

# PSHE Scheme of Work

H = Healthy Eating/DT or Science HS = Health & Safety lessons E = Keep healthy through exercise/PE or Science E-S = E-safety/Computing

WB = Well-being/SEND BV =British Values D=Diversity T = Links to the leading theme/termly topic

Reception PSHE/SRE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>The scheme has been linked to the new Development Matters Guidelines in the areas of Communication and Language, Personal, Social, emotional Development and Understanding the World.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Understand the concepts of ‘Same’ and ‘Different’</li> <li>· Celebrate similarities and differences</li> <li>· Demonstrate Self Confidence</li> <li>· Think about and understand feelings and emotions</li> <li>· Explore and understand the need for kindness and caring</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· Marvellous Me by Maya Romer</li> <li>· These Feelings by Helen Lumgair</li> <li>· The Weather inside me! By Sheryl Webster</li> </ul>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Demonstrate and understand the links of small acts of kindness to inspire others.</li> <li>· Name and recognise different emotions</li> <li>· Recognise and Express kindness and create their own definition</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· The Secret Adventures of Anonymouse by Natalie Lynn Rekstad and Sophie Noelle Lynn</li> <li>· Curly the Chameleon by Lulu Luckock</li> <li>· Ahmeds Journey by Jill Apperson Manly</li> <li>Additional How can we play nicely in a group? What happens if someone does something I do not</li> </ul>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Recognising and understanding, empathy and the perspective of others.</li> <li>· Discuss nature and the life cycle</li> <li>· Show understanding and recognise the interconnectedness of all living things</li> <li>· Recall different emotions and recognise strategies to assist their emotions</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· Faisel’s not himself by Makram Ayache</li> <li>· Biyu The Braeve Pea by Amulya Malladi</li> <li>· Thabo and the Trees by Isabella Duston</li> <li>· Passing Clouds by Jon</li> </ul>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Demonstrate confidence in their own talents and empathise differences with others.</li> <li>· Show compassion for all creatures, humans and animals</li> <li>· Identify and understand different families similarities, differences and uniqueness.</li> <li>· See things from different perspectives</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· Yoshi is different by Deshan Tennekoon</li> <li>· Nisha And the Tiger by Jon Cox</li> <li>· Francisco’s Family by Amber Paulson</li> <li>· Zelda Goes on</li> </ul>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Demonstrate critical thinking</li> <li>· Practice collaboration</li> <li>· Recognise emotions , including, unpleasant emotions</li> <li>· Recap five senses and practice calming strategies</li> <li>· Understand the importance of the human brain</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· The Monster in the Smoke by Deshan Tennekoon</li> <li>· Nothando’s Journey by Jill Apperson Manly</li> <li>· Reha to the Rescue – Deshan Tennekoon</li> </ul> <p>Additional</p> <p>Role play scenarios: how could I help my friend who</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>· Understand how people can make positive differences</li> <li>· Recognise the growth of trees and compare to the growth of the human brain</li> <li>· Demonstrate responsibility towards our environment</li> <li>· Describe the differences in inclusion or being left out. Think about strategies to support others</li> <li>· Recognise diversity positively</li> </ul> <p>Book resources to support</p> <ul style="list-style-type: none"> <li>· A Tiny Seed – The Story of Wangari Maathai by Nicola Rijdsdijk</li> <li>· Our Home by Saarah Ahmed</li> <li>· Gokul’s Game by Deshan Tennekoon</li> <li>· My Dream in the Draw by</li> </ul>

<p>· Ted the Tiger Tamer by Kim Normanton</p> <p>Additional</p> <p>Class rules and behaviour systems, what are the stars? What are house points? What</p> <p>are the marbles in the jar for? How can we make friends at school?</p>	<p>like? What do good choices look like? When is a good time to say sorry! E- safety initial discussion and activity</p>	<p>Cox</p> <p>Additional</p> <p>School values</p> <p>Recap sharing</p>	<p>Holiday by Dehan Tennekoon Additional – school values E learning continued – safety online</p>	<p>is sad or hurt?</p> <p>What is 999? Strangers outside of school, how should I deal with this?</p> <p>Recap strangers and how to deal with this.</p>	<p>Megan Lotter</p> <p>· Sydney the Seahorse by Cait Robertson</p> <p>Additional</p> <p>It is nearly the end of reception! What have I enjoyed about being in reception? What changes might happen in year one? What am I looking forward to about being in year 1? E learning – On line safety and opportunities explored</p>
---	--	--	---	--	--

Communication and Language Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

#### Personal, Social and Emotional Development

See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

#### Understanding the World

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.

# The PSHE Journey in EYFS

## Communication and Language – Listening, Attention and Understanding.

**ELG** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversations when engaged in back and forth exchanges with their teachers and peers.

### Those working at greater depth may...

Listen attentively and respond during larger group situations, e.g. assembly/ mass.

Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions.

Express their views on a topic/ storyline with references to the content.

Respond to how/ why questions succinctly.

## Communication and Language – Speaking

**ELG** - Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentence, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Those working at greater depth may...

Show awareness of the listener, e.g. being expressive during show and tell, facing the audience, speaking in a clear, audible voice.

Explaining and justifying a viewpoint.

Use a range of vocabulary in lively and appropriate ways.

## PSED- Self Regulation

**ELG** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Those Working at Greater Depth may...

Negotiate assertively to organise a game and solve a conflict.

Be resourceful in seeking help. E.g, enlisting peers with a particular strength or finding a useful resource.

## PSED- Managing Self

**ELG**- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, toileting, and understanding the importance of healthy food choices.

### Those Working at Greater Depth may...

Confidently speak in a large group context, e.g answering a question in assembly.

Enjoy more challenging activities and set goals for themselves that stretch their abilities.

## PSED- Making Relationships

**ELG** - Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others needs.

### Those Working at Greater Depth may...

Play and organise games with rules.

Understand that different children have different viewpoints and opinions.

They resolve minor disagreements through listening to each other to come up with a fair solution.

### Physical Development - Health and Self care

**ELG** - Discusses the effect exercise/ activity has on their body.

Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)

#### **Those working at greater depth may...**

Knows why some foods are healthier, e.g mentions nutrients and growth.

Describes the effects of poor oral health, lack of sleep and unhealthy food choices in more depth.

**Makes considered healthy choices and talks about their physical health with understanding of how we influence it.**

### Understanding the World – Past and Present

**ELG-** Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what had been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **Those working at greater depth may...**

Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g, 'we don't have photos of Jesus as there were no cameras then.'

Have a personal interest in a particular character/ period/ area of the past that they are knowledgeable about.

Make links between how events in the past have influenced our present, E.G when listening to Amelia Earhart's story, discussing the opportunities women have today

### Understanding the World – People, Cultures and Communities

**ELG** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and those in class.

#### **Those working at greater depth may...**

Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.

Understand that people have different beliefs/ customs/ traditions, and it is important we respect these.

Make more thorough comparisons between different countries, linking them to their own interests.

# PSHE Scheme of Work

H = Healthy Eating/DT or Science HS = Health & Safety lessons E = Keep healthy through exercise/PE or Science E-S = E-safety/Computing

WB = Well-being/SEND BV =British Values D=Diversity T = Links to the leading theme/termly topic

Year 1/2 PSHE/SRE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Year 1</b></p> <p><b>PSHE Scheme</b></p>	<p><b>MMR BB 1/2</b> Myself &amp; My Relationships Beginning &amp; Belongings <b>WB</b></p> <p>Written outcome – What makes a good friend?</p>	<p><b>MMR ME 1/2</b> Myself &amp; My Relationships My Emotions <b>WB</b></p> <p>Written outcome – Draw people who are special / in your immediate family</p>	<p><b>C DC 1/2</b> Citizenship Diversity &amp; Communities <b>BV/ D T</b></p> <p>Written outcome – Who helps me in my community? (Label a picture)</p>	<p><b>H&amp;SL HL 1/2</b> Healthy &amp; Safer Lifestyles Healthy Lifestyles <b>H E</b></p> <p>(If a short term – complete a Gooseberry lesson)</p> <p>Written outcome – My healthy lunchbox-Eatwell Plate</p>	<p><b>H&amp;SL MSR DL 1/2</b> Healthy &amp; Safer Lifestyles Digital Lifestyles (TG Digital Lifestyle) – some covered with Gooseberry.</p> <p>Written outcome – E-safety piece/Project Evolve</p>	<p><b>RSE &amp; H&amp;SL MSR 1/2</b></p> <p><b>RSE</b> (Christopher Winter Project – 3 lessons)</p> <p><b>H&amp;SL MSR 1/2</b> Healthy &amp; Safer Lifestyles Managing Safety &amp; Risk <b>HS</b></p> <p>Written outcome –Safe strategy if I am lost.</p>
<p><b>E-safety lessons</b></p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 1 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 2 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety/</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 3 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 4 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety/</b> 1 x Project Evolve lesson</p> <p>1+ x Gooseberry Playground (Lesson 5 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 2 x Project Evolve lesson</p> <p>Gooseberry app game</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>

# PSHE Scheme of Work

H = Healthy Eating/DT or Science   HS = Health & Safety lessons   E = Keep healthy through exercise/PE or Science   E-S = E-safety/Computing

WB = Well-being/SEND   BV =British Values   D=Diversity   T = Links to the leading theme/termly topic

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>PSHE Scheme</b>	<p><b>MMR FF 1/2</b> Myself &amp; My Relationships Family &amp; Friends <b>WB</b></p> <p><b>Cit RR12</b> Citizenship <b>BV / WB</b></p> <p>Written outcome – Who are my special people? How do they help?</p>	<p><b>MMR AB 1/2</b> Myself &amp; My Relationships Antibullying <b>WB / D</b></p> <p>Written outcome – Willy the Wimp – how does bullying make people feel?</p>	<p><b>MMR AB 1/2</b> Myself &amp; My Relationships Antibullying <b>WB / D</b></p> <p><b>HSL PS 1/2</b> Healthy &amp; Safer Lifestyles Personal safety <b>WB / E-S</b></p> <p>Written outcome – Scenarios of how to help with bullying.</p>	<p><b>HSL DE 1/2</b> Healthy &amp; Safer Lifestyles Drug Education <b>WB / HS</b></p> <p>Written outcome – Medicine rules/safety poster</p>	<p><b>EW FC 1/2</b> Economic Wellbeing Financial Capability <b>WB</b></p> <p>Written outcome – Where do I get money from and what can I do with it?</p>	<p><b>MMR MC 1/2</b> Myself &amp; My Relationships Managing Change <b>WB</b></p> <p><b>RSE</b> (Christopher Winter Project – 3 lessons)</p> <p>Written outcome – Labelled diagram of the body</p>
<b>E-safety lessons</b>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 6 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 7 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 8 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 9 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Playground (Lesson 10 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 2 x Project Evolve lesson</p> <p>Gooseberry app game</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>

# PSHE Scheme of Work

H = Healthy Eating/DT or Science   HS = Health & Safety lessons   E = Keep healthy through exercise/PE or Science   E-S = E-safety/Computing

WB = Well-being/SEND   BV =British Values   D=Diversity   T = Links to the leading theme/termly topic

Year 3/4 PSHE/SRE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Year 3</b></p> <p><b>PSHE Scheme</b></p>	<p><b>NB 2 units covered this term</b></p> <p><b>MMR BB 3/4</b></p> <p>Beginning &amp; Belonging (start of term) <b>WB</b></p> <p><b>MMR ME 3/4</b> My Emotions <b>WB</b></p> <p>Written outcome – consequences of choices</p>	<p><b>H&amp;SL DL 3/4</b></p> <p>Healthier &amp; Safer Lifestyles Digital Lifestyles <b>E-S</b></p> <p>Written outcome – Google Slides File/scrapbook on e-safety</p>	<p><b>C DC 3/4</b></p> <p>Citizenship Diversity &amp; Communities (Working Together) <b>D</b></p> <p>Written outcome – Similarities &amp; differences</p>	<p><b>H&amp;SL DL 3/4</b></p> <p>Healthier &amp; Safer Lifestyles Digital Lifestyles <b>E-S</b></p> <p>Written outcome – Google Slides File/scrapbook on e-safety</p>	<p><b>H&amp;SL MSR 3/4</b></p> <p>Managing safety &amp; risk (What to do in an emergency?) <b>HS WB</b></p> <p>Written outcome – What to do in an emergency?</p>	<p><b>NB 2 units covered this term</b></p> <p><b>H&amp;SL HL 3/4 &amp; RSE</b></p> <p><b>H&amp;SL HL 3/4</b> Healthy Lifestyle <b>H T</b></p> <p>Written outcome – Balanced meals exercise diary Leaflet ‘What to do if...’</p> <p><b>RSE</b> (Christopher Winter Project – 3 lessons)</p>
<p><b>E-safety lessons</b></p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 1 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 5-6 x Project Evolve lesson (linked to the termly topic)</p> <p>1 x Gooseberry Street (Lesson 2 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 3 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 4 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 5 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 2 x Project Evolve lesson</p> <p>Gooseberry app game</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>

# PSHE Scheme of Work

H = Healthy Eating/DT or Science HS = Health & Safety lessons E = Keep healthy through exercise/PE or Science E-S = E-safety/Computing

WB = Well-being/SEND BV =British Values D=Diversity T = Links to the leading theme/termly topic

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>PSHE Scheme</b>	<p><b>MMR FF 3/4</b> Myself and My relationships 11 Family and friends (GOFO) <b>WB</b></p> <p>Written outcome – Recipe for a friend</p>	<p><b>C RRR 3/4</b> Citizenship 8 Rights, rules and responsibilities (NB) <b>WB</b></p> <p>Written outcome – Matching Rules and responsibilities activities</p>	<p><b>H&amp;SL DE 3/4</b> Healthy and safer Lifestyles 15 Drug Education</p> <p>Written outcome – dogs &amp; rugs response sheet</p>	<p><b>H&amp;SL PS 3/4</b> Healthy and safer lifestyles 16 Personal safety</p> <p>Written outcome – Description of a safe place</p>	<p><b>MMR AB 3/4</b> Myself and My relationships 12 Anti Bullying (SNTB) <b>WB</b></p> <p>Written outcome – Mind map of bullying</p>	<p><b>RSE</b> (Christopher Winter Project – 3 lessons)</p> <p>MMR MC 3/4 Myself and My relationships 13 Managing change (RC) <b>WB</b></p> <p>Written outcome – Fortune teller</p>
<b>E-safety lessons</b>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 6 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 7 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 8 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 9 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Street (Lesson 10 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 2 x Project Evolve lesson</p> <p>Gooseberry app game</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>



# PSHE Scheme of Work

H = Healthy Eating/DT or Science   HS = Health & Safety lessons   E = Keep healthy through exercise/PE or Science   E-S = E-safety/Computing

WB = Well-being/SEND   BV =British Values   D=Diversity   T = Links to the leading theme/termly topic

Year 5/6 PSHE/SRE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Year 5</b></p> <p><b>PSHE Scheme</b></p>	<p>(First week only)</p> <p><b>MMR BB 5/6</b> Myself &amp; My Relationships Beginning &amp; Belonging</p> <p><b>MMR ME 5/6</b> Myself &amp; My Relationships My Emotions <b>WB</b></p> <p>Written outcome – I can suggest ways to keep my mind healthy.</p>	<p><b>C RR 5/6</b> Citizenship Rights, Rules &amp; Responsibility <b>BV T</b></p> <p>Written outcome – Write a class charter / rules to follow &amp; signed</p>	<p><b>H &amp;SL TG DL</b> →</p> <p>Healthy &amp; Safer Lifestyles Digital Lifestyles <b>E-S</b> Healthy &amp; Safer Lifestyles Digital Lifestyles</p> <p>Written outcome – A written piece discussing/reflecting contact &amp; conduct online</p>	<p><b>E-S</b> Healthy &amp; Safer Lifestyles Digital Lifestyles</p> <p>Written outcome – A written piece which shows the positive &amp; negative effects of online content. (Links to mental &amp; physical wellbeing online.)</p>	<p><b>H&amp;SL HL 5/6</b> Healthy &amp; Safer Lifestyles Healthy Lifestyles <b>HS</b></p> <p>Written outcome – Ways to keep healthy and what will happen to my health if I do not exercise?</p>	<p><b>RSE</b> (Christopher Winter Project – 3 lessons)</p> <p><b>H&amp;SL MSR 5/6</b> Healthy &amp; Safer Lifestyles Managing Safety and Risk <b>HS</b></p> <p>Written outcome – A piece linked to one of the RSE lessons or How can I safely get the attention of a known or unknown adult in an emergency?</p>
<p><b>E-safety lessons</b></p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Village (Lesson 1 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Village (Lesson 2 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Village (Lesson 3 &amp; Gooseberry app game)</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Village (Lesson 4 &amp; Gooseberry app game)</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>	<p><b>E-safety</b> 1 x Project Evolve lesson</p> <p>1 x Gooseberry Village (Lesson 5 &amp; Gooseberry app game)</p>	<p><b>E-safety/</b> 2 x Project Evolve lesson</p> <p>Gooseberry app game</p> <p>1 x Tchr Gooseberry monitoring &amp; circle time if needed</p>

# PSHE Scheme of Work

H = Healthy Eating/DT or Science   HS = Health & Safety lessons   E = Keep healthy through exercise/PE or Science   E-S = E-safety/Computing  
 WB = Well-being/SEND   BV =British Values   D=Diversity   T = Links to the leading theme/termly topic

Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>PSHE Scheme</b>	(First week) <b>MMR BB 5/6</b> Myself & My Relationships Beginning & Belonging  <b>MMR FF 5/6</b> Myself & My Relationships Family & Friends  <b>BV</b>	<b>MMR AB 5/6</b> Myself & My Relationships Anti-bullying  <b>BV / WB / E-S</b>	<b>C DC 5/6</b> Citizenship Diversity & Communities <b>D T</b>	<b>H&amp;SL DE 5/6</b> Healthy & Safer Lifestyles Drug Education <b>HS T</b>	<b>H&amp;SL PS 5/6</b> Healthy & Safer Lifestyles Personal Safety  <b>HS / E-S</b>	<b>RSE</b> (Christopher Winter Project – 3 lessons)  <b>MMR MC 5/6</b> Myself & My Relationships Managing Change
<b>E-safety lessons</b>	<b>E-safety</b> 1 x Project Evolve lesson  1 x Gooseberry Village (Lesson 6 & Gooseberry app game)	<b>E-safety</b> 1 x Project Evolve lesson  1 x Gooseberry Village (Lesson 7 & Gooseberry app game)  1 x Tchr Gooseberry monitoring & circle time if needed	<b>E-safety</b> 1 x Project Evolve lesson  1 x Gooseberry Village (Lesson 8 & Gooseberry app game)	<b>E-safety</b> 1 x Project Evolve lesson  1 x Gooseberry Village (Lesson 9 & Gooseberry app game)  1 x Tchr Gooseberry monitoring & circle time if needed	<b>E-safety</b> 1 x Project Evolve lesson  1 x Gooseberry Village (Lesson 10 & Gooseberry app game)	<b>E-safety/</b> 2 x Project Evolve lesson  Gooseberry app game  1 x Tchr Gooseberry monitoring & circle time if needed

--	--	--	--	--	--	--