



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

Immersion Curriculum: Year 5/6 Cycle A

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.

As part of ongoing pastoral care, there will be a continued focus on developing healthy relationships and friendships.

Planning below details the statutory National Curriculum statements for '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (2019) for the end of Primary Education. Planning has also taken guidance from the DfE non-statutory [Citizenship guidance](#) (2015) document.

Focus		Milestone for end of KS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Families and friendships		<ul style="list-style-type: none"> Managing friendships and peer influence Responding respectfully to a wide range of people; recognising prejudice and discrimination 	Pupils should know: Families and people who care for me <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 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	A Term 2		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included, strategies to help someone feel included about peer influence and how it can make people feel or behave, including the impact of the need for peer approval in different situations (on/offline) strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; when and how to seek support in relation to friendships to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	

Focus		Milestone for end of KS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Money and Work		<ul style="list-style-type: none"> Identifying job interests and aspirations; what influences career choices; workplace stereotypes Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact 	<p>Pupils should know:</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <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	A Term 3		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career and about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there are a variety of routes into work e.g. college, apprenticeships, university, training about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	

Focus		Milestone for end of KS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Health, Wellbeing and Safety		<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies • Keeping safe in different situations, including responding in emergencies, first aid and FGM 	<p>Pupils should know:</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <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	A Term 5		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle, healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment • to identify when situations are becoming risky, unsafe or an emergency and to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	

Focus		Milestone for end of KS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Growing Up		<ul style="list-style-type: none"> Personal identity; recognising individuality and different qualities; mental wellbeing; increasing independence; managing transitions Physical contact and feeling safe Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty 	<p>Pupils should know:</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <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	A Term 6 Year 5		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings and relationships practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 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 KS2 (Year 6)	National Curriculum Objectives: By the end of KS2
Growing Up		<ul style="list-style-type: none"> Personal identity; recognising individuality and different qualities; mental wellbeing; increasing independence; managing transitions Physical contact and feeling safe Human reproduction and birth; 	<p>Pupils should know:</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <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	A Term 6 Year 6		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings and relationships practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 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 	