



Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 1		
LKS2	Being me in my World	
	Year 3	Year 4
	<p>L1: How can I make others feel welcome? L2: How can we try to make our school community a better place? L3: What does 'everyone's right to learn' entail? L4: How can we show that we care about other people's feelings L5: Can I work well with others? L6: Why do I choose to follow the Learning Charter?</p>	<p>L1: How can I make others feel welcome? L2: How can we try to make our school community a better place? L3: What does 'everyone's right to learn' entail? L4: How can we show that we care about other people's feelings L5: Can I work well with others? L6: Why do I choose to follow the Learning Charter?</p>
Key Concepts to assess	<p>L1: Children will recognise their worth and identify positive things about themselves and their achievements. They will set personal goals</p> <p>L2: Children will face new challenges positively, make responsible choices and ask for help when they need it.</p> <p>L3: Children will understand why rules are needed and how they relate to rights and responsibilities.</p> <p>L4: Children understand that actions affect themselves and others and show that they care about other people's feelings.</p> <p>L5: Children can make responsible choices and take action.</p> <p>L6: Children understand that actions affect others and try to see things from other points of view.</p>	<p>L1: Children will recognise their worth and identify positive things about themselves and their achievements. They will set personal goals and record in their jigsaw journal.</p> <p>L2: Children will face new challenges positively, make responsible choices and ask for help when they need it.</p> <p>L3: Children will understand why rules are needed and how they relate to rights and responsibilities.</p> <p>L4: Children understand that actions affect themselves and others and show that they care about other people's feelings.</p> <p>L5: Children can make responsible choices and take action. Children can work cooperatively in a group.</p> <p>L6: Children understand that actions affect others and try to see things from other points of view. Children will choose to follow the charter.</p>
Vocabulary	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal goal Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears Worries, Solutions, Support, Rights, Responsibilities, Behaviour, Rewards, Consequences, Actions, cooperate, view point, learning charter.</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal goal Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears Worries, Solutions, Support, Rights, Responsibilities, Behaviour, Rewards, Consequences, Actions, cooperate, view point, learning charter.</p>

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Experiences	Nominations and elections for school council.
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



Autumn 2		
LKS2	Celebrating Difference	
	Year 3	Year 4
		L1: Why is it important to accept that everyone is different? L2: How can I include others when working and playing? L3: How can I help if someone is being bullied? L4: How can we try to solve problems? L5: Why is it important to try to use kind words? L6: Do I know how to give and receive compliments?
Key Concepts to assess	L1: Children will understand that everybody's family is different and important to them. L2: Children understand that differences and conflicts sometimes happen among family members. L3: Children know what bullying is and know what to do if they witness it. L4: Children know that witnesses can make the situation better or worse by what they do. L5: Children will recognise that some words are used in hurtful ways L6: Children can tell you about a time when words affected someone's feelings and what the consequences were.	L1: Children will understand that everybody's family is different and important to them. Children will give examples of diversity within families. L2: Children understand that differences and conflicts sometimes happen among family members and could say how conflicts could be resolved. L3: Children know some ways of helping to make someone who is bullied feel better. L4: Children can problem-solve a bullying situation with others L5: Children explain why it is important to try hard not to use hurtful words L6: Children can give and receive compliments and know how this feels.
Vocabulary	Family, Loving, caring, Safe, Connected, Difference, Special, Conflict Solve, Solutions, Resolve Witness, Bystander, Bullying Consequences Hurtful, Compliment, Special, Unique, Difference, Similarity	Family, Loving, caring, Safe, Connected, Difference, Special, Conflict Solve, Solutions, Resolve Witness, Bystander, Bullying Consequences Hurtful, Compliment, Special, Unique, Difference, Similarity
Experiences		
SMSC	Moral – bullying and why it is important to stand up for others and not be a bystander.	
British Values	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – celebrate differences	
School Values	Considerate Resilient Honest Healthy Inclusive	



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Spring 1		
LKS2	Dreams and goals	
	Year 3	Year 4
	<p>L1: How will I stay motivated when doing something challenging? L2: How will I keep trying even when it is difficult? L3: What is the benefit of working well with a partner or in a group? L4: Do I have a positive attitude? L5: How can I help others to achieve their goals? L6: How am I working hard to achieve my own dreams and goals?</p>	<p>L1: How will I stay motivated when doing something challenging? L2: How will I keep trying even when it is difficult? L3: What is the benefit of working well with a partner or in a group? L4: Do I have a positive attitude? L5: How can I help others to achieve their goals? L6: How am I working hard to achieve my own dreams and goals?</p>
<p>Key Concepts to assess</p> <p>L1: Children tell you about a person who has faced difficult challenges and achieved success. L2: Children can identify a dream/ambition that is important to them. L3: Children will enjoy facing new learning challenges and working out the best ways to achieve them. L4: Children will be motivated and enthusiastic about achieving our new challenge. L5: Children can recognise obstacles which might hinder their achievement and take steps to overcome them. L6: Children can evaluate their own learning process and identify how it can be better next time.</p>	<p>L1: Children tell you about a disabled person who has faced difficult challenges and achieved success. L2: Children can imagine and say how it will feel to achieve their dream/ambition. L3: Children will break down a goal into a number of steps and know how others could help them to achieve it L4: Children know that they are responsible for their own learning and can use their strengths as a learner to achieve the challenge. L5: Children can recognise obstacles which might hinder their achievement and take steps to overcome them. L6: Children can evaluate their own learning process and identify how it can be better next time.</p>	
<p>Vocabulary</p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate</p>	
<p>Experiences</p>		
<p>SMSC</p>	<p>Social – learning to work with a partner and group.</p>	
<p>British Values</p>	<p>Mutual respect & tolerance – working with others</p>	
<p>School Values</p>	<p>Considerate Resilient Honest Healthy Inclusive</p>	



Cherry Tree Academy Medium Term PSHE Cycle A

Spring 2		
LKS2	Healthy Me	
	Year 3	Year 4
	<p>L1: What does it mean to have made a healthy choice?</p> <p>L2: Have I eaten a healthy, balanced diet today?</p> <p>L3: Have I been physically active today?</p> <p>L4: When have I tried to keep myself and others safe?</p> <p>L5: Do I know how to be a good friend and enjoy healthy friendships?</p> <p>L6: Do I know how to keep calm and deal with difficult situations?</p>	<p>L1: What does it mean to have made a healthy choice?</p> <p>L2: Have I eaten a healthy, balanced diet today?</p> <p>L3: Have I been physically active today?</p> <p>L4: When have I tried to keep myself and others safe?</p> <p>L5: Do I know how to be a good friend and enjoy healthy friendships?</p> <p>L6: Do I know how to keep calm and deal with difficult situations?</p>
<p>Key Concepts to assess</p> <p>L1: Children understand how exercise affects their body and know why their heart and lungs are such important organs.</p> <p>L2: Children know that the amount of calories, fat and sugar put into their body will affect their health</p> <p>L3: Children can tell you their knowledge and attitude towards drugs.</p> <p>L4: Children can identify things, people and places that they need to keep safe from</p> <p>L5: Children can identify when something feels safe or unsafe</p> <p>L6: Children understand how complex their body is and how important it is to take care of it</p>	<p>L1: Children understand how exercise affects their body and know why their heart and lungs are such important organs. They can set themselves a fitness goal.</p> <p>L2: Children know that the amount of calories, fat and sugar put into their body will affect their health</p> <p>L3: Children can tell you their knowledge and attitude towards drugs and say how they feel about the topic.</p> <p>L4: Children can identify things, people and places that they need to keep safe from and how to call emergency services.</p> <p>L5: Children can take responsibility for keeping themselves and others safe.</p> <p>L6: Children understand how complex their body is and how important it is to take care of it</p>	
<p>Vocabulary</p> <p>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs Heart, Fitness, Labels, Sugar, Fat, Saturated Fat Healthy Drugs, Attitude Safe, Anxious, Scared, Strategy, Advice Dangerous, Emergency, Emergency Services</p>	<p>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs Heart, Fitness, Labels, Sugar, Fat, Saturated Fat Healthy Drugs, Attitude Safe, Anxious, Scared, Strategy, Advice Dangerous, Emergency, Emergency Services</p>	
<p>Experiences</p>		
<p>SMSC</p>		
<p>British Values</p>	<p>The rule of law – rights of the child</p>	
<p>School Values</p>	<p>Considerate Resilient Honest Healthy Inclusive</p>	



Cherry Tree Academy Medium Term PSHE Cycle A

Summer 1		
LKS2	Relationships	
	Year 3	Year 4
	<p>L1: Do I know how to make friends? L2: How can I try to solve friendship problems when they occur? L3: How can I help others to feel part of a group? L4: Why is it important to show respect in how we treat others? L5: How can I help myself and others when they feel upset or hurt? L6: Do I know and show what makes a good relationship?</p>	<p>L1: Do I know how to make friends? L2: How can I try to solve friendship problems when they occur? L3: How can I help others to feel part of a group? L4: Why is it important to show respect in how we treat others? L5: How can I help myself and others when they feel upset or hurt? L6: Do I know and show what makes a good relationship?</p>
Key Concepts to assess	<p>L1: Children can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females L2: Children can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener L3: Children know and can use some strategies for keeping themselves safe online L4: Children can explain how some of the actions and work of people around the world help and influence their life L5: Children understand how their needs and rights are shared by children around the world and can identify how their lives may be different. L6: Children know how to express their appreciation to their friends and family</p>	<p>L1: Children can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females L2: Children know how to negotiate in conflict situations to try to find a win-win solution L3: Children know and can use some strategies for keeping themselves safe online and know who to ask for help with a concern online. L4: Children can explain how some of the actions and work of people around the world help and influence their life L5: Children understand how their needs and rights are shared by children around the world and can identify how their lives may be different. L6: Children know how to express their appreciation to their friends and family and enjoy being part of a friends and family friendship group.</p>
Vocabulary	Male, Female, Unisex, Role, job, Responsibilities, Differences, Similarities, Respect, Stereotype, Careers Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Direct Messaging (DM), Gaming, Appreciation	Male, Female, Unisex, Role, job, Responsibilities, Differences, Similarities, Respect, Stereotype, Careers Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Direct Messaging (DM), Gaming, Appreciation
Experiences		
SMSC	Social – skills of friendship	

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



Cherry Tree Academy Medium Term PSHE Cycle A

Summer 2		
LKS2	Changing Me	
	Year 3	Year 4
	<p>L1: Do I understand that everyone is unique and special? L2: Can express how I feel when change happens? L3: Do I understand and respect the changes that I see in myself? L4: Do I understand and respect the changes that I see in other people? L5: Do I know who to ask for help if I am worried about change? L6: Do I recognise how I feel about change?</p>	<p>L1: Do I understand that everyone is unique and special? L2: Can express how I feel when change happens? L3: Do I understand and respect the changes that I see in myself? L4: Do I understand and respect the changes that I see in other people? L5: Do I know who to ask for help if I am worried about change? L6: Do I recognise how I feel about change?</p>
<p>Key Concepts to assess</p> <p>L1: Children understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. L2: Children understand how babies grow and develop in the mother's uterus. L3: Children understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. L4: Children can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. L5: Children can start to recognise stereotypical ideas I might have about parenting and family roles. L6: Children can identify what they are looking forward to when they move to their next class</p>	<p>L1: Children understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. L2: Children understand how babies grow and develop in the mother's uterus. Children understand what a baby needs to live and grow. L3: Children understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Children can identify how boys' and girls' bodies change on the outside during this growing up process. L4: Children can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. L5: Children can start to recognise stereotypical ideas I might have about parenting and family roles. L6: Children can identify what they are looking forward to when they move to their next class and can start to think about changes they will make next year and know how to go about this.</p>	
<p>Vocabulary</p> <p>Male, Female, Changes, Birth, Animals, Babies, Mother Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive Love, affection, Care, Puberty Testicles, Sperm, Penis, Ovaries Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts Stereotypes Looking forward, Excited, Nervous, Anxious, Happy</p>	<p>Male, Female, Changes, Birth, Animals, Babies, Mother Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive Love, affection, Care, Puberty Testicles, Sperm, Penis, Ovaries Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts Stereotypes Looking forward, Excited, Nervous, Anxious, Happy</p>	

Cherry Tree Academy Medium Term PSHE Cycle A



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