

## Cape Cornwall Kites PHSE Overview

### Sunshine

2021-2022	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic this term</b>	Self-Awareness.	The World I Live In.	Managing Feelings.	Changing and Growing.	Healthy Lifestyles.	Self-Care, Support and Safety.
<b>Tasks ASSESSMENT/ OUTCOME(S)</b>	<p>Identify some of our own personal strengths and skills (things we are really good at or can do really well)</p> <p>Describe the particular ways we like to learn. Identify the difference between a short term target and an aspirational, long term goal.</p> <p>Recognise what prejudice means. Explain what it means to discriminate against someone.</p> <p>Recognise that prejudice and discrimination in any form are unacceptable.</p> <p>Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence.</p>	<p>Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.</p> <p>Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'</p> <p>Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).</p> <p>Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</p> <p>Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. Describe different</p>	<p>Identify things we can do which help us to feel good about ourselves.</p> <p>Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p>Describe the difference between 'liking' someone and 'fancying' someone.</p> <p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.</p> <p>Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.</p> <p>Identify the difference between over the counter medicines and those prescribed by a doctor.</p>	<p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.</p> <p>Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.</p> <p>Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p>Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel</p>	<p>Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important).</p> <p>Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p> <p>Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity</p> <p>Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally</p>	<p>Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</p> <p>Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life.</p> <p>Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground</p>

		jobs that family members, friends and people in the community may do.		<p>uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p>Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending.</p>		rules). Explain how to report an accident in school.
<b>Focus</b>	<p>Managing emotions around transition and building resilience.</p> <ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>	<p>Workplaces and creativity.</p> <ol style="list-style-type: none"> <li>1. Diversity/rights and responsibilities</li> <li>2. Managing online information</li> <li>3. Taking care of the environment</li> <li>4. Preparing for adulthood</li> <li>5. Managing Finances</li> </ol>	<p>How to keep themselves safe and healthy through puberty, including physical activity and diet.</p> <ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>	<p>For students to know how to get help and support. To know how to be safe online.</p> <ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Friendship</li> <li>3. Healthy and unhealthy relationship behaviour</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>	<p>How to keep themselves safe and healthy through puberty, including physical activity and diet.</p> <ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>	<p>What is love, contraception, introduction to consent and LGBTQ+.</p> <ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> </ol>