

PHSE Curriculum September 2023 (Updated to Include Project Evolve)

3 Strands

Relationships

Family

Friends

Living in the Wider World

Our Communities

Online Safety

Health and Wellbeing

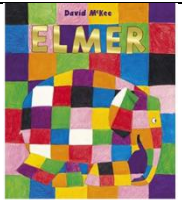
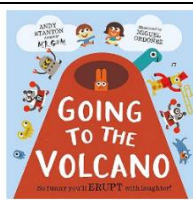
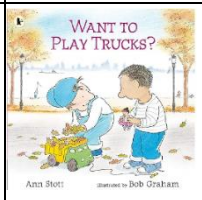
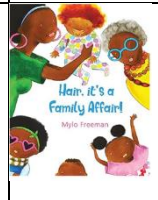
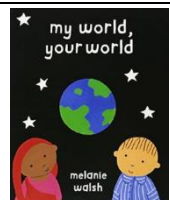
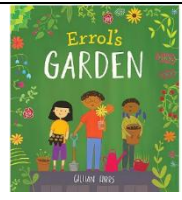
Mental Wellbeing

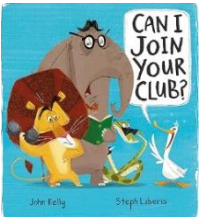


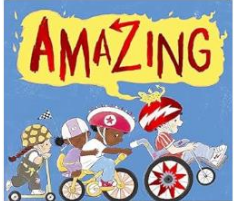
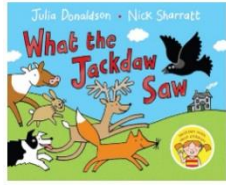
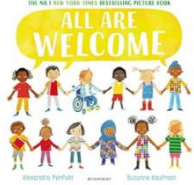
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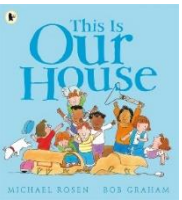
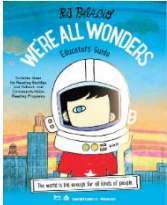
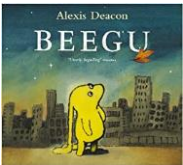
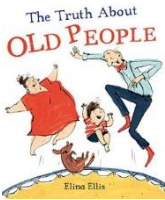
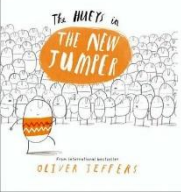

Growing Up



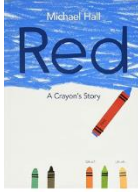
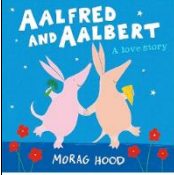
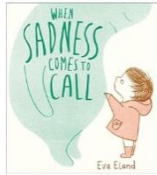
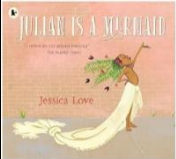
No Outsiders – Protected Characteristics

A = Age, R = Race, RB = Religion and beliefs, S = Sex/Gender, D = Disability, MCP = Marriage and Civil Partnership, SO = Sexual Orientation, GR = Gender Reassignment, PM = Pregnancy and Maternity

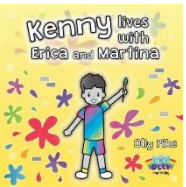
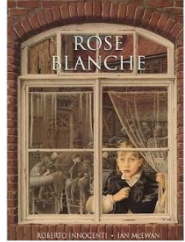
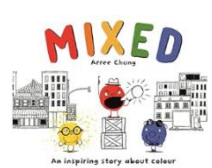
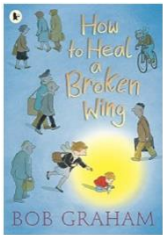
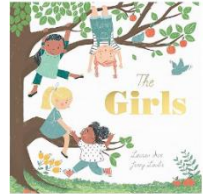
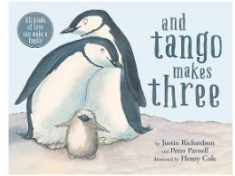
Y1	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C1 How do we make a happy school?	<u>Mental health</u> M1 Where do feelings come from? M3 What helps me to be happy?	<u>Friends</u> F1 Who is my friend? F2 What makes a good friend?	<u>Physical</u> P1 How do I help my body stay healthy? P2 How do I decide what to eat?	<u>Family</u> Fa1 Who's in my family? Fa2 Do families always stay the same?	<u>Physical</u> P3 How do we stop getting ill? P4 How do I stay safe? <u>Medicines and People Who Help Us (CWP Resources)</u> - Staying Healthy - Medicines - Who Gives Us Medicines? <u>First Aid (British Red Cross)</u> - Burns
Living in the Wider World - Online Safety (Project Evolve)						
	Self-Image and Identity 2	Online Relationships 4	Online Bullying 1 Privacy and Security 3	Online Reputation 2	Managing Online Information 3	Health Wellbeing and Lifestyle 1 Copyright 4
BOOKS						
		The Colour Monster	A Friend Like You		Bad Bye, Goodbye Heather Has Two Mummies My Dad Is	
No Outsiders Protected Characteristics (Draft)			 S, SO, A	 R	 R, RB	

Y2	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C2 Who lives in my neighborhood? C4 How do I save up to buy something?	<u>Mental health</u> M2 Who am I ?	<u>Friends</u> F3 Should friends tell us what to do? F4 How do we stop bullying?	<u>Physical</u> P3 How do we stop getting ill? P4 How can I stay safe? <u>Keeping Safe</u> <i>(CWP Resources)</i> - Risk - Hazardous Substances - Safety Rules	<u>Family</u> Fa3 How should families treat each other? Fa4 When should I say no? Fa5 Who owns my body? I do! Fa6 Are all families the same?	<u>Growing Up</u> G1 How do bodies change as we get older? C3 What makes a boy or a girl? <u>First Aid</u> <i>(British Red Cross)</i> - Asthma Attack
Living in the Wider World - Online Safety (Project Evolve)						
	Self-Image and Identity 2	Online Relationships 7	Online Bullying 3 Privacy and Security 4	Online Reputation 3	Managing Online Information 5	Health Wellbeing and Lifestyle 2 Copyright 2
BOOKS						
	The Swirling Hijab		Strictly No Elephants		No Means No Some Secrets Should Never Be Kept The Great Big Book of Families Picnic in the Park Heather Has Two Mummies My Dad Is What Type of Family Are We?	Paper Bag Princess
No Outsiders Protected Characteristics (Draft)		 S	 R, A, SO, MCP, RB, D, PM	 D	 D	 R, RB, S, A, D, SO, PM, GR, MCP


Y3	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C1 How do we make the world fair?	<u>Mental health</u> M1 How do I manage my feelings?	<u>Friends</u> Fr1 What makes a good friend?	<u>Physical</u> P1 How do I keep my body healthy? P2 How do I get a healthy diet?	<u>Family</u> Fa1 Do families always stay the same? Fa2 Are all families like mine?	<u>Smoking</u> (CWP Resources) - Why People Smoke - Physical Effects of Smoking - No Smoking <u>First Aid</u> (British Red Cross) - Bleeding
	Living in the Wider World - Online Safety (Project Evolve)					
	Self-Image and Identity 3	Online Relationships 6	Online Bullying 2 Privacy and Security 3	Online Reputation 3	Managing Online Information 6	Health Wellbeing and Lifestyle 2 Copyright 1
	BOOKS					
			Be Kind		When My Parents Forgot How to be Friends Badgers Parting Gifts Under My Hijab	
No Outsiders Protected Characteristics (Draft)	 R, RB, S, A, D, SO, PM, GR, MCP	 D	 R, RB, S, A, D, SO, PM, GR, MCP	 A	 R, RB, S, A, D, SO, PM, GR, MCP	 R, RB, G

Y4	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C2 Where do you feel like you belong? C3 How can we help the people around us?	<u>Mental health</u> M2 Are we happy all the time?	<u>Friends</u> Fr2 Are all friends the same? Fr3 Are friendships always fun?	<u>Physical</u> P3 How do I stop getting ill?	<u>Family</u> Fa3 Are boys and girls the same?	<u>Alcohol</u> <i>(CWP Resources)</i> - Effects of Alcohol - Alcohol and Risk - Limits to Drinking Alcohol <u>First Aid</u> <i>(British Red Cross)</i> - Broken Bones
Living in the Wider World - Online Safety (Project Evolve)						
	Self-Image and Identity 3	Online Relationships 3 Copyright 2	Online Bullying 3 Privacy and Security 4	Online Reputation 2	Managing Online Information 6	Health Wellbeing and Lifestyle 2
BOOKS						
	And Tango Makes Three		Ramadan Moon Are you a Boy or Are You a Girl?		The Sissy Duckling	
No Outsiders Protected Characteristics (Draft)	 R, RB, S, A, D, SO, PM, GR, MCP	 S, A, D				 S, GR

Y5	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C1 What is prejudice? C2 What is the history of prejudice? C3 What should I do if I encounter prejudice?	<u>Mental health</u> M1 Does everyone have the same feelings? M2 Should we be happy all the time?	<u>Friends</u> Fr1 What makes a close friend? Fr2 Can we be different and still be friends? Fr3 Should friends tell us what to do? Fr4 Why are some people unkind?	<u>Physical</u> P1 Is there such thing as a perfect body? P2 How can I stay fit and healthy? P3 How can I avoid getting ill?	<u>Family</u> Fa1 Why do some people get married? Fa2 Are families ever perfect? Fa3 Is there such thing as a normal family?	<u>Growing Up</u> G4 What is menstruation? <u>Legal and Illegal Drugs</u> (CWP Resources) - Legal and Illegal Drugs - Attitudes to Drugs - Peer Pressure <u>First Aid</u> (British Red Cross) - Head Injury - Unresponsive and breathing
Living in the Wider World - Online Safety (Project Evolve)						
	Self-Image and Identity 2	Online Relationships 5 Copyright 2	Online Bullying 6 Privacy and Security 3	Online Reputation 2	Managing Online Information 9	Health Wellbeing and Lifestyle 4
BOOKS						
	Mae Among the Stars Dad David, Baba Chris and Me Seeking Refuge: Ali's Story-A Journey from Afghanistan	The Colour Thief	Each Kindness Something Else		King and King	









No Outsiders Protected Characteristics (Draft)	 SO, S, MCP	 SO, R, RB, D	 R	 R	 S, R, RB	 SO
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Y6	Identity and Diversity		Sustainable Development		Globalisation and interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	<u>Community</u> C5a Why is money important? C5b How should I spend my money? C6 What makes us feel like we belong? C7 What does it mean to be British?	<u>Mental health</u> M3 Why do we argue? M4 Who am I?	<u>Friends</u> Fr5 What are stereotypes? Fr6 How do I accept my friends for who they are? Fr7 How do we reduce sexism	<u>Physical</u> P4 Why do some people take drugs? P5 Where should I get my health information? P6 How do I save a life? <u>Preventing Early Use (CWP Resources)</u> - Cannabis - VSA and Getting Help - Help Advice and Support		<u>Growing Up</u> G1 How will my body change as I get older? G2 How will my feelings change as I get older? G3 How will I stay clean during puberty? <u>First Aid (British Red Cross)</u> - Choking - Unresponsive and not breathing
	Living in the Wider World - Online Safety (Project Evolve)					
	Self-Image and Identity 3 Copyright 2	Online Relationships 4 Online Reputation 2	Online Bullying 2	Privacy and Security 6		Health Wellbeing and Lifestyle 4
	Managing Online Information 11					









F2	Living in the Wider World - Online Safety (Project Evolve)					
	Self-Image and Identity 1	Online Relationships 2	Online Bullying 2 Privacy and Security 2	Online Reputation 1	Managing Online Information 2	Health Wellbeing and Lifestyle 2 Copyright 2
No Outsiders Protected Characteristics (Draft)	 R, S, A		 R	 R, S, MCP, D, SO, A	 MCP, SO, S	 R
No Outsiders Protected Characteristics (Draft)	 R, A, RB			 R	 GR, SO	 SO

Anti-Racism Units

KS1

			
<p>Lesson 1: Talking about race and racism</p> <p>In this lesson, students will begin to explore the meaning of the words 'race' and 'racism'.</p>	<p>Lesson 2: Defining anti-racism</p> <p>In this lesson, students explore what it means to be 'anti-racist'. They consider the ways in which being anti-racist is different from 'not being racist'.</p>	<p>Lesson 3: Redefining racism</p> <p>In this lesson, students use their knowledge of what race and racism is to challenge myths and stereotypes.</p>	<p>Lesson 4: Understanding racial socialisation and stereotypes</p> <p>In this lesson, students learn about 'stereotypes'. Students consider the ways in which TV, film and literature can sometimes lead us to think in stereotypical ways.</p>
			
<p>Lesson 5: Unconscious bias</p> <p>In this lesson, students learn about 'unconscious bias', considering the ways in which the messages we receive from society around us can sometimes lead us to stereotype and hold false beliefs about groups of people. We look at how and why racial bias causes harm.</p>	<p>Lesson 6: Being anti-racist in our actions</p> <p>Drawing upon all of the knowledge gained so far, students build upon the work started in Lesson 2 considering what it means for us to be anti-racist. Students will understand why the work of anti-racist is so important, and why anti-racism is everyone's responsibility.</p>	<p>Lesson 7: Representation matters</p> <p>In this lesson, students will explore the issue of media representation. Students will consider the ways in which both a lack of representation and misrepresentation can cause harm, negatively affecting how we see ourselves and others.</p>	<p>Lesson 8: Myth busting</p> <p>In this final lesson of the scheme, students consider the ways in which racial socialisation (e.g. media representation) has contributed to the creation and spread of 'myths'. Students (and teachers) consider what they can do as 'anti-racists' to challenge myths about the histories of People of Colour and the world outside of Europe.</p>

KS2

			
<p>Lesson 1: Talking about race and racism</p> <p>In this lesson, students will explore meaning of the words 'race' and 'racism'. Students will be able to identify different types of racism and be able to explain why talking about race and racism is so important.</p>	<p>Lesson 2: Defining anti-racism</p> <p>In this lesson, students will consider what it means to be 'anti-racist'. Students will be able to identify actions that are anti-racist and will be able to provide examples of their own.</p>	<p>Lesson 3: Redefining racism</p> <p>In this lesson, students broaden their understanding of what racism is. Students will learn what 'systemic racism' is. They will consider the impact that racially biased policies and practices have on our understanding of the world, and on the lives of People of Colour.</p>	<p>Lesson 4: Understanding racial socialisation and stereotypes</p> <p>In this lesson, students' understanding of racism is developed further as they consider the ways in which the messages we receive from various aspects of society (e.g. the media, the education system) shape our understanding of 'race, ourselves and others.</p>
			
<p>Lesson 5: Unconscious bias</p> <p>Building on the learning from the previous lesson, students consider the harmful effects of stereotyping. Students learn about bias and why it is important that we don't make judgements about people based on the way they look.</p>	<p>Lesson 6: Being anti-racist in our actions</p> <p>In this lesson, students consider how we can be anti-racist in our actions, and why being anti-racist is so important.</p>	<p>Lesson 7: Representation matters</p> <p>In this lesson, students explore the issue of representation. Students reflect on why it is important that we see main characters that look like ourselves in the books we read, and the TV/films we watch.</p>	<p>Lesson 8: Myth busting</p> <p>In this lesson, students explore some of the myths and stereotypes that exist surrounding race, the histories of People of Colour and the world outside of Europe. Students consider the harm that racial myths and stereotypes can cause.</p>