



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Immersion Curriculum: Y5/6 Cycle B

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Impact

The children will become reflective, independent and aspirational citizens who understand the impact of the choices they make on themselves, their community and the wider world. They will enjoy learning about themselves, and see PSHE as a subject that actively supports their development.

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

Focus		Milestone for end of UKS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Personal Safety and Respectful behaviours		<ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Evaluating media sources; sharing things online 	Pupils should know: Caring friendships <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Respectful relationships <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online Being safe <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources Mental wellbeing <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Internet safety and harms <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle		
1 week	B Term 1		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> what prejudice means and how to differentiate between prejudice and discrimination how to recognise, safely respond to and challenge acts of discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups, how stereotypes are perpetuated and how to challenge this When online, how to: <ul style="list-style-type: none"> protect personal information online, identify potential risks of its misuse and strategies for dealing with requests for personal info or images report the misuse of personal information or sharing of upsetting content/ images rules and laws relating to sharing online, and how to recognise what is appropriate to share (including images) that images or text can be quickly shared, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report inappropriate online content or contact about the different age rating systems for social media, T.V, films, games and online gaming, why they are important and how to make safe decisions about what to watch, use or play why people choose to communicate through social media and some of the risks and challenges of doing so how online content can be designed to manipulate people's emotions and encourage them to read or share things about the risks and effects of different drugs and about the laws relating to drugs common to everyday life and illegal drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	

Focus		Milestone for end of UKS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Money and Work		<ul style="list-style-type: none"> Influences and attitudes to money; money and financial risks 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle		
1 week	B Term 3		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks 	

Focus		Milestone for end of UKS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Family and friends		<ul style="list-style-type: none"> Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle		
1 week	B Term 5		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married, and that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations 	

Focus		Milestone for end of UKS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Growing Up		<ul style="list-style-type: none"> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle	<ul style="list-style-type: none"> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty 	
1 week	B Term 6		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most/all of the time) – help/support is available identify where they and others can ask for help and support with mental wellbeing in and outside school and the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings incl loss or grief about the process of grieving and how grief can be expressed about strategies that can help to cope with the feelings associated with change or loss and how to ask for help how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online 	
		<p>Year 5 only:</p> <ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing, regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	

Focus		Milestone for end of UKS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Growing Up (Year 6)		<ul style="list-style-type: none"> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online 	Pupils should know: Caring friendships <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Respectful relationships <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online Being safe <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources Mental wellbeing <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Internet safety and harms <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle	<ul style="list-style-type: none"> Human reproduction and birth; 	
1 week	B Term 6		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most/all of the time) – help/support is available identify where they and others can ask for help and support with mental wellbeing in and outside school and the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings incl loss or grief about the process of grieving and how grief can be expressed about strategies that can help to cope with the feelings associated with change or loss and how to ask for help how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online 	
		Year 6 only: <ul style="list-style-type: none"> identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life 	