

**Uplands Junior Academy Subject Overview**  
**Personal, Social, Health and Economic education**

**Intent:**

At Uplands, PSHE education enables children to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. At Uplands, we have considered current issues and challenges that face children and young people growing up in Leicester and we aim, through PSHE education, to help pupils to manage the physical and emotional changes at puberty, introduce them to a wider world and enable them to make an active contribution to their communities. Our curriculum is based on the programme of study devised by the PSHE Association and is taught through three core themes: **Health and wellbeing; Relationships; and Living in the Wider World.**

British Values (the rule of law; democracy; mutual respect for and tolerance of those with different faiths and beliefs, individual liberty) and protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex; sexual orientation) are taught through assemblies and are revisited in class at every opportunity.

	Year 3	Year 4	Year 5	Year 6
	Wider or enrichment activities: Doctor visit	Wider or enrichment activities: Dentist visit	Wider or enrichment activities: Cycling training First Aid with IW	Wider or enrichment activities: Warning Zone Residential Mock 'job interviews' with SLT
Autumn 1	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Healthy lifestyles (physical wellbeing)</u></b></p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. <b>Links to science: Animals including humans Autumn 2</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Healthy lifestyles (physical wellbeing)</u></b></p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) <b>Links to science: Animals including humans Spring 1</b></p> <p><b>Key Vocabulary: support, decay.</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Healthy lifestyles (physical wellbeing)</u></b></p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisation; how allergies can be managed</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>Key Vocabulary: diseases, allergies, infection, vaccination, immunisation.</b></p> <p><b><u>Mental health</u></b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Healthy lifestyles (physical wellbeing)</u></b></p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle <b>Links to science: Animals including humans Spring 1</b></p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe</p>

	<p><b>Key Vocabulary: wellbeing, sleep, routine, behaviour, balanced, choice, nutrition, obesity.</b></p> <p><b><u>Mental health</u></b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>Key Vocabulary: mental health, community, hobby, strategies.</b></p>	<p><b><u>Mental health</u></b></p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>Key Vocabulary: feelings, expressing, ill, trust.</b></p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>Key Vocabulary: intensity, conflict, appropriately, proportionately.</b></p>	<p>from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>Key Vocabulary: hygiene, exposure, cancer</b></p> <p><b><u>Mental health</u></b></p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools</p> <p><b>Key Vocabulary: change, loss, death, bereavement, grief.</b></p>
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Autumn 2	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b><u>Drugs, alcohol and tobacco</u></b></p> <p>H47. to recognise that there are laws surrounding the use of</p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b><u>Links to PE: swimming water safety</u></b></p> <p><b><u>Drugs, alcohol and tobacco</u></b></p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><b>Key Vocabulary: Nicotine, tobacco, alcohol, medicine.</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p><b><u>Drugs, alcohol and tobacco</u></b></p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p><b>Key Vocabulary: Vaping, habits, cigarettes.</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p> <p><b><u>Drugs, alcohol and tobacco</u></b></p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or</p>
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	<p>legal drugs and that some drugs are illegal to own, use and give to others</p> <p><b>Key Vocabulary: legal, illegal, drugs.</b></p>			<p>other drug use; people they can talk to if they have concerns</p> <p><b>Key Vocabulary: Media.</b></p>
Spring 1	<p><b>Unit: <u>Relationships</u></b></p> <p><b><u>Families and close positive relationships</u></b> R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b><u>Friendships</u></b> R10. about the importance of friendships; strategies for building positive friendships;</p>	<p><b>Unit: <u>Relationships</u></b></p> <p><b><u>Families and close positive relationships</u></b> R1. to recognise that there are different types of relationships (friendships, family relationships, romantic relationships, online relationships)</p> <p>R5. that people who love and care for each other can be in a committed relationship ( marriage), living together, but may also live apart</p> <p><b><u>Friendships</u></b> R16. how friendships can change over time, about making new</p>	<p><b>Unit: <u>Relationships</u></b></p> <p><b><u>Families and close positive relationships</u></b> R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p><b>Unit: <u>Relationships</u></b></p> <p><b><u>Families and close positive relationships</u></b> R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>

	<p>how positive friendships support wellbeing</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>Key Vocabulary: commitment, inclusive, characteristics.</b></p>	<p>friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>Key Vocabulary: marriage, disputes, reconcile.</b></p>	<p><b><u>Friendships</u></b></p> <p>R11. what constitutes a positive healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>Key Vocabulary: mutual, generosity, experiences.</b></p>	<p><b><u>Friendships</u></b></p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>Key Vocabulary: emotionally, romantically, sexual orientation, blended, security, stability.</b></p>
Spring2	<p>Unit: <b><u>Relationships</u></b></p> <p><b><u>Managing hurtful behaviour and bullying</u></b></p>	<p>Unit: <b><u>Relationships</u></b></p> <p><b><u>Managing hurtful behaviour and bullying</u></b></p>	<p>Unit: <b><u>Relationships</u></b></p> <p><b><u>Managing hurtful behaviour and bullying</u></b></p>	<p>Unit: <b><u>Relationships</u></b></p> <p><b><u>Managing hurtful behaviour and bullying</u></b></p>

	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b><u>Safe relationships</u></b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b><u>Respecting self and others</u></b></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Understanding the impact of racist bullying in school.</p> <p><b><u>Safe relationships</u></b></p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b><u>Respecting self and others</u></b></p> <p>R32. about respecting the differences and similarities between people and recognising</p>	<p>R21. about discrimination: what it means and how to challenge it.</p> <p>Understanding protected characteristics and how this applies to school.</p> <p><b><u>Safe relationships</u></b></p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b><u>Extremism and radicalisation</u></b></p> <p>Understand the terms extremism and radicalisation. Understand some of the ways in which people can become radicalised. Know what to do if worried about that it may be happening to self or others.</p> <p><b><u>Respecting self and others</u></b></p>	<p>How to challenge a friend if you see them hurting or bullying others.</p> <p>Revisit protected characteristics. Understand misogyny and how this may be displayed in school.</p> <p><b><u>Links to History: Did war change life for women in Britain? Autumn 1.</u></b></p> <p><b><u>Safe relationships</u></b></p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p><b><u>Extremism and radicalisation</u></b></p> <p>Revisit the terms extremism and radicalisation and how to recognise and prevent these things happening. Understand the impact of radicalisation and extremism on individuals and communities.</p> <p><b><u>Street gangs</u></b></p>
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	<p>when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>Key Vocabulary: bullying, consequence, boundaries, traditions.</b></p>	<p>what they have in common with others e.g. physically, in personality or background</p> <p><b>Key Vocabulary: teasing, trolling, harassment, background.</b></p>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>Key Vocabulary: discrimination, confidentiality, anonymous, courteous, extremism, radicalisation.</b></p>	<p>Understand the term criminal exploitation. Know what street gangs are, why people join them and the risks to self and others. Understand the law regarding carrying knives and the impact that knife crime has on families.</p> <p><b><u>Respecting self and others</u></b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><b>Key Vocabulary: consent, constructive, permission, criminal exploitation, misogyny.</b></p>
Summer 1	<p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Shared responsibilities</u></b></p> <p>L1. to recognise reasons for rules and laws; consequences</p>	<p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Shared responsibilities</u></b></p> <p>L5. ways of carrying out shared responsibilities for protecting the</p>	<p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Shared responsibilities</u></b></p>	<p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Shared responsibilities</u></b></p> <p>L4. the importance of having compassion towards others;</p>



	<p>of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone</p> <p><b><u>Communities</u></b></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p><b><u>Media literacy and digital resilience</u></b></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>Key Vocabulary: rules, laws, community.</b></p>	<p>environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b><u>Communities</u></b></p> <p>L7. to value the different contributions that people and groups make to the community</p> <p><b><u>Media literacy and digital resilience</u></b></p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>Key Vocabulary: diversity, commercial, data.</b></p>	<p>L3. about the relationship between rights and responsibilities</p> <p><b><u>Communities</u></b></p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b><u>Media literacy and digital resilience</u></b></p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b><u>Communities</u></b></p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b><u>Links to geography: Why do some people think Africa is a country? Summer 2</u></b></p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b><u>Media literacy and digital resilience</u></b></p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the</p>
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			<b>Key Vocabulary: distribution, reliable.</b>	reliability of sources and identify misinformation  <b>Key Vocabulary: compassion, stereotypes, discrimination, manipulation, misinformation.</b>
Summer 2	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Ourselves, growing and changing</u></b></p> <p>H27. to recognise their individuality and personal qualities</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>Key Vocabulary: individuality, independence, responsibility, transition.</b></p> <p><b>Unit: <u>Living in the wider world</u></b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Ourselves, growing and changing</u></b></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>Key Vocabulary: identity, ethnicity, gender, faith, culture, self-worth</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Ourselves, growing and changing</u></b></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty <b>Links to science: Animals including humans Summer 1</b></p>	<p><b>Unit: <u>Health and wellbeing</u></b></p> <p><b><u>Ourselves, growing and changing</u></b></p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. <b>A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and</b></p>

	<p><b><u>Economic wellbeing: money</u></b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L21. different ways to keep track of money</p> <p><b><u>Economic wellbeing: aspirations, work and career</u></b></p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>Key Vocabulary: achievements, goals</b></p>	<p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Economic wellbeing: money</u></b></p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b><u>Economic wellbeing: aspirations, work and career</u></b></p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities)</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p><b>Key Vocabulary: influence, priorities, career, trade</b></p>	<p><b>Key Vocabulary: biology, puberty, menstruation, erection, wet dream, period, genitalia.</b></p> <p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Economic wellbeing: money</u></b></p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. buying single-use plastics, or giving to charity)</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p><b><u>Economic wellbeing: aspirations, work and career</u></b></p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that</p>	<p><b>consider how to approach this as part of Sex Education.</b></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p><b>Key Vocabulary: reproduction, genitalia, birth, contraception.</b></p> <p><b>Unit: <u>Living in the wider world</u></b></p> <p><b><u>Economic wellbeing: money</u></b></p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p><b><u>Economic wellbeing: aspirations, work and career</u></b></p>
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			<p>people may choose to do voluntary work which is unpaid</p> <p><b>Key Vocabulary: charity, aspirations, voluntary, stereotypes.</b></p>	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><b>Key Vocabulary: risks, gambling, aspirations, apprenticeship, college, university, negotiation, teamwork.</b></p>
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