



Autumn 1

Being me in the Wider World

UKS2	Being me in the Wider World	
	Year 5	Year 6
	L1: How can we help others to feel welcome? L2: Can we make our school community a better place? L3: Is everyone’s right to learn important? L4: How do we care about other people’s feelings? L5: Do we work well with others? L6: Why do we choose to follow the Learning Charter?	L1: How can we help others to feel welcome? L2: Can we make our school community a better place? L3: Is everyone’s right to learn important? L4: How do we care about other people’s feelings? L5: Do we work well with others? L6: Why do we choose to follow the Learning Charter?
Key Concepts to assess	L1: Identify my goals for this year, understand my fears and worries about the future, and know how to express them. L2: Know that there are universal rights for all children, but for many children, these rights are not met. L3: Understand that my actions affect other people locally and globally. L4: Can make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these relate to my rights and responsibilities. L5: Understand how an individual’s behaviour can impact a group. L6: Understand how democracy and having a voice benefit the school community.	L1: Identify my goals for this year, understand my fears and worries about the future, and know how to express them effectively. L2: Know that there are universal rights for all children, but for many children, these rights are not met, and recognise the importance of advocating for these rights. L3: Understand that my actions have consequences that can impact other people locally and globally and reflect on how I can contribute positively to my community. L4: Can make informed choices about my own behaviour because I understand how rewards and consequences feel, and I recognise how these relate to my rights and responsibilities as a global citizen. L5: Understand how an individual’s behaviour can influence and contribute to the dynamics of a group and appreciate the value of teamwork and cooperation. L6: Understand how democracy and having a voice benefit the school community, and actively participate in decision-making processes to contribute to a positive school environment.
Vocabulary	Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud, opportunities, Community	Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud, opportunities, Community
Experiences		



Cherry Tree Academy Medium Term PSHE Cycle A

SMSC	Moral – responsibility to self and others. Social – responsibility to ourselves and others and working as part of a team and a class
British Values	Rule of Law – why we have laws and why they are important in the world Democracy – forming the class charter
School Values	Considerate Resilient Honest Healthy Inclusive



Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 2		
UKS2	Celebrating Difference	
	Year 5	Year 6
	<p>L1: How can we accept and celebrate that everyone is different?</p> <p>L2: Do we include others when working and playing?</p> <p>L3: Do we know how to help if someone is being bullied?</p> <p>L4: How can we solve problems?</p> <p>L5: Which words can we to be use kind?</p> <p>L6: How can we give and receive compliments?</p>	<p>L1: How can we accept and celebrate that everyone is different?</p> <p>L2: Do we include others when working and playing?</p> <p>L3: Do we know how to help if someone is being bullied?</p> <p>L4: How can we solve problems?</p> <p>L5: Which words can we to be use kind?</p> <p>L6: How can we give and receive compliments?</p>
Key Concepts to assess	<p>L1: Understand that there are different perceptions about what "normal" means.</p> <p>L2: Understand how being different can affect someone's life.</p> <p>L3: Explain some of the ways in which one person or a group can have power over another.</p> <p>L4: Know some of the reasons why people use bullying behaviours.</p> <p>L5: Give examples of people with disabilities who lead amazing lives.</p> <p>L6: Explain ways in which difference can be a source of conflict and a cause for celebration.</p>	<p>L1: Understand that different people have different perspectives about what "normal" means.</p> <p>L2: Understand how being different can affect someone's life, both in positive and challenging ways.</p> <p>L3: Explain how one person or a group can have power over others, and why this can sometimes be unfair.</p> <p>L4: Know some reasons why people might bully others and discuss ways to stop bullying.</p> <p>L5: Give examples of people with disabilities who live inspiring lives.</p> <p>L6: Explain how differences can sometimes lead to disagreements but also bring richness to our communities.</p>
Vocabulary	<p>Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admiration, Stamina, Direct, Indirect, Struggle</p> <p>Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy</p>	<p>Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admiration, Stamina, Direct, Indirect, Struggle</p> <p>Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy</p>
Experiences		
SMSC	Moral – bullying and why it is important to stand up for others and not be a bystander.	
British Values	<p>The Rule of Law – laws about discrimination against differences.</p> <p>Mutual respect – for everyone regardless of differences.</p> <p>Tolerance – celebrate differences</p>	
School Values	Considerate, Resilient, Honest, Healthy, Inclusive	



Cherry Tree Academy Medium Term PSHE Cycle A

Spring 1

Spring 1		
UKS2	Dreams and goals	
	Year 5	Year 6
	L1: How can we stay motivated when doing something challenging? L2: What do we do to keep trying even when it is difficult? L3: Can we work well with a partner or in a group? L4: What does having a positive attitude look like? L5: How can we help others to achieve their goals? L6: Are we working hard to achieve their own dreams and goals?	L1: How can we stay motivated when doing something challenging? L2: What do we do to keep trying even when it is difficult? L3: Can we work well with a partner or in a group? L4: What does having a positive attitude look like? L5: How can we help others to achieve their goals? L6: Are we working hard to achieve their own dreams and goals?
Key Concepts to assess	L1: Know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal). L2: Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these steps. L3: Identify problems in the world that concern me and discuss them with other people. L4: Can collaborate with others to contribute to making the world a better place. L5: Describe ways in which I can collaborate with others to contribute to making the world a better place. L6: Know what some people in my class like or admire about me and can accept their praise.	L1: Know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal), considering how these goals align with my long-term aspirations. L2: Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work consistently towards achieving them, even when faced with challenges. L3: Identify global or local issues that concern me and engage in meaningful discussions with peers and adults to explore possible solutions. L4: Can collaborate effectively with peers and community members to make the world a better place. L5: Describe specific strategies and actions I can undertake with others to contribute positively to my community or environment, considering the impact and sustainability of these actions. L6: Recognise and appreciate feedback from peers and teachers about my strengths and positive contributions and demonstrate the ability to acknowledge and accept praise gracefully.
Vocabulary	Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition, Suffering, Hardship, Empathy, Motivation	Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition, Suffering, Hardship, Empathy, Motivation
Experiences		
SMSC	Social – learning to work with a partner and group.	

Cherry Tree Academy Medium Term PSHE Cycle A



British Values	Mutual respect & tolerance – working with others
School Values	Considerate Resilient Honest Healthy Inclusive



Spring 2

Spring 2		
UKS2	Healthy Me	
	Year 5	Year 6
	L1: Have we made a healthy choice to benefit our health? L2: Have we eaten a healthy, balanced diet this week? L3: Have we been physically active? L4: Have we tried to keep ourselves and others safe? L5: Do we know how to be a good friend and enjoy healthy friendships? L6: Do we know how to keep calm and deal with difficult situations?	L1: Have we made a healthy choice to benefit our health? L2: Have we eaten a healthy, balanced diet this week? L3: Have we been physically active? L4: Have we tried to keep ourselves and others safe? L5: Do we know how to be a good friend and enjoy healthy friendships? L6: Do we know how to keep calm and deal with difficult situations?
Key Concepts to assess	L1: Take responsibility for my health and make choices that benefit my health and well-being. L2: Know about different types of drugs, their uses, and their effects on the body, particularly the liver and heart. L3: Understand that some people can be exploited and made to do things that are against the law. L4: Know why some people join gangs and the risks involved. L5: Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness. L6: Can recognise stress and the triggers that cause it and understand how stress can lead to drug and alcohol misuse.	L1: Take responsibility for my health and make choices that benefit my health and well-being, setting specific goals for physical fitness and mental well-being. L2: Know about different types of drugs, their uses, and their effects on the body, particularly the liver and heart, and discuss why it's important to avoid substance abuse. L3: Understand that some people can be exploited and made to do things that are against the law and know where to seek help if faced with such situations. L4: Know why some people join gangs and the risks involved and discuss alternatives to joining gangs to stay safe and make positive choices. L5: Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness, promoting empathy and understanding among peers. L6: Can recognise stress and the triggers that cause it and understand how stress can lead to drug and alcohol misuse, developing strategies to manage stress effectively.
Vocabulary	Stress, Triggers, Strategies, Managing Stress, Pressure, Mental health, Emotional health, Mental illness, Symptoms, Pressure Strategies, Reputation, Anti-social,	Stress, Triggers, Strategies, Managing Stress, Pressure, Mental health, Emotional health, Mental illness, Symptoms, Pressure Strategies, Reputation, Anti-social,
Experiences		



Cherry Tree Academy Medium Term PSHE Cycle A

SMSC	Understanding the effects of drugs and making healthy choices promotes personal well-being and contributes to a positive and responsible community.
British Values	The rule of law – rights of the child
School Values	Considerate Resilient Honest Healthy Inclusive



Summer 1

Summer 1		
UKS2	Relationships	
	Year 5	Year 6
	<p>L1: Do we know how to make friends? L2: How can we try to solve friendship problems when they occur? L3: Do we help others to feel part of a group? L4: Do we show respect in how we treat others? L5: How can we help ourselves and others when they feel upset or hurt? L6: Do we know and show what makes a good relationship?</p>	<p>L1: Do we know how to make friends? L2: How can we try to solve friendship problems when they occur? L3: Do we help others to feel part of a group? L4: Do we show respect in how we treat others? L5: How can we help ourselves and others when they feel upset or hurt? L6: Do we know and show what makes a good relationship?</p>
Key Concepts to assess	<p>L1: Know that it is important to take care of my mental health. L2: Know how to take care of my mental health. L3: Understand that there are different stages of grief and different types of loss that cause people to grieve. L4: Can recognise when people are trying to gain power or control. L5: Can judge whether something online is safe and helpful for me. L6: Can use technology positively and safely to communicate with my friends and family.</p>	<p>L1: Know that it is important to take care of my mental health by recognising and managing feelings like stress and anxiety. L2: Know how to take care of my mental health by talking to trusted adults, practicing relaxation techniques, and seeking support when needed. L3: Understand that there are different stages of grief, such as sadness, anger, and acceptance, and that different types of loss, like losing a pet or moving homes, can cause people to grieve. L4: Can recognise when people are trying to gain power or control by understanding signs like manipulation or bullying behaviours. L5: Can judge whether something online is safe and helpful for me by checking sources, discussing with adults, and being cautious with personal information. L6: Can use technology positively and safely to communicate with my friends and family by being respectful, aware of online etiquette, and protecting privacy.</p>
Vocabulary	<p>Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies</p>	<p>Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies</p>
Experiences		
SMSC	Social – skills of friendship	

Cherry Tree Academy Medium Term PSHE Cycle A



British Values	Mutual respect and tolerance – friendships
School Values	Considerate Resilient Honest Healthy Inclusive



Cherry Tree Academy Medium Term PSHE Cycle A

Summer 2		
UKS2	Changing Me	
	Year 5	Year 6
	<p>L1: Do we understand that everyone is unique and special? L2: Can we express how we feel when change happens? L3: Do we understand and respect the changes that we see in ourselves? L4: Do we understand and respect the changes that we see in other people? L5: Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity? L6: do we know who to ask for help if we are worried about change?</p>	<p>L1: Do we understand that everyone is unique and special? L2: Can we express how we feel when change happens? L3: Do we understand and respect the changes that we see in ourselves? L4: Do we understand and respect the changes that we see in other people? L5: Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity? L6: do we know who to ask for help if we are worried about change?</p>
Key Concepts to assess	<p>L1: Aware of my own self-image and how my body image fits into that. L2: Can explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. L3: Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend. L5: Know myself well enough to maintain positive relationships with others while keeping my own identity. L6: Aware of the importance of positive self-esteem and what I can do to develop it.</p>	<p>L1: Aware of my own self-image and how my body image fits into that, including understanding the influence of media and peer perceptions. L2: Can explain how girls' and boys' bodies change during puberty, emphasising the emotional and physical aspects, and understand the importance of looking after themselves physically and emotionally. L3: Can describe in detail how a baby develops from conception through the nine months of pregnancy and how it is born. L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend. L5: Know myself well enough to maintain positive relationships with others while still keeping my own identity intact, recognising the balance between social interactions and personal boundaries. L6: Aware of the importance of positive self-esteem and what I can do to develop it, including strategies like self-reflection, setting personal goals, and seeking support from trusted individuals.</p>
Vocabulary	Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Independence, Identity, Values, Attraction, Relationship, Pressure, Sexting, Consent, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix	Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Independence, Identity, Values, Attraction, Relationship, Pressure, Sexting, Consent, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix
Experiences		

Cherry Tree Academy Medium Term PSHE Cycle A



SMSC	Social – discussing content in a mature manner
British Values	Tolerance – celebrating difference
School Values	Considerate Resilient Honest Healthy Inclusive