******PSHE Summer 1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**The children can say how they and others are feeling, setting themselves goals, and follow instructions with multiple parts. They can talk about what they are good and getting better at, showing confidence in choosing their resources and repair their relationships after conflict. They can consider others’ needs and become less impulsive. They can remember to wash hands after the toilet and before eating. | **Intent**Children learn about different types of families and their own sense of belonging. They consider what it means to be a kind friend and their own qualities. | **Intent**Identify relationships and learn different strategies to resolve conflict and learn how to be a global citizen. | **Intent**Children will focus on the emotional aspects of relationships and friendships. | **Intent**To learn about creating positive relationships and to learn about online communities and their rights and responsibilities online. | **Intent:**Children will look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and about people who can try to control them or have power over them |
| **Sequence of Learning**Can I learn and remember how to make friends?-Can I follow a group play plan? Can I listen to the leader/listen to my friends and follow their plan?-Can I identify some of the jobs I do in my family/home?-Can I talk about what it means to be lonely and how I can solve a conflict? Do I know who can help me in a conflict?-Can I think of and show my use of kind words with friends at school?-Can I talk about my feelings and use calm me time to help with big feelings?-Can I plan my play and resources in ‘plan, adventure time, review’cycle? | **Sequence of Lessons:**Can I understand that there are different types of families? 2. Can I identify what it means to be a good friend? 3. Can I recognise which forms of physical contact are acceptable and unacceptable to me? 4. Can I recognise when I need help and how to ask for it? 5. Can I recognise my qualities as a person? 6. Can I explain why a person is special to me? | **Sequence of Learning**1. Can I identify roles and responsibilities of each member of the family?2. Can I identify and put into practice some of the skills of friendship?3. Can I identify some strategies for keeping myself safe online?4. Can I explain how some of the actions and work of people around the world have helped influence our lives?5. Can I understand how needs and rights are shared around the world?6. Can I identify how to express appreciation to friends and family? | **Sequence of Lessons:** 1. Can I recognise situations which can cause jealousy in relationships?2. Can I identify someone I love and can express why they are special to me?3. Can I tell you about someone I know that I no longer see?4. Can I recognise how friendships change?5. Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older?6. Can I know how to show love and appreciation to the people? | **Sequence of Lessons:**1.Can I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities?2.Can I understand that belonging to an online community can have positive and negative consequences?3.Can I understand there are rights and responsibilities in an online community or social network?4.Can I understand that there are rights and responsibilities when playing a game online?5.Can I recognise when I am spending too much time using devices (screen time)?6.Can I explain how to stay safe when using technology to communicate with my friends? | **Sequence of lessons**1, To know that it is important to take care of my mental health. 2. To know how to take care of my mental health. 3. To understand that there are different stages of grief and that there are different types of loss. 4. To recognise when people are trying to gain power or control. 5. To judge whether something online is safe and helpful for me. 6. To use technology positively and safely to communicate with my friends and family |
| **Key Vocabulary:** feel, feeling, goals, instructions, describe, do well, getting better at, confidence, relationship, happy, sad, upset, hygiene, clean, conflict, needs, points of view, family, friends, relationships, lonely, jobs, argue, angry, upset, happy, sad, upset, tired, improve, challenge, goals, choose, persevere, try, wash, brush, care, hands, teeth  | **Key Vocabulary**family, belong, friendship, caring, self-belief, praise, qualities, feelings, kind, proud | **Key Vocabulary:** unisex, responsibility, respect, stereotype, conflict, solution, risky, private messaging, global, interconnected, inequality, deprivation | **Key Vocabulary:**. Close, Jealousy, motions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction | **Key Vocabulary:**personal qualities characteristics online community self esteem age restriction grooming trustworthy peer pressure privacy influences settings troll risky | **Key Vocabulary:** mental health, stress, anxiety, support, self-care, cope, power, control, assertive, judgement, cyberbullying, grief |
| **Impact**The children can make a play plan, both individually and in a group, setting goals and choosing resources. They can use kind words to explore friendship, belonging and solving conflict. | **Impact**Children understand how they belong in their family. They are kind friends to others and develop self-belief about their own personal qualities as a friend. | **Impact:** Children can make friends, show respect, help others and solve problems when they occur. | **Impact:** Children can identify feelings associated with jealousy and suggest strategies to problem-solve whenthis happens. They know how most people feel when they lose someone or something they love. Understand that we can remember people even if we no longer see them. know how to stand up for themselves and how to negotiate andcompromise. Children can love and be loved. | **Impact:** To be able to make good choices online about relationships and online communities and to be able to manage risks and make good, safe choices. | **Impact**Children will have a clear understanding of how to take care of their mental health and be able to recognise situations that may make them feel unsafe |