

PHSE@ Wellfield Middle School : Long Term Plan 2024/2025



Year 5						
T r a n s i t i o n & B a s e l i n e	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic: What makes a good citizen?	Topic: Are we all born equal?	Topic: Is everyone as rich as they appear online?	Topic: What is the best fuel for my body?	Topic: Who keeps us safe?	Topic: Why is my body special?
	Overview: In this unit, students study what it means to be part of a community and their role in it, considering ways that they can help in the school community, as well as the local area.	Overview: In this unit, stereotypes (including those connected to race, age, gender and disability) are examined. The Bristol Bus Boycott is used as a case study of racial discrimination. We consider the way actions can affect self and others.	Overview: In this unit, students learn about the ways money can be managed. They will critically examine images of money in the media (Instagram vs reality)	Overview: In this unit, students learn about making healthy choices around diet, exercise and sleep.	Overview: In this unit, students examine community workers who keep us safe, including the emergency services and support groups. They learn about some drugs important to everyday life (medicines).	Overview: Students learn about what a good relationship is, including friendships and family relationships. They learn about puberty and hygiene and the changes that happen as boys and girls grow up.
	Purpose of unit & links: Students have transitioned to a new school community. They begin Y5 by understanding their role within the middle school setting.	Purpose of unit & links: Students will be beginning to have a greater awareness of the diversity of the country we live in. This unit provides an early opportunity for our Year 5 children to reflect upon the multicultural and diverse nature of our society and the challenges that people from different groups may face.	Purpose of unit & links: As students grow in independence they will have more dealings with money. This unit is developed to encourage children to begin to have a healthy relationship with money and begin to understand the dangers of overspending.	Purpose of unit & links: As the students are growing in independence, this unit enables the children to have a wider insight into how and why they should take care of their own bodies and the impact that neglecting their body can have on their health in the future. Links with Animals including Humans - Science unit.	Purpose of unit & links: This unit further develops the knowledge gained in the previous unit 'What is the best fuel for my body?' This unit provides children with knowledge about the long term effects that commonly used substances such as energy drinks and alcohol can have on their future health and empowers them to make informed decisions .	Purpose of unit & links: Students are beginning their journey into adolescence and puberty in Year 5 .This unit gives the students an insight and understanding into how and why their body will change throughout their teenage years. Links with Animals including Humans - Science unit
	Subject knowledge: Wellfield rules. Transition activities What defines a community? What communities do I belong to? Which other communities do I know of? Regional identity - what does it mean to be a 'Geordie'? Some communities need support for health and wellbeing. Food banks (if possible, link to Harvest)/voluntary groups. Celebrate difference - religious and ethnic communities Different communities around the world	Subject knowledge: Students learn: <ul style="list-style-type: none">• how actions can affect ourselves and others• about discrimination, teasing, bullying and aggressive behaviour and its effect on others• about the factors that make people the same or different• to recognise and challenge 'stereotypes'• about the correct use of the terms sex, gender	Subject knowledge: Students learn: <ul style="list-style-type: none">• about the role of money ways of managing money (budgeting and saving)• about being a critical consumer• that images in the media do not always reflect reality	Subject knowledge: Students learn: <ul style="list-style-type: none">• about what makes a 'balanced lifestyle'• about making choices in relation to health• how actions can affect ourselves and others•	Subject knowledge: Students learn: <ul style="list-style-type: none">- What is meant by a habit- Drugs common to everyday life- Who helps us to stay healthy and safe - the emergency services	Subject knowledge: Students learn: <ul style="list-style-type: none">• what makes a safe, healthy relationship• that all relationships are different and the reasons behind such differences• the responsibilities of relationships

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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Do we all have the same rights? Are rules important?	Topic: Are all risks worth it?	Topic: What is anti-social behaviour?	Topic: What am I feeling?	Topic: How do I keep my mind and body healthy?	Topic: Are all relationships the same?
Overview: In this unit students learn about why laws are made and who makes them. They also learn about the importance of human rights and the rights of the child.	Overview: In this unit students consider how they are able to stay safe both in school and in the wider community. They are given the opportunity to think about strategies for keeping safe and managing risk and to consider the different influences and pressures that may be placed on them .	Overview: In this unit, students will learn about anti-social behaviour and how it can affect their well-being. They will learn how to handle aggressive behaviours and find out about how the law protects us from these behaviours.	Overview: In this unit students will have the opportunity to identify and talk about their feelings. They will have the opportunity to come up with strategies to help them manage their emotions and will understand how their feelings affect their behaviour.	Overview: In this unit students will have the opportunity to think about ways to help them manage their feelings. They will also look at the links between physical and mental health.	Overview: In this unit students will learn about the changes that take place in their bodies during puberty. They will also discuss how to maintain good relationships with those around them.
Purpose of unit & links: This unit builds on the study of community in Year 5, with students able to recognise how communities around the world differ but how the UN mandates universal basic rights.	Purpose of unit & links: As Year 6 students become increasingly independent and more responsible, they will encounter a wide range of social situations. Strategies for keeping safe and managing risk are discussed to enable them to deal with situations and consider how they can take more responsibility for their own personal safety. Computing - Online safety units	Purpose of unit & links: This unit further develops the knowledge gained in the previous unit. As children become older, they may become aware of instances of anti-social behaviour in their community and this unit gives them the opportunity to think about how anti-social behaviour can affect the well-being of those in their community.	Purpose of unit & links: Students in Year 6 will be on their journey into adolescence and may begin to experience a range of complex emotions. This unit aims to help students to talk about their feelings and develop strategies for managing them.	Purpose of unit & links: This unit builds on the previous study 'What am I feeling?' As well as being given further strategies to deal with their feelings, this unit introduces the different sources of help available to those with health or wellbeing issues.	Purpose of unit & links: This unit builds on the Y5 unit 'Why is my body special?' and looks in more depth at the reasons why the body changes throughout adolescence.
Subject knowledge: Students learn: <ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that harmful practices (such as forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • about confidentiality • about times when it appropriate and necessary to break a confidence 	Subject knowledge: Students learn: <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online 	Subject knowledge: Students learn: <ul style="list-style-type: none"> • how anti-social behaviour can affect well-being • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others 	Subject knowledge: Students learn: <ul style="list-style-type: none"> • to identify and talk about feelings • how feelings affect behaviours • strategies to manage feelings • the link between mental and physical health 	Subject knowledge: Students learn: <ul style="list-style-type: none"> • to identify and talk about feelings • how feelings affect behaviours • about the different roles of people who are responsible for keeping them healthy and safe. • about the role of voluntary organisations especially in relation to health and well being. • about the role of community and pressure groups in relation to health and well being. 	Subject knowledge: Students learn: <ul style="list-style-type: none"> • how relationships can be stable and unstable • how to negotiate risk and dangers in relationships • how to negotiate transition and loss in relationships • how to stay safe • how babies are reproduced • to be aware of their rights • to know where to seek support • to differentiate between wanted and unwanted physical contact

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Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: How can I shape my future?	Topic: Do I always need what I want?	Topic: Do all relationships look the same?	Topic: How do my choices affect my future?	Topic: Why can I sometimes feel mixed up?	Topic: What is acceptable in a relationship?
Overview: In this unit , students will consider their own aspirations ,goals and hopes for the future. They will learn about the importance of self-esteem, stereotypes, the difference between what we want and actually need, being an ethical consumer and have an introduction to e-safety as media users.	Overview: In this unit, students learn about financial responsibility, including personal budgets, savings, loans and interest.	Overview: In this unit, students celebrate differences, learning about different kinds of families. They consider feelings of romance, love and the teen relationship.	Overview: In this unit, students consider healthy choices, examining balanced diets, drugs, smoking and sleep. They consider the consequences of not having a healthy lifestyle.	Overview: In this unit, students learn about good mental health. - Good mental health - How can I control anger? - Puberty and growing up: we are all normal - Periods	Overview: In this unit, students learn how to stay safe and maintain positive relationships. They consider what is acceptable in a friendship, family and romantic relationship, including online relationships. Harmful Sexualised Behaviour
Purpose of unit & links: As the students begin Key stage 3, this unit is designed to help them think about their own aspirations and how they see their place in society.	Purpose of unit & links: This topic builds on the KS2 unit 'Is everyone as rich as they appear?' Pupils will learn crucial life skills such as money management and the implications this can have for their future.	Purpose of unit & links: This unit builds on work carried out in Year 6. As Year 7's, the pupils are increasingly aware of different kinds of relationships and this unit encourages them to consider what a positive and healthy relationship should look like.	Purpose of unit & links: This unit further consolidates the learning from the Year 5 topic 'What is the best fuel for my body?' As the students' knowledge of legal and illegal substances will have increased, this unit educates them on the short term and long term health risks associated with their use/ misuse.	Purpose of unit & links: As Year 7 students go through the transitional phase of adolescence, they will experience a range of changing emotions and may develop issues around their own body image. This unit aims to give students a range of healthy coping strategies as well as how to seek sources of help for themselves and others.	Purpose of unit & links: This unit further develops the students' understanding of Human Rights as studied in a previous Year 6 topic. As well as a more in depth look at acceptable behaviour in relationships this unit will address where to seek advice and help.
Subject knowledge: Students learn about: <ul style="list-style-type: none"> • Their place in the world and their rights as young people 	Subject knowledge: Students learn about: <ul style="list-style-type: none"> • How to care for themselves financially - 	Subject knowledge: Students learn about: <ul style="list-style-type: none"> • the qualities of a safe friendship or relationship. • self esteem and confidence and the way in 	Subject knowledge: Students learn about: <ul style="list-style-type: none"> • taking responsibility for their own physical health and personal hygiene. 	Subject knowledge: Students learn about: <ul style="list-style-type: none"> • How their bodies are changing as they grow up 	Subject knowledge: Students learn about : <ul style="list-style-type: none"> • strategies for managing positive mental health

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Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic:</u> How can I achieve my dreams?	<u>Topic:</u> When can views become too extreme?	<u>Topic:</u> What career is right for me?	<u>Topic:</u> What are the challenges of 'being different' in modern day Britain?	<u>Topic:</u> How can we look after our health?	<u>Topic:</u> What is acceptable in a relationship?
<u>Overview:</u> In this unit, students learn about short-term and long-term target setting. They develop self-awareness, using mindfulness and behaviour to achieve.	<u>Overview:</u> In this unit, students learn about the dangers of radicalism, what it is and how to seek support.	<u>Overview:</u> In this unit, students learn about entrepreneurship, communication and teamwork. They consider careers and finance, including income and expenditure.	<u>Overview:</u> In this unit, students learn about the implications of prejudice, bias and discrimination. They consider case studies of homophobia and discrimination against teenagers.	<u>Overview:</u> In this unit, themes of addiction and personal safety are considered. Students learn the importance of CPR and basic first aid skills.	<u>Overview:</u> In this unit, students learn how to stay safe and maintain positive relationships. They consider what is acceptable in a friendship, family and romantic relationship, including online relationships. Harmful Sexualised Behaviour
<u>Purpose of unit & links:</u> Students begin the year considering their own short term and long term goals and begin to think carefully about how they can achieve their ambitions. British values SMSC	<u>Purpose of unit & links:</u> This unit builds on previous work across KS2 and 3 on diversity and is designed to tackle the theme of prejudices and the effects of discrimination. <u>British values</u> <u>SMSC</u>	<u>Purpose of unit & links:</u> This unit builds on the learning from Year 7 to include an understanding of expenditure such as tax and national insurance. As they are nearing the end of their time in middle school, students are given the opportunity to think about their future careers.	<u>Purpose of unit & links:</u> Students are about to end their time at middle school. This unit demonstrates to our students that everybody is equal and should have the same rights as others in our society.	<u>Purpose of unit & links:</u> Building on previous learning about their health in both KS2 and 3, this unit deepens pupils' understanding to give them a greater awareness of the dangers of addiction as well as the wider health implications of leading an	<u>Purpose of unit & links:</u> This unit further develops the students' understanding of Human Rights as studied in a previous Year 6 topic. As well as a more in depth look at acceptable behaviour in relationships this unit will address where to seek advice and help.

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