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





	Year 5							
Т	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
r a n	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?		
s i t i o n	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.		
& B a s e l i n e	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: • 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: 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: about what makes a 'balanced lifestyle' about making choices in relation to health how actions can affect ourselves and others •	Subject knowledge: Students learn: - 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: • what makes a safe, healthy relationship • that all relationships are different and the reasons behind such differences • the responsibilities of relationships		

Coherence: The transition between first and middle school and being part of a community. Communication: Discussion activities, group and paired work Creativity: creating a 'who we are' class/ community collage Compassion: thinking about the needs of others in our community . Community: Learning about what it means to be part of a community.	identity and sexual orientation Coherence: Builds on the previous unit of community - expanding to the wider diversity of society Communication: discussion, group, paired work, written tasks Creativity:Artwork exploring differences/ stereotypes Compassion:showing compassion/ tolerance towards others including those who are different to themselves Community: Looking at diversity in our own communities and in modern day society.	Coherence: Make links with children's experiences of money. Communication: Exploring images in the media and how these affect our view of money Creativity: Explore their own enterprise ideas (Enterprise workshop) Compassion: Considering those who may have issues with money and the problems it can cause them. Community: How the money we spend can affect those living in the community around us.	Coherence: Links with Year 5 Science topic: Animals including humans Communication: Discussion work, group and paired work, creation of persuasive leaflets Creativity:designing healthy living posters/ persuasive film clips Compassion: Showing compassion towards those whose health has been negatively impacted Community: Options that are available to them in the Wellfield community to help them stay healthy (sporting clubs etc)	Coherence: Connections with previous unit who makes up a community to include the importance of emergency workers Communication: Group work, discussion tasks Creativity: Compassion: Considering the characteristics that emergency workers need to have to take on their role. Community: What is needed to make a safe community?	Coherence: links with science units Communication: Discussions, group work, paired work Creativity: Compassion:Considering how we should treat others we are in relationships with Community:Thinking about what makes a healthy relationship
Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:

			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: • 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, İdeas or practices that harm others • about confidentiality • about times when it appropriate and necessary to break a confidence	Subject knowledge: Students learn: 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	Students learn: • 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	Students learn: • 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: • 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: • 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

Coherence: Connects with Year	Coherence: Links with Year 5	Coherence: Links with previous	Coherence: Connects with	Coherence: Connects with	Coherence: Links to Year 5
5 work on community	units 'What makes a good citizen'	work on peer pressure and being a	children's journey into	previous unit and children's	unit and deepens knowledge
Communication: Class	and 'Who keeps us safe?'	responsible member of the	adolescence and their changing	ongoing journey into	and understanding of the
discussions	promoting children's increasing	community.	emotions.	adolescence	physical and emotional
Creativity: Posters - a world	sense of independence	Communication: Discussions,	Communication: Group work,	Communication: Group	changes their bodies are
with/ without rules.	Communication: Discussions and	decision making, group and paired	discussions, think/ feel/ say	work, individual diaries /	undergoing.
Compassion: Consider those	decision making, group and	work	activities	emotion charts	Communication:Discussion
who live in places with fewer	paired work	Creativity: role playing scenarios/	Creativity: artwork based on	Creativity: Look at create	work, group and paired tasks
human rights	Creativity: Role playing scenarios	freeze frames/ conscience alley/	feelings - colours representing	ways of improving well being	Creativity:
Community: The impact that	and their outcomes	diary entry from older person's	emotions	e.g. yoga/ meditation / art	Compassion:Show
human rights, laws and rules	Compassion: Considering the	point of view	Compassion: Consider how those	therapy	compassion and empathy for
have on the safety of our	feelings of others and the effects	Compassion: Considering the	struggling with their mental well	Compassion: Consider how	those who may be in
communities. Being part of a	peer pressure can have	feelings of those affected by ASB	being may be feeling.	those struggling with their	difficult/ dangerous
worldwide community.	Community: Learning what it is	Community: Thinking about all	Community: Think about how	mental well being may be	relationships
	to be a responsible member of	members of the community	their feelings may affect their	feeling.	Community: Have an
	the community making sensible	including the vulnerable whose	relationships. Becoming parts of	Community: think about	understanding that
	decisions.	well being could be affected by	groups e.g. yoga classes to help	different people in the	members of our community
		ASB	with well being.	community who can help us	may be experiencing
				e.g. school community,	different relationships to our
				counsellors, charity groups	own some of which may be
				etc	difficult or unsafe.
Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:

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: Their place in the world and their rights as young people	Subject knowledge: Students learn about: • How to care for themselves financially -	Subject knowledge: Students learn about: the qualities of a safe friendship or relationship. self esteem and confidence and the way in	Subject knowledge: Students learn about: taking responsibility for their own physical health and personal hygiene.	Subject knowledge: Students learn about: • How their bodies are changing as they grow up	Subject knowledge: Students learn about : • strategies for managing positive mental health	

Their responsibilities to themselves as well as the wider community Negotiating negative behaviours in the community Coherence: Beginning the transition to KS3 considering	both now and in the future Budgeting and how to create their own budget. the difference between loans and savings and how interest works. financial transactions and financial products. the implications of how they spend their money on other economies.	which this is affected by how others view us. how our self-esteem can be affected by our personal circumstances such as our achievements, family circumstances and employment. Coherence: Connections with previous learning in KS2 and links	 the importance of maintaining a balance between work, leisure and exercise what constitutes a balanced diet and issues surrounding obesity and dieting. legal and illegal substances and the consequences of substance use and misuse. Coherence: Connections with previous work on healthy living.	How their emotions are changing as they grow up How they can care for their body during puberty How they can manage their feelings during puberty the causes and triggers for unhealthy coping strategies such as self-harm and eating disorders and where help can be sought. Coherence: Connections with the changes that are	 the safe and responsible use of information communication technology the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour Coherence: Links with previous learning about
their own future. Communication: Discussion work, group work and paired work Creativity: Compassion: Showing compassion for those around them including those from different groups. Community: Consider their own role within the community and what they would like their role to be in the future	independence and the need to be financially secure in the future Communication: Group work, paired work, creating budgets Creativity: Creating their own budgets - thinking about their future earnings and expenditure/film clips explaining how interest/ loans and savings work. Compassion: Considering the implications for those who are not financially secure and those living in poverty. Community: Thinking about where they spend their money e.g. locally vs internet and the effect on our localities (town centres empty shops etc)	with thoughts about their own relationships. Communication: Group work , paired work , discussion Creativity: Art work using colour and images reflecting how self esteem is affected. Compassion:Empathy for those who live in difficult circumstances Community: Consider how our own feelings are affected by our relationships and the community we live in.	Communication: Group work, paired work, discussions. Creativity: Role play around different scenarios/ conscience alley/ freeze frames Compassion: Empathy for those who may have health issues caused by the topics discussed. Community: Considering the options available in their own community to help with health e.g. clubs, support groups, gyms etc	bodies are going through - links with previous KS2 units. Communication: Group work, paired work , discussion Creativity: Compassion: Considering that others may be affected negatively as their bodies are changing. Community: Where sources of help can be found in their community e.g. school, school nurse, GP , support groups	relationships and their role in the community. Communication: Considering the language choices that we make . Considering which words and phrases are acceptable/ unacceptable. Creativity: Posters demonstrating safe behaviour Compassion: Empathising with those who may be part of a different group to ourselves. Community: Consideration for differences within our community and being aware that communities are made up of people from a wide range of groups.
Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:

	Year 8							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	r		
Topic: How can I achieve my dreams?	Topic: When can views become too extreme?	Topic: What career is right for me?	Topic: What are the challenges of 'being different' in modern day Britain?	Topic: How can we look after our health?	Topic: What is acceptable in a relationship?	a n s i		
Overview: In this unit, students learn about short-term and long-term target setting. They develop self-awareness, using mindfulness and behaviour to achieve.	Overview: In this unit, students learn about the dangers of radicalism, what it is and how to seek support.	Overview: In this unit, students learn about entrepreneurship, communication and teamwork. They consider careers and finance, including income and expenditure.	Overview: In this unit, students learn about the implications of prejudice, bias and discrimination. They consider case studies of homophobia and discrimination against teenagers.	Overview: In this unit, themes of addiction and personal safety are considered. Students learn the importance of CPR and basic first aid skills.	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	i o n		
Purpose of unit & links: 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	Purpose of unit & links: 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. British values SMSC	Purpose of unit & links: 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.	Purpose of unit & links: 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.	Purpose of unit & links: 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	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: • How to set goals and how to work towards their achievement • How to be motivated and show behaviour for achievement	Subject knowledge: Students learn about: • The differences between people and the similarities between people • Why and where prejudice exists • What extremism is and how it can be tackled • Where to seek advice and support	Subject knowledge: Students learn about: Managing their money and finances, both now and in the future Moral dilemmas involving money	Subject knowledge: Students learn about: • Their rights as young people and the right of others in society • How to minimise bullying and the danger of stereotyping	unhealthy lifestyle. This gives our students the opportunity to make informed choices about their own health. Subject knowledge: Students learn about: How to take care of their health by eating well and minimising danger CPR Mitigating risks: drugs, including smoking •	Subject knowledge: Students learn about: • strategies for managing positive mental health • the safe and responsible use of information communication technology • the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour
Coherence: Connections with children soon to begin high school and a need to consider their own future. Communication: Group work, paired work , discussions Creativity: Create their own targets/ goals to aim for. Compassion: Community: Consider their own goals and their own place in their community.	Coherence: Connects with increasing independence and ability to form own views and be influenced by the media/ world around them. Communication: Consider the role the media / online sites play in prejudices and extremism. Creativity: Create film clips/ role plays about prejudices and extremist views. Compassion: Showing tolerance and compassion to those from different groups. Community: Considering the impact that prejudice and extremist views can have on a community and who they can seek support from.	Coherence: Connects with Year 7 unit and their own increasing independence. Communication: role plays, exploring scenarios, group work and discussions, working as part of a team. Creativity: Problem solving - coming up with solutions to moral dilemmas involving money. Compassion: Considering the implications for those Community: Think about the opportunities in their own community and further afield.	Coherence: Makes the connection that all groups have equal rights Communication: group work, discussions Creativity: Collage/ art showing differences Compassion:Empathy to those in negative situations/ coming up with solutions for how to deal with instances of bullying. Community: Thinking about the rights of themselves and others in their community. Disciplinary literacy skills:	Coherence: Builds on previous work on health Communication: groups work, discussion Creativity:Posters/ film clips/ leaflets Compassion: Empathy for those who have not made good choices with their own health or who have health issues Community: Being aware of the issues in their own community with health.	Coherence: Links with previous learning about relationships and their role in the community. Communication: Considering the language choices that we make . Considering which words and phrases are acceptable/ unacceptable. Creativity: Posters demonstrating safe behaviour Compassion: Empathising with those who may be part of a different group to ourselves. Community: Consideration for differences within our community and being aware that communities are made up of people from a wide range of groups.
Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills:	Disciplinary literacy skills: