

Itchen Abbas Primary School Scheme of Work for PSHE/RSE








Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning. In our school, PSHE and RSE is also embedded throughout our wider curriculum and indicated through reference to the Thresholds concepts.

Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
	Keeping myself safe This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding who to talk to and when.	3.1, 3.2
	Making and maintaining healthy relationships This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It involves understanding what a healthy relationship is and how to respond and protect yourself and others when a relationship is healthy. It is also about having a healthy relationship with yourself.	3.1, 3.2
	Health and wellbeing This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical and wellbeing activities have on the body and mind.	3.1, 3.2
	Living in the wider world To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsible role we all play within it. To know how to show good citizenship towards others.	3.1, 3.2







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3.1 The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.






3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Squirrels	Unit of Work Title	Threshold Concept	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Me and My Relationships	 	L1: All about me L2: What makes me special L3: Me and my special people L4: Who can help me? L5: My feelings L6: My feelings 2 End Point: To describe what is special about me and knowing that certain adults can help us.	R- What makes you feel happy/sad? How are you feeling today?	Emotions- worried, nervous, excited, enthusiastic, confused, expression Friendships- trustworthy, behaviour, caring, supportive, rules, responsibility, self-compassion.
				R- Can you tell me any rules you had in Preschool/ have at home?	
				R- Do you have a special teddy at home? When do you like to give it a cuddle?	
				R- Do you remember the name of your key worker at preschool?	
Autumn 2	Keeping Safe		L1: What's safe to go onto my body L2: Keeping myself safe- What's safe to go into my body. L3: Safe indoors and outdoors L4: Listening to my feelings L5: Keeping safe online L6: People who help me to keep safe End point: Identify ways to keep my body safe, people who help us, safe secrets and touches.	R- Can you tell me how your key worker in pre-school or your child minder would help you?	Healthy, balanced, responsibility, medicine, PANTS rules Appropriate, inappropriate, trust.
				R- Can you tell me what sort of food is healthy food?	
Spring 1	Being My Best		L1: Bouncing back when things go wrong L2: Yes I can! L3: Healthy eating	R- Can you think of a time when you have had to choose resources yourself to reach your goal?	Daily diet, healthy, disease, fail, practice, challenge, resolve, conflict




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			<p>L4: My healthy mind L5: Move your body L6: A good night's sleep</p> <p>End point: Know ways to keep my body healthy and begin to recognise some attributes of Growth. Mindset.</p>	R- Can you tell me what a healthy lunch or breakfast looks like?	
Spring 2	Growing and Changing		<p>L1: Seasons L2: Life stages- plants, animals, humans L3: Life stages- Human life stage- who will I be? L4: Where do babies come from? L5: Getting bigger L6: Me and my body, girls and boys</p> <p>End point: To know the PANTS rule, Similarities and differences between girls and boys, describe some life stages.</p>	R- who is the person at home you usually go to for help?	Heart, lungs, blood, stomach, intestines, brain, processes, secret, surprise, uncomfortable. Private parts- (Coram puberty Glossary)
				R- What can you do now that you couldn't as a baby and why?	
Summer 1	Valuing difference		<p>L1: I'm special, you're special L2: Same and different L3: Same and different families L4: Same and different homes L5: I am caring L6: I am a friend</p> <p>End point: Celebrating similarities and difference. Show kindness.</p>	R- Think about the families you know. Are they all exactly the same?	Differences, similarities, unkind, fair, unfair, bullying, teasing,
					
Summer 2	Rights and Respect		<p>L1: Looking after my special people L2: Look after my friends L3: Being helpful at home and caring for our classroom. L4: Caring for our world L5: Looking after money- recognising spending L6: Looking after money- saving and keeping it safe.</p> <p>End point: To look after things- friends, environment, money.</p>	R- How do you help your family members at home?	Hygiene, routines, environment, responsible, savings, safe place
				R- Why do we need money? How do we earn money?	

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Hedgehogs Cycle A	Unit of Work Title	Threshold d Concept	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..		Retrieval of Previous Learning	Key vocabulary
Autumn	Being My Best		Y1 lessons 1: I can eat a rainbow 2: Eat well 3: Harold's wash and brush up 4: Catch it! Bin it! Kill it! 5: Harold learns to ride his bike. 6: Pass on the praise End point: Record ideas about the things you can do to help yourself if you find something hard to do.	Y2 lessons 1. You can do it! 2. My day 3. Harold's postcard - helping us to keep clean and healthy 4. Harold's bathroom 5. What does my body do? 6. My body needs (opt) End point: Record the different things you can do to help to look after your body.	In Squirrels you learnt that certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	Balanced diet, infectious, wellbeing, collaborative, small, large intestines, liver, brain, respiration.
					In Squirrels you thought of a few different ideas of what I can do if I find something difficult. Which school rules do you remember learning last year?	
Spring	Growing and Changing RSE lesson content taught in separate year groups		Y1 lessons 1: Healthy me 2: Then and now 3: Taking care of a baby 4: Who can help? 5: Surprises and secrets 6: Keeping privates private End point: To name body parts and identify different body parts between girls and boys. Describe what you can do now that you couldn't as a baby.	Y2 lessons 1. A helping hand 2. Sam moves house 3. Haven't you grown? 4. My body, your body 5. Respecting privacy 6. Some secrets should 7. Never be kept End point: Describe what you are looking forward to being able to do as you get older. Describe feedback you received that helped you to improve in something. Share how you feel if someone	In Squirrels (me and my relationships): you learnt about qualities of a friend.	(See Coram puberty Glossary) Body space, sperm, periods, puberty,
					In Squirrels you learnt about what some body parts do.	
					In Squirrels (Keeping myself safe) you learnt the PANTS rule.	

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				leaves you and what you can do about it.		
Summer	Rights and Respect	  	Y1 lessons 1: Harold has a bad day 2: Around and about the school 3: Taking care of something 4: Harold's money 5: How should we look after our money? 6: Basic First Aid End point: Identify things they can help to look after.	Y2 lessons 1. Getting on with others 2. When I feel like erupting 3. Feeling safe 4. Playing games 5. Harold saves for something special 6. How can we look after our environment? End point: record the different things you can do to calm down when you are feeling angry.	In Squirrels (Valuing difference) you learnt that people are different and can have different beliefs. In Squirrels (me and my relationships) you identified and adult at school and at home that you can talk to. In Squirrels, you thought about how you look after yourself and your environment- at school or at home. Some of you will remember talking about pocket money and safe places to keep money.	Fact/opinion, viewpoint, income, saving, spending, volunteer,

Hedgehogs Cycle B	Unit of Work Title	Threshold Concept	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..		Retrieval of Previous Learning	Key vocabulary
Autumn	Me and My Relationships		Y1 lessons 1. Why we have classroom rules 2. How are you listening? 3. Thinking about feelings 4. Our feelings 5. Feelings and bodies 6. Good friends End point: To match feelings to different facial expressions.	Y2 lessons 1. Our ideal classroom 2. How are you feeling today? 3. Let's all be happy 4. Being a good friend 5. Types of bullying 6. Don't do that! End point: Explain how it feels to be left out. Advise someone about what to do about it. Record what makes a good friend.	In Squirrels, you explored: different feelings, how they make us feel and what we can do about them; qualities of friendship and ways to make up.	Loyalty, teamwork, trustworthy, truthful, opinions, dare, conflict, relationship, co-operation, collaboration, consequences.


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Spring	Keeping Safe	 	<p>Y1 lessons</p> <ol style="list-style-type: none"> 1. Super sleep 2. Who can help? (1) 3. Good or bad touches? 4. Sharing pictures 5. What could Harold do? 6. Harold loses Geoffrey <p>End point: Understand how our body reacts when we feel nervous or worried.</p>	<p>Y2 lessons</p> <ol style="list-style-type: none"> 1. Harold's picnic 2. How safe would you feel? 3. What should Harold say? 4. I don't like that! 5. Fun or not? 6. Should I tell? <p>End point: Distinguish between safe secrets and unsafe secrets. Identify adults you can talk to.</p>	<p>In Squirrels you learnt: that sleep and exercise are important parts of a healthy lifestyle; the PANTS rules; Classroom rules help everyone to learn and be safe.</p>	<p>Risk, drug, nicotine, alcohol, appropriate, trust.</p>
Summer	Valuing Difference	 	<p>Y1 lessons</p> <ol style="list-style-type: none"> 1. Same or different? 2. Unkind, tease or bully? 3. Harold's school rules 4. It's not fair! 5. Who are our special people? 6. Our special people balloons <p>End point: Identify similarities/differences in people in their looks, likes and beliefs. Describe ways to resolve situations of 'unfairness'</p>	<p>Y2 lessons</p> <ol style="list-style-type: none"> 1. What makes us who we are? 2. My special people 3. How do we make others feel? 4. When someone is feeling left out 5. An act of kindness 6. Solve the problem <p>End point: Say what you can do if you are being left out by friends. Explain all the things you can do to be a kind friend.</p>	<p>In Squirrels you identified similarities and differences amongst people; explored the difference between being unkind and bullying and what is fair and unfair.</p>	<p>Community, mental health, well-being, self-compassion, adoption, fostering, same-sex, relationships, Diverse, ethnic, bullying, prejudiced,</p>

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Otters Cycle A	Unit of Work Title	Threshold Concept	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..		Retrieval of Previous Learning	Key vocabulary
Autumn	Being My Best		Y3 lessons 1. Derek cooks dinner! 2. Poorly Harold 3. Body team work 4. For or against? 5. I am fantastic! 6. Top talents End point: Make a list of things affecting a person's health- sort between what you can influence and make a health goal.	Y4 lessons 1. What makes me ME! 2. Making choices 3. SCARF hotel 4. Harold's Seven Rs 5. My school community (1) 6. Basic first aid End point: Write ideas about what you can do now to keep yourself healthy and in the future. What you can do to look after the environment now and in the future.	In Hedgehogs we talked about the role we all play in our class community.	Oxygen, internal organ, talents, 'star' qualities, media
					In Hedgehogs we recognised talents and skills of children in the class.	
Spring	Growing and Changing RSE lesson content taught in separate year groups		Y3 lessons 1. Relationship Tree 2. Body space 3. None of your business! 4. Secret or surprise 5. My changing body 6. Basic first aid End point: Use pictures and captions to show the right not to be touched and to recognise unsafe secrets.	Y4 lessons 1. Moving house 2. My feelings are all over the place! 3. All change! 4. Preparing for changes at puberty 5. Secret or surprise? 6. Together End point: Draw on body outlines the changes that happen during puberty to boys and girls, just boys and just girls.	In Hedgehogs (Being my best) you explored how to develop our talents.	See Coram puberty Glossary Resilience, acceptable, unacceptable, inappropriate,
					In Hedgehogs you identified how to be assertive if you feel uncomfortable.	
Summer	Rights and Respect		Y3 lessons 1. Helping each other to stay safe 2. Recount task	Y4 lessons 1. Who helps us stay healthy and safe? 2. It's your right	In Hedgehogs (every topic) we talked about our personal responsibility for being safe, keeping healthy, maintaining friendships and showing tolerance.	Responsibilities, duties, voluntary, loan, credit, interest, personal finance, elect

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			3. Our helpful volunteers 4. Can Harold afford it? 5. Earning money 6. Harold's environment project End point: Advise how to budget/ save for a gift. Explain the need for caution when buying products described on websites- what are the risks?	3. How do we make a difference? 4. In the news! 5. Safety in numbers 6. Why pay taxes? End Point: list ways you can make a positive difference to: My environment, if I see someone being bullied or if a new teacher/ helper joins school.	In Hedgehogs you gave examples of what you can do to have a healthy lifestyle. In Squirrels you explore ways to look after money.	
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Otters Cycle B	Unit of Work Title	Threshold Concept	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..		Retrieval of Previous Learning	Key vocabulary
Autumn	Me and My Relationships	  	Y3 lessons 1. As a rule 2. Looking after our special people 3. How can we solve this problem? 4. Friends are special 5. 'Thanks' 6. Dan's dare End point: Suggest different ways to resolve conflict or disagreement by responding to scenarios. Explain what is meant by cooperation.	Y4 lessons 1. Human machines 2. Ok or not ok? (1) 3. Ok or not ok? (2) 4. An email from Harold! 5. Different feelings 6. Under pressure End point: Recognise what can make you worried. Describe what people can do if they are being bullied and explain what a friend could do to help.	In Hedgehogs you learnt to appreciate that people have conflicting views and you explored ways to resolve conflicts.	Collaboratively, key qualities, passive, aggressive, risk, misinterpretations.

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Spring	Keeping Safe		Y3 1. Safe or unsafe? 2. Danger or risk? 3. The Risk Robot 4. Super Searcher 5. Help or harm? 6. Alcohol and cigarettes: the facts End point: Recognise risky situations, how you may feel about it and ways to reduce risk by responding to scenarios.	Y4 lessons 1. Danger, risk or hazard? 2. How dare you! 3. Keeping ourselves safe 4. Raisin Challenge (2) 5. Picture Wise 6. Medicines: check the label End point: identify risk and ways to reduce risk. Show understanding of how you can be pressured into taking risks and what you can do about it.	In Hedgehogs, you learnt how to manage risk, keep personal details safe and identify harmful medicines.	Habit, decisions, misperceptions, well-being, critical thinking, pressure,
					In Hedgehogs (rights and responsibilities) you explored the difference between fact and opinion.	
Summer	Valuing Difference		Y3 1. Respect and challenge 2. Family and friends 3. My community 4. Our friends and neighbours 5. Let's celebrate our differences 6. Zeb End Point: Find similarities and differences between people (include what you can and cannot see).	Y4 lessons 1. Can you sort it? 2. What would I do? 3. The people we share our world with 4. That is such a stereotype! 5. Friend or acquaintance? 6. Islands End point: write ways friends can differ from each other. Explain what is good about people being different.	In Hedgehogs you explored different community groups.	Injustice, discrimination, empathy, diverse, respect.
					In Hedgehogs you considered reasons behind the point of view of others.	



Foxes Cycle A	Unit of Work Title	Threshold Concepts	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources..	Retrieval of Previous Learning	Key vocabulary
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Autumn	Being My Best	 	<p>Y5 lessons</p> <ol style="list-style-type: none"> 1. It all adds up! 2. Different skills 3. My school community 4. Independence and responsibility 5. Star qualities 6. Basic first aid, including Sepsis Awareness <p>End point: Write ideas about things you take responsibility for now and things adults in your life take responsibility for.</p> <p>Things I am looking forward to in my growing independence and responsibility</p>	<p>Y6 lessons</p> <ol style="list-style-type: none"> 1. This will be your life! 2. Our recommendations 3. What's the risk? (1) 4. What's the risk? (2) 5. Basic first aid 6. Five Ways to Wellbeing project <p>End point: Write about the following:</p> <p>Something you would like to achieve over the next 10 years?</p> <p>What might help you to achieve this?- things you can do now.</p> <p>Any obstacles to overcome?</p> <p>How will you do this?</p>	<p>In Otters you identified your talents and areas of improvement. You began to talk about ways you could achieve these improvements.</p> <p>In Otters, (Keeping myself safe) you explored scenarios involving personal risk, identifying risk/danger/hazard and how to manage risk.</p>	<p>Bystander, active, passive, risk, aspirational,</p>
Spring	<p>Growing and Changing</p> <p>RSE lesson content taught in separate year groups</p>	  	<p>Y5 lessons</p> <ol style="list-style-type: none"> 1. How are they feeling? 2. Taking notice of our feelings 3. Dear Ash 4. Growing up and changing bodies 5. Changing bodies and feelings 6. Help, I'm a teenager...get me out of here! <p>End point: Design a leaflet to help young people cope with puberty.</p>	<p>Y6 lessons</p> <ol style="list-style-type: none"> 1. I look great! 2. Media manipulation 3. Pressure online 4. Helpful or unhelpful? - Managing change 5. Is this normal? 6. Making babies <p>End Point: In role as agony Uncles and Aunts write or present your advice in response to the three letters.</p>	<p>In Otters you learnt about the difference between a safe secret and an unsafe secret.</p> <p>In Otters you began learning about why puberty happens, what happens and the emotional impact puberty can have.</p> <p>In Otters (Being my Best- star qualities) you learnt that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p>	<p>See Coram puberty Glossary Gender, stereotypes, puberty, sexual reproduction, immune system, transmit.</p>
Summer	Rights and Respect		<p>Y5 lessons</p> <ol style="list-style-type: none"> 1. What's the story? 	<p>Y6 lessons</p> <ol style="list-style-type: none"> 1. Two sides to every story 	<p>In Otters you learnt how people sometimes aim to create an impression of themselves in what</p>	<p>Fact, opinion, biased, unbiased, mission statement,</p>

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			2. Fact or opinion? 3. Mo makes a difference 4. Rights, respect and duties 5. Spending wisely 6. Lend us a fiver! End point: respond to the scenario about a broken milk bottle- what are the rights, duties and respectful things to do? List ways you can respect your body to keep yourself healthy.	2. 'Fakebook' Friends 3. What's it worth? 4. Happy shoppers 5. Democracy in Britain 1 - Elections 6. Democracy in Britain 2 - How (most) laws are made End point: Analyse the social media post and the profile. What does this tell you about the person and their life.	they post online that is not real and what might make them do this. In Otters you learnt about various national and international environmental organisations work to help take care of the environment. You also learnt about how to prioritise expenditure.	beneficiaries, action group, councillors, sustainable.
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Foxes Cycle B	Unit of Work Title	Threshold Concepts	End Point (Specific key concepts, knowledge / skills) these relate to the SCARF pre/post assessments. Coram SCARF site provides the lesson plans and teaching resources.		Retrieval of Previous Learning	Key vocabulary
Autumn	Me and My Relationships		Y5 lessons 1. Collaboration Challenge! 2. Give and take 3. How good a friend are you? 4. Relationship cake recipe 5. Our emotional needs 6. Being assertive End point: Respond to the different relationship statements by placing your thoughts on a continuum line. Give some justifications for your ideas.	Y6 lessons 1. Working together 2. Solve the friendship problem 3. Behave yourself 4. Assertiveness Skills 5. Don't force me 6. Acting appropriately End point: Demonstrate understanding of assertiveness: annotate body outline (role on the wall style) showing physical signs of assertiveness outside the body and assertive skills inside. Use to respond to how you	In Otters you explored different emotional needs, qualities through actions of a good friend and skills in assertiveness. In Otters you explored what is meant by a positive, healthy relationship and identified adults we can talk to. In Valuing Difference you learnt that you had a right to protect your body space.	Collaboration, influence, pressure, assertiveness, peer-group dynamics, inappropriate touch, illegal.
						

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				would respond to a scenario requiring assertiveness.		
Spring	Keeping Safe		Y5 lessons 1. Spot bullying 2. Play, Like, Share 3. Decision dilemmas 4. Ella's diary dilemma 5. Vaping: healthy or unhealthy? 6. Would you risk it? End point: Respond to different scenarios about what you would do to keep safe.	Y6 lessons 1. Think before you click! 2. To share or not to share? 3. Rat Park 4. What sort of drug is...? 5. Drugs: it's the law! 6. Alcohol: what is normal? End point: Rank a series of statements 1-8 (1 being most important) and justify your reasoning for the top three. Next write a positive vs negative about smart phone use and use this to produce a guide to the safe use of smart phones.	In Otters (Me and my relationships) you learnt that people can have different feelings linked to the same situation and feelings can be linked to a physical state.	Responsible, respectful, illegal, addiction, legal, effects, misconceptions, emotional needs,
					In Otters you learnt about the importance of protecting personal information online and how to do this.	
Summer	Valuing Difference		Y5 lessons 1. Qualities of friendship 2. Kind conversations 3. Happy being me 4. The land of the Red People 5. Is it true? 6. Stop, start stereotypes End point: Record what is being a good friend and ways we can show friendship in school.	Y6 lessons 1. Ok to be different 2. We have more in common than not 3. Respecting differences 4. Tolerance and respect for others 5. Advertising friendships! 6. Boys will be boys? Challenging gender stereotypes End Point: read article <i>Local residents up in arms at Shima plans to build new place of worship on site of old cinema!</i> Produce a for and against discussion about the building.	In Otters you listed some ways in which people are different. You also began suggesting strategies for dealing with aggressive behaviour.	Discriminatory, bystander, offensive, unique, prejudice, diverse, mutual respect, acquaintance, gender stereotypes, portrayal.
					In Otters (rights and responsibilities) you learnt about the role of the bystander and how it can influence bullying or anti-social behaviour.	

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The Growing and Changing topic is delivered in each class, every year through our RSE curriculum.