



**PSHE (including RSE) – Learning to Thrive Planning Overview**

<p>School Objectives:</p> <ul style="list-style-type: none"> <li>• Clear vocabulary taught in each topic and built upon each year</li> <li>• Opportunities to review and consolidate knowledge across year groups</li> <li>• Develops learners' emotional literacy</li> </ul>							
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Year A	EYFS	Y1&2 A	Y1&2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
<b>Vocabulary</b>	healthy, diet, exercise, safety, risks, hygiene, help, resilience, consequence, positive attitude, respect, different, range of emotional language eg. happy, angry, etc	growth mindset, persevere, respect, remembrance, hygiene, relationships,		growth mindset, perseverance, respect, remembrance, hygiene, relationships		growth mindset, perseverance, respect, remembrance, hygiene, relationships	

<b>Focus – Aut1</b>	<b>Growth Mindset &amp; Developing Good Mental Health</b>						
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<b>Key Knowledge</b>	<p>-confident &amp; willing to try new things, take on challenges</p> <p>-be resilient, able to adapt, 'bounce back', deal with stress &amp; adversity</p> <p>-positive attitudes to learning through curiosity, excitement &amp; enjoyment</p> <p>-believe they can get better if they try</p> <p>-talk through how they coped when things went wrong &amp; dealing with difficulties, used as</p>	<p>-learn about what a growth mindset is, being open to the idea and exploring the concept</p> <p>-learn about our safe learning environment; where this is and what this means</p> <p><b>Lessons to cover these concepts.</b></p> <p><i>-I give up.</i></p> <p><i>-Strictly can't dance</i></p> <p><i>-Playing teacher</i></p> <p><i>-'Girls can't do that.'</i></p> <p><i>Dream big!</i></p> <p><i>-Super snails 1</i></p> <p><i>-Super snails 2</i></p>	<p>-re-cap growth mindset concept and safe learning environment</p> <p>-learn about growing your brain and soaking up knowledge</p> <p>-what to do if you make a mistake</p> <p>-making an effort and what we can achieve</p> <p><b>Lessons to cover these concepts.</b></p> <p><i>-Grow, grow, grow your brain</i></p> <p><i>-Soaking up the learning</i></p>	<p>-learn about what a growth mindset is, being open to the idea and exploring the concept</p> <p>-learn about our safe learning environment; where this is and what this means</p> <p><b>Lessons to cover these concepts.</b></p> <p><i>-On the high wire</i></p> <p><i>-Firing neurons</i></p> <p><i>-Doom words</i></p> <p><i>-Mindset trumps</i></p> <p><i>-Challenge mountains!</i></p> <p><i>-Never give up!</i></p>	<p>-learn about what a growth mindset is, being open to the idea and exploring the concept</p> <p>-learn about growing your brain and soaking up knowledge</p> <p><b>Lessons to cover these concepts.</b></p> <p><i>-From failure to success.</i></p> <p><i>-Bounce!</i></p> <p><i>-Born to be.</i></p> <p><i>-Mistakes that worked</i></p> <p><i>-Fantastic, elastic brain</i></p> <p><i>-Learning cereals</i></p>	<p>-learn about what a growth mindset is, being open to the idea and exploring the concept</p> <p>-learn about our safe learning environment; where this is and what this means</p> <p><b>YEAR 5 (A&amp;B) Lessons to cover these concepts.</b></p> <p>-Passport to learning.</p> <p>-Too old to...</p> <p>-What makes a great teacher?</p> <p>-Brain power!</p>	<p>-re-cap growth mindset concept and safe learning environment</p> <p>-learn about growing your brain and soaking up knowledge</p> <p><b>YEAR 6 (A&amp;B) Lessons to cover these concepts.</b></p> <p><i>-'Don't say... Say...'</i></p> <p><i>-Diamond minds</i></p> <p><i>Barriers to learning</i></p> <p><i>-Brain v calculator</i></p> <p><i>-Mathematical mistakes</i></p> <p><i>-Learning pathways</i></p>
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	an opportunity to learn		-'Oh no! I've made a mistake.' -Super effort -Challenge mountains. -Ding, ding! How much effort?			-Famous failure -Iceberg illusion	
<b>Focus – Aut2</b>	Respect						
<b>Key Knowledge</b>	-develop a sense of self-worth & self-respect -follow simple rules -confidence to adapt to new situations -develop a culture of kindness & collaboration -use some basic ways to avoid, manage & resolve conflict -show respect in the way they speak: with interest, politeness & tolerance -look after learning environment, resources & own belongings	-massage (initial sessions and on-going) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (poetry)  -on going circle time activities for growth mindset	-massage (on-going sessions and re-cap) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (narrative reading comp)  -on going circle time activities for growth mindset	massage (initial sessions and on-going) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (poetry)  -on going circle time activities for growth mindset	-massage (on-going sessions and re-cap) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (narrative reading comp)  -on going circle time activities for growth mindset	massage (initial sessions and on-going) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (poetry)  -on going circle time activities for growth mindset	-massage (on-going sessions and re-cap) -PANTS (NSPCC lesson and activities) -anti bullying lessons and week -Remembrance Day, assembly and writing activity (narrative reading comp)  -on going circle time activities for growth mindset
<b>Focus – Spr1</b>	Keeping Safe						
<b>Key Knowledge</b>	-feel safe & secure -feel safe to take risk & explore independently -understand the need for safety,	-Internet safety (through ICT lessons and activities)	-Internet safety (through ICT and activities) -stranger danger (activity)	-Internet safety (through ICT lessons and activities)	-Internet safety (through ICT and activities) -stranger danger (activity)	-Internet safety (through ICT lessons and activities)	-Internet safety (through ICT and activities) -stranger danger (activity)

	consider & manage risks, talk about how to keep safe  -understand how actions have consequences	-stranger danger (story and discussions) -visit from Police or other agency	-visit from Police or other agency	-stranger danger (story and discussions) -visit from Police or other agency	-visit from Police or other agency	-stranger danger (story and discussions) -visit from Police or other agency	-visit from Police or other agency
<b>Focus – Spr2</b>	<b>Sex &amp; Relationships</b>						
<b>Key Knowledge</b>	-routines & patterns of a typical day -hygiene is important -all families are different -uniqueness of every person -similarities & differences between self & others	Y1 - basic hygiene principles - babies become children and then adults - differences between boy and girl babies - different types of families - who to ask for help  Y2 - differences between males and females - concept of gender stereotypes - differences between male and female animals and that a male and female is needed to make a new life - name the male and female body parts	Y3 - differences between males and females and name the body parts - personal space - different types of touch that people like and do not like - different types of families - who to go to for help and support - virtues essential to friendship  Y4 - describe the main stages of the human lifecycle (baby – toddler – child – teenager – adult – elder) - basic facts about puberty - physical and emotional changes that happen in puberty	Y5 - explore the emotional and physical changes occurring in puberty - how to manage the changes that occur during puberty - how puberty affects the reproductive organs - ways to get support during puberty  Y6 - know how and why the body changes during puberty - different physical and emotional behaviour in relationships - negative and positive ways of communicating in a relationship - how to keep safe online - the process of conception and pregnancy			
<b>Focus – Sum1</b>	<b>Healthy Relationships</b>						
<b>Key Knowledge</b>	-know who they are & what they can do -feel valued & special	Y1 -families and care -differences - boys and girls  Y2 -differences - male and female	Y3&4 -family differences -personal space	Y5  Y6 -communicating in relationships			

	<ul style="list-style-type: none"> <li>-know what makes a good friend</li> <li>-know how to get along with others</li> <li>-show sensitivity to other's feelings &amp; needs</li> <li>-be able to self-regulate at an appropriate level for age</li> <li>-develop positive friendships &amp; relationships with peers &amp; adults</li> <li>-regulate &amp; manage own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>-naming the body parts</li> <li>-Kindness week challenge</li> </ul>		
<b>Focus – Sum2</b>	<b>Healthy Lifestyles</b>			
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>-manage basic hygiene &amp; personal needs eg. toilet independently, dress &amp; undress</li> <li>-know the importance for good health of physical exercise, and a healthy diet</li> <li>-talk about ways to keep healthy eg. exercise, healthy food choice, personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>-To understand why a healthy lifestyle is important and what we can do to help ourselves.</li> <li>-Sports Day: linked to PE lessons and why we need to exercise.</li> <li>-Healthy eating: linked to science topics</li> </ul>	<ul style="list-style-type: none"> <li>-To understand why a healthy lifestyle is important and what we can do to help ourselves.</li> <li>-Sports Day: linked to PE lessons and why we need to exercise.</li> <li>-Healthy eating: linked to science topics</li> </ul>	<ul style="list-style-type: none"> <li>-To understand why a healthy lifestyle is important and what we can do to help ourselves.</li> <li>-Sports Day: linked to PE lessons and why we need to exercise.</li> <li>-Healthy eating: linked to science topics</li> </ul>