Objectives	Respectful relationships • The importance of respecting others, even when they are very different from us (for example physically, in character, personality)	Caring friendships: • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty kindness,	Caring friendships: • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired	Respectful relationships: • Practical steps they can take in range of different contexts to improve or support respectful relationships.

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	or background), or make different choices or have different preferences or beliefs.	generosity, trust, sharing interests and experiences and support with problems and difficulties.	or even strengthened, and that resorting to violence is never right.	- The importance of self-respect and how this links to their own happiness. - What a stereotype is, and how stereotypes can be unfair, negative or destructive.
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Spring term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Resilience/Keeping Safe Theme: Relationships Education	Economic Awareness (Managing Money) Theme: Living in the Wider World	Friendship Theme: Relationships Education	Healthy Relationships Theme: Relationships Education
Crucial Curriculum Content	I understand that it is the responsibility of bystanders to tell an adult. I understand that I can get help if I am being bullied. I know that people can be bullied online, and this can affect my mental health (cyber bullying). I know how to keep safe when using the tram, railway and roads.	I know the role money plays in my life and other's lives. I know the different ways to pay for things and the choices people have. I know that people must make choices in how they spend money. I know that people's spending decisions can affect others and the environment.	I know how important friendships are in making us feel happy and secure and how people choose and make friends. I know that the characteristics of friendship include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. I can improve my skills of coping with loneliness and rejection.	To know that my body belongs to me and the difference between appropriate and inappropriate touches. To discuss what sort of boundaries are appropriate in friendships with peers and others, including digital. To know how to respond to adults I might meet, including online. To know to report an adult I trust when I feel unsafe, including online. To have the vocabulary I need to report a concern or abuse.

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	I know some simple self-care techniques to cope.	I recognise that people have different attitudes towards saving and spending money. I can identify risks associated with money and ways of keeping money safe. I can identify ways that money can impact on people's feelings and emotions.	I know if a friendship is making me feel uncomfortable or unhappy that I must get help. I can discuss how to recognise who to trust and who not to trust. I know some ways to resolve a conflict.	To know where to get advice from. To know it is not always right to keep a secret.
Key Concepts	Resilience Safety Wellbeing Empathy Hope	Ambition Motivation Safety Confidence	Tolerance Resilience Empathy Responsibility Wellbeing Confidence Conflict Consequence	Confidence Safety Wellbeing Conflict Consequence
Lesson outcomes	- To understand that multiple parties can be involved in bullying. - To know the different types of bullying and that it is the responsibility of the bystanders to tell an adult. - To improve our ability to use different coping strategies. - To improve our ability to use different coping strategies.	- To understand where money comes from. - To understand how money can make us feel. - To reflect on my own spending. - To consider how money can help ourselves and others. - To consider how money can help ourselves and others. - To understand financial management.	- To know the characteristics of being a good friend. - To improve skills of coping with loneliness and rejection. - To know how to cope if a friendship is making us feel unhappy or uncomfortable. - To know how to cope if a friendship is making us feel unhappy or uncomfortable. - To recognise who to trust and who not to trust.	- To know what boundaries and what is appropriate in friendships with peers and others. - To know what boundaries and what is appropriate in friendships with peers and others. - To know the difference between appropriate and inappropriate touch. - To know and understand digital boundaries.

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	- To present strategies for coping with bullying or cyberbullying. - To know the risks associated with crossing roads. - To know the risks associated with the railway.	- To understand financial management. - To understand financial management.	- To recognise who to trust and who not to trust. - To know strategies that can solve a conflict. - To know strategies that can solve a conflict.	- To know and understand digital boundaries. - To know how to report to an adult I trust when I feel unsafe, including online. - To know how to report to an adult I trust when I feel unsafe, including online. - To know where to get advice.
Key Vocabulary	- bully - upstander - bystander - victim - cyber bullying - emotional - physical - verbal	- money - economic - financial management - taxes - lending - borrowing - spending habits - financial planning	- conflict - trust - resolution - reliable - rejection - solve - apology - argument	- boundaries - inappropriate - appropriate - abuse - respect - trust - responsible - irresponsible
ACE (Aspire, Collaborate, Experience) links	Aspire – develop coping strategies for coping with bullying/cyber-bullying. Collaborate – Anti-bullying webpage. Experience – Keep a Beat First Aid training	Aspire – levels of pay associated with different jobs. Collaborate – Drama activity. Experience – Financial management – budgeting game	Aspire – trustworthy qualities (cartoon strip) Collaborate – Resolution guide Experience – Learn how to give compliments to others	Aspire – qualities of good friendship (alphabet key) Collaborate – Drama activity – safe and unsafe behaviour online. Experience – Keep a Beat First Aid training
Awareness days/events this half term	- Children's Mental Health Week - Internet Safety Day - Keep a Beat First Aid training	- Children's Mental Health Week - Internet Safety Day	- Children's Mental Health Week - Internet Safety Day	- Children's Mental Health Week - Internet Safety Day - Keep a Beat First Aid training

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No Outsiders Spring 1				
Lesson Outcomes	To recognise a stereotype.	To show acceptance.	To exchange dialogue and express opinion.	To consider how new experiences affect us.
RSE Objectives	Respectful relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Respectful relationships The importance of respecting others, even when they are very different from us (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.	Respectful relationships The importance of respecting others, even when they are very different from us (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.	Caring friendships: - That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: - The importance of respecting others even when they are very different from us.

Spring term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Keeping Safe Online (E-Safety) Theme: Relationships Education	Communication Theme: Relationships Education	Drugs, Alcohol and Tobacco Theme: Health and Well-being	Aspirations Theme: Living in the Wider World
Crucial Curriculum Content	I know that the internet is an everyday part of life and has many benefits. I know how to stay safe using technology and how to report if something does not feel right.	I know how to be a good listener. I know how to say what I want to say. I understand how we say things in difficult situations.	I know facts and risks associated with drugs. I can consider the safety of certain drugs. I know the facts and risks associated with smoking.	I can recognise positive things about myself and my achievements. I can set goals to help achieve personal outcomes.

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	I know sometimes people pretend to be someone they are not online. I know why social media and some computer games are age restricted. I know how to be kind online. I know how to keep electronic data secure. I know I must keep my personal information private.	I can develop and practise skills of empathy. I know that good manners contribute to good communication with others. I understand how we can say difficult things to our friends.	I know the facts and risks associated with alcohol. I can make responsible choices.	I know that there is a broad range of different jobs/careers that people can have. I can recognise that people often have more than one career/type of job during their life. I know about some of the skills that will help me in my future careers (eg. teamwork, communication and negotiation). I can identify the kind of job that I might like to do when I am older. I can recognise a variety of routes into careers (eg. college, apprenticeship, university).
Key Concepts	Wellbeing Safety Resilience Confidence Consequence	Empathy Community Tolerance Wellbeing Hope Resilience	Responsibility Safety Wellbeing Change Consequence	Ambition Motivation Hope Change Confidence
Lesson outcomes	- To know the benefits of the internet. - To understand some of the dangers of being online.	- To know how to be a good listener. - To know how to say what I want to say.	- To understand about the classification of drugs. - To know the facts and risks associated with smoking.	- To know what an aspiration is and consider my own aspirations. - To identify strengths and outline ways to improve.

	- To understand some of the dangers of being online. - To know how to keep electronic data secure. - To know the importance of being kind online. - To show others how to be safe online. - To show others how to be safe online.	- To develop and practise skills of empathy. - To know that good manners contribute to good communication with others. - To understand how we can say difficult things to our friends.	- To know the facts and risks associated with alcohol. - To know facts about drugs. - To understand the risks associated with drugs. - To make responsible choices.	- To recognise my own achievements. - To showcase my own achievements. - To research a future aspiration. - To research a future aspiration. - To set realistic goals.
Key Vocabulary	- online - internet - e-safety - cyber - cyber-bullying - victim - security - verbal	- discussion - communicate - speaking - consideration - empathy - feelings - manners - contribute	- cigarette - tobacco - alcohol - caffeine - health - habit - illegal - consequences	- goal - aspiration - obstacle - negotiation - personality trait - improvement - achievement - qualification .
ACE (Aspire, Collaborate, Experience) links	Aspire – Conscience alley Collaborate – To consider ways to keep others safe online (information leaflets). Experience – Red Nose Day/Comic Relief	Aspire – develop communication skills and know how to be a good listener. Collaborate – Residential (Mount Cook) Experience – Red Nose Day/Comic Relief	Aspire – make responsible choices Collaborate – Residential (Whitemoor Lakes) Experience – Red Nose Day/Comic Relief	Aspire – research future aspirations. Collaborate – Class aspirations tree Experience – Red Nose Day/Comic Relief
Awareness days/events this half term	- National Careers Week - International Women's Day - Red Nose Day/Comic Relief	- National Careers Week - International Women's Day - Red Nose Day/Comic Relief Year 4 Residential	- National Careers Week - International Women's Day - Red Nose Day/Comic Relief Year 5 Residential	- National Careers Week - International Women's Day - Red Nose Day/Comic Relief

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No Outsiders Spring 2				
Lesson Outcomes	To show respect.	To speak up.	To find self-acceptance.	To consider responses to change.
RSE Objectives	Respectful relationships: - The importance of respecting others, even when they are very different from us (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The conventions of courtesy and manners. - The importance of self-respect and how this links to their own happiness. - That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Respectful relationships: The importance of self-respect and how this links to their own happiness.	Respectful relationships: - The importance of respecting others, even when they are very different from us (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs. - The importance of self-respect and how this links to their own happiness.	Caring friendships: - That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: - The importance of respecting others even when they are very different from us.

Summer term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Similarities and Differences (families) Theme: Relationships Education	Growing and Changing Theme: Health and Well-being	Solving Problems Online Theme: Relationships Education	Business Enterprise and Economic Awareness Theme: Living in the Wider World
Crucial Curriculum Content	I respect similarities and differences between people I know what a healthy family looks like I know that other families look different to mine, but they are still based on love and care I know that marriage is a recognised commitment and is meant to be lifelong I know stereotypes including gender stereotypes can be destructive and unfair	I know that my body has or will begin to change soon. I know that I may feel different emotions as my body begins to change. I know that my body needs good quality sleep for good health. I can look after my dental health with regular brushing, flossing and visits to the dentist.	I know that cyber bullying can have a negative impact on well-being I can discuss the effects of online actions on others I know how to get help with cyber-bullying I am able to describe ways technology can affect health and well-being positively and negatively I know the risks to mental and physical health of spending an excessive time online I know that not all information online is true and that information, including on search engines, is ranked, selected and targeted.	I can contribute my own ideas to a debate. I can consider how we can successfully budget our money. I can identify what financial risks are. I can recognise that people's spending decisions can affect others and the environment I understand what is meant by the term spending ethically I am able to deal with pressure from others appropriately.
Key Concepts	Diversity Tolerance Change Empathy	Change Safety Wellbeing	Safety Wellbeing Resilience Conflict Consequence	Ambition Motivation Responsibility Wellbeing

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Lesson outcomes	1. To respect similarities and differences between people. 2. To respect similarities and differences between people and show this through art. 3. To think about the different people who care for me and my family. 4. To know that other families look different to mine. 5. To understand the purpose of marriage. 6. To understand stereotypes and the harmful effects of them.	1. To understand why sleep is an important part of being healthy. 2. To create a guide to help someone develop a good sleeping pattern. 3. To understand that the rate at which we grow differs from person to person. 4. To show awareness of changes that take place as we grow. 5. To create an advert to promote the wearing of deodorant. 6. To understand what happens when we lose teeth as we grow up and why this happens. 7. To understand how to care for our teeth.	1. To know who can help in online situations. 2. To know how to calm down and find ways to a good solution. 3. To show how we can support others in problem-solving. 4. To agree rules around bullying (including cyber-bullying). 5. To know the differences between cyber-bullying and bullying in the offline world. 6. To know ways that technology can affect our well-being. 7. To understand that not all information online is true.	1. To contribute by own ideas to a debate. 2. To understand how we can successfully budget our money. 3. To identify financial risks. 4. To identify financial risks. 5. To deal with dilemmas sensitively. 6. To deal with pressure from others appropriately. 7. To deal with pressure from others appropriately.
Key Vocabulary	• diversity • respect • marriage • stereotypes • culture • community • similarities • differences	• child • adolescent • adult • puberty • hormones • body odour • screentime • tooth decay	• malicious • cyber-bullying • influence • influencer • persuasion • misinformation • algorithm • fake news	• society • budget • debt • interest • finance • ethical spending • debate • consequence

ACE (Aspire, Collaborate, Experience) links	Aspire – Artwork depicting individual uniqueness (crayon). Collaborate – Opportunities to share thoughts and pictures about their families. Experience – 5 senses during religious ceremonies.	Aspire – Brushing teeth Collaborate – Produce an advert to promote wearing deodorant Experience – Sleep diary	Aspire – To recognise the role fake news can play in our lives. Collaborate – Solve problems relating to online behaviour together. Experience – Problem-solving (mystery box lesson)	Aspire – identify financial risks. Collaborate – Combating peer pressure – poster/advertisement Experience – Debate session – is money a good thing in society?
Awareness days/events this half term	- Mental health awareness week - Stop Food Waste Day	- Mental health awareness week - Stop Food Waste Day	- Mental health awareness week - Stop Food Waste Day	- Mental health awareness week - Stop Food Waste Day - SATs week
No Outsiders Summer 1				
Lesson Outcomes	To show welcoming behaviour.	To understand how families change.	To consider responses to racist behaviour.	To consider attitudes towards disability.
RSE Objectives	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Families and people who care for me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Families and people who care for me: That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Respectful relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.

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			Respectful relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices, or have different preferences or beliefs.	
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Summer term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Emotions Theme: Health and Well-being	First Aid Theme: Health and Well-being	Health – Physical, Emotional and Mental Theme: Health and Well-being	Moving Forward Theme: Health and Well-being
Crucial Curriculum Content	I can talk about loss and separation I respect and empathise with others I know some ways to manage and control strong feelings and emotions I know that I can get help if my family makes me feel unhappy or unsafe	I can make a clear and efficient call to an emergency service if needed I know some basic first aid to deal with common injuries, including head injuries I can identify when someone may be having an asthma attack I can consider actions which would be important when caring for a casualty.	I know my physical, emotional and mental health together make up my 'health'. I know that weight loss or unexplained changes to the body may be a sign of physical illness. I know that lack of sleep can make me gain weight, affect my mood and ability to learn. I know where to seek support for my health. I can recognise changes in puberty.	I know how to cope with disappointment. I can develop ways to cope with worry. I know where I can get help and advice about secondary school. I can listen to a puberty and hygiene talk and ask relevant questions.

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			I know the importance of adopting a healthy lifestyle.	
Key Concepts	Wellbeing Empathy Confidence Resilience Hope Change	Wellbeing Safety Community Change	Wellbeing Consequence Safety Confidence Ambition Resilience Change	Wellbeing Resilience Ambition Motivation Hope Change
Lesson outcomes	- To learn about different types of loss and separation. - To develop strategies for coping with loss and separation. - To respect and empathise with others. - To identify different emotions. - To know ways to manage emotions. - To know that I can get help if my family or friends make me feel unhappy or unsafe.	- To understand what first aid is. - To know how to treat head injuries. - To know how to treat some common injuries. - To know how to recognise when someone is having an asthma attack. - To understand the role they can take in an emergency situation. - To explain to others how to make an emergency call.	- To understand what makes up health. - To understand signs of physical illness. - To understand the effects of a lack of sleep. - To know where to seek support for my health. - To recognise changes in the body. - To understand emotional changes during puberty.	- To understand body changes that occur during puberty. - To reduce young people's risk of grooming and CSE. - To know where I can get help and advice about secondary school. - To know why friendships, change and develop as we move on. - To know how to cope with disappointment. - To develop ways to cope with worry.
Key Vocabulary	- grief - loss - emotions - separation	- first aid - casualty - emergency - incident	- hormone - puberty - menstruation - emotional health	- puberty - hygiene - transition - relationship

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	• empathy • coping strategy • support • empathise	• hazards • minor • major • reassure	• physical health • mental health • lifestyle • mood swings	• friendship • advice • truth • myth
ACE (Aspire, Collaborate, Experience) links	Aspire – Transition into new year group. Collaborate – Opportunities to share personal thoughts and feelings about loss and emotions with peers Experience – Managing emotions in different ways (coping strategies)	Aspire – Transition into new year group. Collaborate – Work together to rehearse calling 999. Experience – Learn basic first aid skills.	Aspire – Transition into new year group. Collaborate – Respond to scenario cards in groups. Experience – Create a piece of artwork portraying the elements of health.	Aspire – Transition into new year group. Collaborate – ‘Be Awesome, Go Big’ project Experience – Secondary school visits
Awareness days/events this half term	• Water Safety Week • Plastic Free July • Transition	• Water Safety Week • Plastic Free July • Transition	• Water Safety Week • Plastic Free July • Transition	• Water Safety Week • Plastic Free July • Transition • Secondary school visits
No Outsiders Summer 2				
Lesson Outcomes	To find common ground.	To consider how my language affects others.	To try not to judge appearance.	To consider how experiences shape us. To consider democracy.
RSE Objectives	Respectful relationships: • Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Caring friendships: • That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.	Respectful relationships: • What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Respectful relationships: • The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices,

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		Respectful relationships: • The importance of respecting others even when they are different from them. • What a stereotype is and how stereotypes can be unfair, negative or destructive.		or have different preferences or beliefs.
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How each intention is met across units of work

Intention 1: Our children will develop an understand of their community, both local and global.			
Year 3	Year 4	Year 5	Year 6
Children begin to explore their local community by learning about the roles of key figures such as local government officials, emergency services, and volunteers. They also examine how they can contribute positively to their community through acts of kindness and responsible behaviour.	Pupils expand their understanding by looking at how their local community connects to the wider world. They learn about different cultures and traditions within their area and explore the concept of fairness, rights, and responsibilities on a local and global scale.	Children develop an understanding of global communities by exploring issues such as climate change, sustainability, and how their actions can have a worldwide impact.	Pupils deepen their understanding of the interconnectedness of local and global communities by studying topics such as international cooperation, global charities, and human rights. They also reflect on how they can take meaningful action to make a positive difference, preparing them to be responsible, active citizens.

Intention 2: All children will have the opportunity to set personal learning goals.			
Year 3	Year 4	Year 5	Year 6
Children are introduced to the concept of personal goals by reflecting on their strengths and areas for growth. They learn to set simple, achievable targets related to their behaviour, friendships, or learning, supported by their teacher.	Pupils build on their ability to set goals by identifying longer-term targets and breaking them into smaller, manageable steps. They are encouraged to take ownership of their learning goals and reflect on their progress regularly.	Children develop greater independence in setting personal learning goals by evaluating their own achievements and identifying specific areas for improvement. They are guided to create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and track their progress over time.	Pupils refine their goal-setting skills by focusing on preparing for transition to secondary school. They set ambitious, yet realistic, personal and academic goals and use self-reflection to assess their growth and plan their next steps with increased confidence and autonomy.

Intention 3: Pupils will be equipped with strategies which develop key character traits.			
Year 3	Year 4	Year 5	Year 6
Children begin by exploring key character traits such as kindness, resilience, and honesty. Through	Pupils deepen their understanding of character traits like empathy, perseverance, and teamwork. They	Children focus on developing traits such as responsibility, leadership, and critical thinking. They learn	Pupils refine traits like independence, self-discipline, and resilience as they prepare for the

role-play and group discussions, they practice strategies like active listening and conflict resolution to build these traits in everyday interactions.	are introduced to strategies such as setting personal challenges and collaborating in groups to overcome obstacles, helping them develop these traits further.	strategies like decision-making frameworks and reflective journaling, which help them to make thoughtful choices and lead by example.	transition to secondary school. They use strategies such as mindfulness, goal setting, and peer mentoring to strengthen these traits and apply them in real-life contexts.
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Intention 4: Our children will understand how to make good choices which have a positive impact.			
Year 3	Year 4	Year 5	Year 6
Children begin by learning to identify good choices in everyday situations, such as being kind to others, sharing, and staying safe. They explore the concept of consequences and how positive actions can benefit themselves and those around them.	Pupils expand their understanding by exploring how their choices affect others on a wider scale. They discuss topics like friendship dynamics, helping their community, and taking care of the environment, emphasizing the impact of their decisions.	Children delve deeper into complex decision-making, learning to evaluate the long-term effects of their choices. They explore scenarios involving peer pressure, managing emotions, and personal responsibility, developing strategies to ensure their decisions lead to positive outcomes.	Pupils consolidate their understanding by considering how their choices influence their future and the wider world. They explore topics like online safety, financial decisions, and ethical dilemmas, equipping them to make thoughtful, impactful choices as they transition to secondary school and beyond.

Intention 5: Our children will develop an understanding of safe and healthy relationships.			
Year 3	Year 4	Year 5	Year 6
Children begin by learning about the qualities of safe and healthy relationships, such as trust, kindness, and respect. They explore the importance of boundaries and how to seek help if they feel uncomfortable or unsafe.	Pupils build on their understanding by discussing how to manage disagreements and recognise the difference between healthy and unhealthy relationships. They learn strategies for resolving conflicts and respecting others' boundaries in friendships.	Children deepen their understanding of safe and healthy relationships by exploring topics like peer pressure, bullying, and the role of consent. They are taught how to confidently assert themselves, maintain their boundaries, and support others in maintaining theirs.	Pupils enhance their understanding by discussing more complex topics, such as the dynamics of online relationships, managing emotional connections, and respecting diversity. They are equipped with the skills to navigate relationships safely and responsibly as they transition to secondary school and adolescence.



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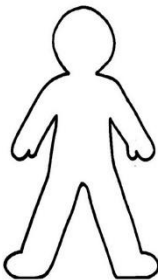
Intention 6: Pupils will acquire self-image and an understanding of changes in their bodies.

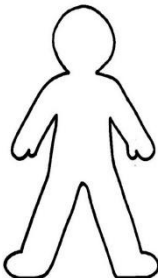
Year 3	Year 4	Year 5	Year 6
Children are introduced to the concept of self-image by learning to recognise their unique qualities and strengths. They explore basic changes in their bodies, such as growth and development, in a positive and age-appropriate way.	Pupils build on the foundation from Year 3 by discussing the importance of self-esteem and celebrating differences in appearance and abilities. They learn about early physical changes during puberty and how these changes are a natural part of growing up.	Children deepen their understanding of self-image by exploring how external influences, such as media and peer opinions, can affect their perception of themselves. They learn in more detail about the physical and emotional changes of puberty and develop strategies to embrace these changes with confidence.	Pupils refine their understanding of self-image by discussing the importance of body positivity and self-acceptance. They explore how to navigate more complex aspects of puberty, including emotional well-being, and are equipped with knowledge and strategies to approach adolescence with resilience and confidence.

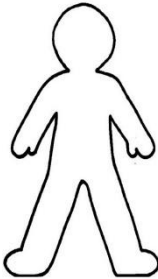
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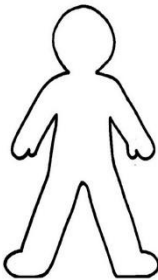
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End Points/Impact

1. Listens carefully to others and respects their opinions.	<u>A great Year 3 learner</u> 	4. Understands simple rules for staying safe in different situations.
2. Identifies their own feelings and begins to manage them effectively.		5. Talks about their strengths and sets small, achievable goals.
3. Recognises the importance of being kind and making fair choices.		6. Works well with others to solve problems and build positive relationships.

1. Considers how their actions impact others and works to resolve conflicts fairly.	<u>A great Year 4 learner</u> 	4. Recognises and can describe the qualities of healthy friendships and relationships.
2. Expresses their feelings in a respectful and constructive way.		5. Sets personal goals and identifies steps to achieve them.
3. Understands the importance of diversity and respects differences in others.		6. Begins to make thoughtful choices that reflect their understanding of responsibility and fairness.

1. Evaluates the consequences of their decisions and takes responsibility for their actions.	<u>A great Year 5 learner</u> 	4. Understands and applies strategies to maintain safe and healthy relationships, including online.
2. Shows empathy by considering different perspectives and supporting peers.		5. Sets SMART goals and regularly reflects on their progress.
3. Manages more complex emotions and seeks support when needed.		6. Actively participates in discussions about societal issues, showing an awareness of fairness and justice.

1. Demonstrates independence in managing emotions and resolving conflicts effectively.	<u>A great Year 6 learner</u> 	4. Maintains safe and respectful relationships and recognises unhealthy behaviours.
2. Champions diversity and inclusion, encouraging others to reflect differences.		5. Sets ambitious goals for their personal growth and confidently plans their next steps.
3. Takes an active role in discussions about ethical issues and global challenges.		6. Acts as a role model by making thoughtful, positive choices that benefit themselves and their community.

National Curriculum for KS2

The Harmony Trust PSHE Statements for **Health & Well-Being**

In Key Stage Two, pupils will learn

Healthy Lifestyles (Physical Well-Being)	
H1	how to make informed decisions about health
H2	about the elements of a balanced, healthy lifestyle
H3	about choices that support a healthy lifestyle, and recognise what might influence these
H4	how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5	about what good physical health means; how to recognise early signs of physical illness
H6	about what constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7	how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8	about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9	that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10	how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

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H11	how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
H12	about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
H13	about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
H14	how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Mental Health	
H15	that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16	about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and well-being
H17	to recognise that feelings can change over time and range in intensity
H18	about everyday things that affect feelings and the importance of expressing feelings
H19	a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
H20	strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21	to recognise warning signs about mental health and well-being and how to seek support for themselves and others
H22	to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H23	about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H24	problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

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Ourselfs, Growing & Changing

H25	about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26	that for some people gender identity does not correspond with their biological sex
H27	to recognise their individuality and personal qualities
H28	to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29	about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H30	to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31	about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
H32	about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33	about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹
H34	about where to get more information, help and advice about growing and changing, especially about puberty
H35	about the new opportunities and responsibilities that increasing independence may bring
H36	strategies to manage transitions between classes and key stages

Keeping Safe

H37	reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, television programmes, films, games and online gaming
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H38	how to predict, assess and manage risk in different situations
H39	about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
H40	about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H41	strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42	about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H43	about what is meant by first aid; basic techniques for dealing with common injuries
H44	how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H45	that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
Drugs, Alcohol & Tobacco	
H46	about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
H47	to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
H48	about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
H49	about the mixed messages in the media about drugs, including alcohol and smoking/vaping
H50	about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

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The Harmony Trust PSHE Statements for Relationships Education

In Key Stage Two, pupils will learn

Families and close positive relationships	
R1	to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2	that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3	about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
R4	that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R5	that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
R6	that a feature of positive family life is caring relationships; about the different ways in which people care for one another
R7	to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8	to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
R9	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	
R10	about the importance of friendships; strategies for building positive friendships; how positive friendships support well-being
R11	what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

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R12	to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
R13	the importance of seeking support if feeling lonely or excluded
R14	that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16	how friendships can change over time, about making new friends and the benefits of having different types of friends
R17	that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18	to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
Managing hurtful behaviour and bullying	
R19	about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R20	strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R21	about discrimination: what it means and how to challenge it
Safe Relationships	
R22	about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
R23	about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R24	how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
R25	recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

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R26	about seeking and giving permission (consent) in different situations
R27	about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28	how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29	where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Respecting self and others	
R30	that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31	to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

The Harmony Trust PSHE Statements for **Living in the Wider World**

In Key Stage Two, pupils will learn

Shared Responsibilities	
L1	to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2	to recognise there are human rights, that are there to protect everyone
L3	about the relationship between rights and responsibilities
L4	the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

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L5	ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L6	about the different groups that make up their community; what living in a community means
L7	to value the different contributions that people and groups make to the community
L8	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
L9	about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10	about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Media Literacy & Digital Resilience	
L11	recognise ways in which the internet and social media can be used both positively and negatively
L12	how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L13	about some of the different ways information and data is shared and used online, including for commercial purposes
L14	about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
L15	recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
L16	about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Economic Well-Being: Money	
L17	about the different ways to pay for things and the choices people have about this
L18	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

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L19	that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L20	to recognise that people make spending decisions based on priorities, needs and wants
L21	different ways to keep track of money
L22	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L23	about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
L24	to identify the ways that money can impact on people's feelings and emotions
Economic Well-Being: Aspirations, Work & Career	
L25	to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L26	that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L27	about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28	about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L29	that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L30	about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
L31	to identify the kind of job that they might like to do when they are older
L32	to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

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National Curriculum for KS1

The Harmony Trust PSHE Statements for Health & Well-Being

In Key Stage One, pupils will learn

Healthy Lifestyles (Physical Well-Being)	
H1	about what keeping healthy means, different ways to keep healthy
H2	about foods that support good health and the risks of eating too much sugar
H3	about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4	about why sleep is important and different ways to rest and relax
H5	simple hygiene routines that can stop germs from spreading
H6	that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7	about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H8	how to keep safe in the sun and protect skin from sun damage
H9	about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10	about the people who help us to stay physically healthy
Mental Health	
H11	about different feelings that humans can experience
H12	how to recognise and name different feelings
H13	how feelings can affect people's bodies and how they behave

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H14	how to recognise what others might be feeling
H15	to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16	about ways of sharing feelings; a range of words to describe feelings
H17	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19	to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
Ourselves, Growing & Changing	
H21	to recognise what makes them special
H22	to recognise the ways in which we are all unique
H23	to identify what they are good at, what they like and dislike
H24	how to manage when finding things difficult
H25	to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)
H26	about growing and changing from young to old and how people's needs change
H27	about preparing to move to a new class/year group
Keeping Safe	

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H28	about rules and age restrictions that keep us safe
H29	to recognise risk in simple everyday situations and what action to take to minimise harm
H30	about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31	that household products (including medicines) can be harmful if not used correctly
H32	ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33	about the people whose job it is to help keep us safe
H34	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H35	about what to do if there is an accident and someone is hurt
H36	how to get help in an emergency (how to dial 999 and what to say)
Drugs, Alcohol & Tobacco	
H37	about things that people can put into their body or on their skin; how these can affect how people feel

The Harmony Trust PSHE Statements for Relationships Education

In Key Stage One, pupils will learn

Families and close positive relationships	
R1	about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2	to identify the people who love and care for them and what they do to help them feel cared for

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R3	about different types of families including those that may be different to their own
R4	to identify common features of family life
R5	that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
Friendships	
R6	about how people make friends and what makes a good friendship
R7	about how to recognise when they or someone else feels lonely and what to do
R8	simple strategies to resolve arguments between friends positively
R9	how to ask for help if a friendship is making them feel unhappy
Managing hurtful behaviour and bullying	
R10	that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11	about how people may feel if they experience hurtful behaviour or bullying
R12	that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
Safe Relationships	
R13	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14	that sometimes people may behave differently online, including by pretending to be someone they are not
R15	how to respond safely to adults they don't know
R16	about how to respond if physical contact makes them feel uncomfortable or unsafe

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R17	about knowing there are situations when they should ask for permission and also when their permission should be sought
R18	about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19	basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20	what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Respecting self and others	
R21	about what is kind and unkind behaviour, and how this can affect others
R22	about how to treat themselves and others with respect; how to be polite and courteous
R23	to recognise the ways in which they are the same and different to others
R24	how to listen to other people and play and work cooperatively
R25	how to talk about and share their opinions on things that matter to them

The Harmony Trust PSHE Statements for **Living in the Wider World**

In Key Stage One, pupils will learn

Shared Responsibilities	
L1	about what rules are, why they are needed, and why different rules are needed for different situations
L2	how people and other living things have different needs; about the responsibilities of caring for them
L3	about things they can do to help look after their environment
Communities	

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L4	about the different groups they belong to
L5	about the different roles and responsibilities people have in their community
L6	to recognise the ways they are the same as, and different to, other people
Media Literacy & Digital Resilience	
L7	about how the internet and digital devices can be used safely to find things out and to communicate with others
L8	about the role of the internet in everyday life
L9	that not all information seen online is true
Economic Well-Being: Money	
L10	what money is; forms that money comes in; that money comes from different sources
L11	that people make different choices about how to save and spend money
L12	about the difference between needs and wants; that sometimes people may not always be able to have the things they want
L13	that money needs to be looked after; different ways of doing this
Economic Well-Being: Aspirations, Work & Career	
L14	that everyone has different strengths
L15	that jobs help people to earn money to pay for things
L16	different jobs that people they know or people who work in the community do
L17	about some of the strengths and interests someone might need to do different jobs

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What the subject looks like at Cavendish Close

What do PSHE lessons at Cavendish Close Junior Academy look like?

Expected pupil **outcomes** for each unit of work will include the following:

- PSHE is taught for 30 minutes twice per week.
- Front cover at the start of every topic including: unit title, PSHE theme, lesson outcomes and key vocabulary. After the front cover, include Harmony Pledge slide for the unit.
- Date and Learning objective (underlined) for all lessons before entering work for the floor book.
- 'Golden Rules' slide included in every lesson PowerPoint and referred to at the beginning of each lesson. [See PSHE folder for proforma.](#)
- Make references to the Harmony Pledge at the beginning of the lesson (utilising the MTPs to help you do this). [See PSHE folder for proforma.](#)
- Apple and Zippy resources used for the modules specified on the LTP.
- CCJA PSHE MTPs used in every lesson (based on Harmony Trust curriculum but adapted to suit needs of our children at CCJA).
- Key vocabulary introduced at the beginning of the unit (for example, a slide titled 'key vocabulary you may be unsure of'). Picture cues may be used to support this. [See PSHE folder for example.](#)
- At least one discussion point to be covered each lesson (whole-class or small groups leading to feeding back to the rest of the class).
- Question boxes available during particular topics to support pupils.
- Personal and Character Development are evidenced through floor book sheets and relevant photographs (eg. Hello Yellow Day, Odd Socks Day).
- One 60-minute No Outsiders lesson taught per half term (dates consistent across school).

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