



PSHE Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Listening Exploring	Debating Evaluating	Reflecting Evaluating
Listening	<ul style="list-style-type: none">To take it in turns when speakingTo actively listen to classmate’s contributions	<ul style="list-style-type: none">Class guidanceTeacher led inputPositive reinforcement	<ul style="list-style-type: none">To recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing.To be able to take on more personal responsibility, managing setbacks and reframe unhelpful thinking.To have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools.To be able to recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them.To understand the benefits of rationing time spent online and the impact of positive and negative content online on their own and others’ mental and physical health and wellbeing.To have an understanding that our behaviour has an effect on others and ourselves (including online) and discriminatory behaviours are wrong.	<ul style="list-style-type: none">Class teacher led presentationsGroup work-writing/drawing school rules togetherRole playing and modelling kind playClass differentiated tasksConcrete resources available to support understandingUse of outdoors when suitable	TERM1: Mental health and wellbeing Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Protected characteristics Celebration – supporting each other	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Debating	<ul style="list-style-type: none">To be able to actively listen to contributions and commentFor children to be able to form their own opinion	<ul style="list-style-type: none">Class guidanceRole playPartner work						
Reflecting	<ul style="list-style-type: none">To be able to think about similarities and differences between self and othersTo reflect on certain emotions and feelings	<ul style="list-style-type: none">Class activitiesVideosSocial stories						
Exploring	<ul style="list-style-type: none">To be able to think of questions relating to a certain topicTo recognise how their behaviour affects other peopleTo be able to recognise and name different feelings	<ul style="list-style-type: none">Variety of visual stimulusHands on activitiesRole PlayPartner WorkGroup Work						
Critically Evaluating	<ul style="list-style-type: none">Critically evaluating choices and behaviour	<ul style="list-style-type: none">Observational opportunities to be part of each lesson			TERM3: Puberty and Relationships			

SMSC	<ul style="list-style-type: none">• Exploring different faiths and cultures• Resolving conflicts should they arise• Working with others from a variety of different religious, ethnic and socioeconomic backgrounds• Use of imagination and creativity	<ul style="list-style-type: none">• Plan in collaboration, teamwork, problem-solving and investigating opportunities• Provide opportunities for children to research in pairs	<ul style="list-style-type: none">• To have an understanding of the concept of prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.• To form an understanding of the people who are responsible for helping them stay healthy and safe, ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them.		Sex Education Relationships Money and Me Aspirations, work and career			
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