



# Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 1		
Being me in the wider world.		
KS1	Year 1	Year 2
	L1: How can we make people feel special and safe in our class? L2: What does it mean to belong? L3: What are rights and responsibilities? L4: What does it mean to be proud? L5: What are choices and consequences? L6: What is a learning charter?	L1: How can we make people feel special and safe in our class? L2: What does it mean to belong? L3: What are rights and responsibilities? L4: What does it mean to be proud? L5: What are choices and consequences? L6: What is a learning charter?
<b>Key Concepts to assess</b>	L1: Children understand that they are safe in their class. Children can identify helpful behaviours to make the class a safe place. L2: Children understanding that they are special. L3: Children understand their own rights and responsibilities with their classroom. Children understand the rights and responsibilities of a member of a class. L4: Children can identify what it's like to feel proud of an achievement. L5: Children understand that their choices have consequences. Children understand that they have choices. Children recognise feelings associated with positive and negative consequences. L6: Children understand that their views are important.	L1: Children know how to make their class a safe and fair place. Children recognise the feeling of being worried. L2: Children can work co-operatively. Children know that it is important to listen to other people. Children show good listening skills. L3: Children understand the rights and responsibilities of class members. L4: Children recognise own feelings and know when and where to get help. Children can identify hopes and fears for the year ahead. L5: Children know about rewards and consequences and that these stem from choices. Children know that positive choices impact positively on self-learning and the learning of others. L6: Children understand that their own views are valuable.
<b>Vocabulary</b>	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving
<b>Experiences</b>		
<b>SMSC</b>	Moral – responsibility to self and others. Social – responsibility to self and others. Working as part of a team and a class.	
<b>British Values</b>	Rule of Law – why we have laws and why they are important in the world. Democracy – when forming the class charter.	
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive	



# Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 2		
KS1	Celebrating Difference	
	Year 1	Year 2
	L1: What does 'same' mean? L2: What does 'different' mean? L3: What is bullying? L4: What can I do about bullying? L5: How can I make new friends? L6: How can we celebrate difference about ourselves?	L1: What does 'same' mean? L2: What does 'different' mean? L3: What is bullying? L4: What can I do about bullying? L5: How can I make new friends? L6: How can we celebrate difference about ourselves?
<b>Key Concepts to assess</b>	L1: Children can identify some ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different. L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different. L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel. L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied. L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend. L6: Children can verbalise some of the attributes that make them unique and special.	L1: Children can identify ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and talk about the good things about this. L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and why it is good that we are different. L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel. L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied. L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend (both positive and negative). L6: Children can verbalise some of the attributes that make them unique and special and recognise why this is important.
<b>Vocabulary</b>	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
<b>Experiences</b>		
<b>SMSC</b>	Moral – bullying and why it is important to stand up for others and not be a bystander.	
<b>British Values</b>	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – differences	
<b>School Values</b>	Considerate    Honest    Healthy    Inclusive    Resilient	



# Cherry Tree Academy Medium Term PSHE Cycle A

Spring 1		
KS1	Dreams and Goals	
	Year 1	Year 2
	L1: Why is important to stay motivated even when things are challenging? L2: What does it mean to persevere? L3: What does it mean to work well with a partner or group? L4: What is a positive attitude? L5: How can I help others to achieve a goal? L6: How can I achieve my dreams and goals?	L1: Why is important to stay motivated even when things are challenging? L2: What does it mean to persevere? L3: What does it mean to work well with a partner or group? L4: What is a positive attitude? L5: How can I help others to achieve a goal? L6: How can I achieve my dreams and goals?
Key Concepts to assess	L1: Children know how to set simple goals. Children can recognise their own feelings when faced with a challenge/obstacle. L2: Children know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Children know when a goal has been achieved. L3: Children know that tackling a challenge can stretch their learning. Children can recognise how they feel when they overcome a challenge/obstacle. L3: Children know how to work well with a partner. L4: Children recognise things that they do well. Children can explain how they learn best. L5: Children know how to achieve a goal. Children can celebrate an achievement with a friend. L6: Children can store feelings of success so that they can be used in the future.	L1: Children know how to set simple realistic goals. Children can recognise and name their own feelings when faced with a challenge/obstacle. L2: Children know how to identify obstacles which make achieving their goals difficult and work out small steps of how to overcome them. Children know when a goal has been achieved and can explain how it was achieved. L3: Children know that tackling a challenge can stretch their learning and that this is when most learning happens. Children can recognise how they feel when they overcome a challenge/obstacle and name this feeling. L3: Children know how to work well with a partner and can talk about and explain successful partnerships. L4: Children recognise things that they do well and can share these with others. Children can explain how they learn best and which ways of learning they find trickier. L5: Children know how to achieve a realistic goal. Children can celebrate an achievement with a friend. L6: Children can store feelings of success so that they can be used in the future and can refer back to these when things are challenging.
Vocabulary	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product
Experiences		
SMSC	Social – learning to work with a partner and group.	
British Values	Mutual respect & tolerance – working with others	
School Values	Considerate honest healthy resilient inclusive	



# Cherry Tree Academy Medium Term PSHE Cycle A

Spring 2		
KS1	Healthy Me	
	Year 1	Year 2
	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?
Key Concepts to assess	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy. L2: Children know how to make healthy lifestyle choices. L3: Children know how to keep themselves clean and healthy. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe. Children can keep themselves safe. Children can recognise when they feel frightened and know how to ask for help. L6: Children can recognise how being healthy helps them to feel happy. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy and can explain these to others. L2: Children know how to make healthy lifestyle choices and why this is important. L3: Children know how to keep themselves clean and healthy and why this is important. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe and where to find them. Children can keep themselves safe in different situations. Children can recognise when they feel frightened and know how to ask for help (in school and out of school). L6: Children can recognise how being healthy helps them to feel happy and how healthy bodies and healthy minds are linked. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.
Vocabulary	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
Experiences	Road safety talk? Visit from a doctor/nurse or dentist.	
SMSC		
British Values	The rule of law – children's rights	
School Values	Considerate, <b>healthy</b> , honest, resilient, inclusive	



# Cherry Tree Academy Medium Term PSHE Cycle A

Summer 1		
KS1	Relationships	
	Year 1	Year 2
	L1: What is a family? L2: What does been a good friend mean? L3: What is physical contact? L4: Who can help me? L5: What is good about me? L6: Who is special to me?	L1: What is a family? L2: What does been a good friend mean? L3: What is physical contact? L4: Who can help me? L5: What is good about me? L6: Who is special to me?
<b>Key Concepts to assess</b>	L1: Children know that everyone's family is different. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members. L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends. Children can show skills of friendship. L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer. Children can say no when they receive a touch they don't like. L4: Children know who to ask for help in the school community. Children know about the different people in the school community and how they help. L5: Children can praise themselves and others. Children can recognise some of their personal qualities. L6: Children can say why they appreciate a special relationship.	L1: Children know that everyone's family is different and can show respect for this. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members. L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends and can talk about how friendships can sometimes be difficult. Children can show skills of friendship. L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer and that there are some forms pf physical contact that they don't like. Children can say no when they receive a touch they don't like. L4: Children know who to ask for help in the school and wider community. Children know about the different people in the school and wider community and how they help. L5: Children can praise themselves and others. Children can recognise some of their personal qualities and say what they like about them. L6: Children can say why they appreciate a special relationship and what makes it special
<b>Vocabulary</b>	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,
<b>Experiences</b>		
<b>SMSC</b>	Social – skills of friendship	
<b>British Values</b>	Mutual respect and tolerance – friendships	
<b>School Values</b>	Considerate, healthy, honest, resilient, inclusive	



# Cherry Tree Academy Medium Term PSHE Cycle A

Summer 2		
KS1	Changing Me	
	Year 1	Year 2
	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?
Key Concepts to assess	L1: Children know that animals including humans have a life cycle. L2: Children know that changes happen when we grow up. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body). L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened. L5: Children know that learning brings about change. Children can express why they enjoy learning. L6: Children can suggest ways to manage change, e.g. moving to a new class.	L1: Children know that animals including humans have a life cycle and can name and talk about some different animal life cycles. L2: Children know that changes happen when we grow up and can describe some of these changes. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older. L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body). They can talk about how they feel about these changes. L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened. L5: Children know that learning brings about change and can talk about ways in which their learning has changed. Children can express why they enjoy learning. L6: Children can suggest a wider range of ways to manage change, e.g. moving to a new class.
Vocabulary	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
Experiences		
SMSC		
British Values	Rule of Law – Children's rights	
School Values	Considerate Healthy Honest Resilient Inclusive	



Autumn 1		
LKS2	Being me in my World	
	Year 3	Year 4
	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?	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?
Key Concepts to assess	L1: Children will recognise their worth and identify positive things about themselves and their achievements. They will set personal goals  L2: Children will face new challenges positively, make responsible choices and ask for help when they need it.  L3: Children will understand why rules are needed and how they relate to rights and responsibilities.  L4: Children understand that actions affect themselves and others and show that they care about other people's feelings.  L5: Children can make responsible choices and take action.  L6: Children understand that actions affect others and try to see things from other points of view.	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.  L2: Children will face new challenges positively, make responsible choices and ask for help when they need it.  L3: Children will understand why rules are needed and how they relate to rights and responsibilities.  L4: Children understand that actions affect themselves and others and show that they care about other people's feelings.  L5: Children can make responsible choices and take action. Children can work cooperatively in a group.  L6: Children understand that actions affect others and try to see things from other points of view. Children will choose to follow the charter.
Vocabulary	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.	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.

# Cherry Tree Academy Medium Term PSHE Cycle A



<b>Experiences</b>	Nominations and elections for school council.
<b>SMSC</b>	Moral – responsibility to self and others. Social – responsibility to ourselves and others and working as part of a team and a class
<b>British Values</b>	Rule of Law – why we have laws and why they are important in the world Democracy – forming the class charter
<b>School Values</b>	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?	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?
<b>Key Concepts to assess</b>	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.
<b>Vocabulary</b>	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
<b>Experiences</b>		
<b>SMSC</b>	Moral – bullying and why it is important to stand up for others and not be a bystander.	
<b>British Values</b>	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – celebrate differences	
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive	



Spring 1		
LKS2	Dreams and goals	
	Year 3	Year 4
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate	Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate
Experiences		
SMSC	Social – learning to work with a partner and group.	
British Values	Mutual respect & tolerance – working with others	
School Values	Considerate Resilient Honest Healthy Inclusive	



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



Summer 1		
LKS2	Relationships	
	Year 3	Year 4
	<b>L1:</b> Do I know how to make friends? <b>L2:</b> How can I try to solve friendship problems when they occur? <b>L3:</b> How can I help others to feel part of a group? <b>L4:</b> Why is it important to show respect in how we treat others? <b>L5:</b> How can I help myself and others when they feel upset or hurt? <b>L6:</b> Do I know and show what makes a good relationship?	<b>L1:</b> Do I know how to make friends? <b>L2:</b> How can I try to solve friendship problems when they occur? <b>L3:</b> How can I help others to feel part of a group? <b>L4:</b> Why is it important to show respect in how we treat others? <b>L5:</b> How can I help myself and others when they feel upset or hurt? <b>L6:</b> Do I know and show what makes a good relationship?
<b>Key Concepts to assess</b>	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	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.
<b>Vocabulary</b>	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
<b>Experiences</b>		
<b>SMSC</b>	Social – skills of friendship	

Cherry Tree Academy Medium Term PSHE Cycle A



<b>British Values</b>	Mutual respect and tolerance – friendships
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive



Summer 2		
LKS2	Changing Me	
	Year 3	Year 4
	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?	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?
Key Concepts to assess	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	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.
Vocabulary	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	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

Cherry Tree Academy Medium Term PSHE Cycle A



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



Autumn 1		
Being me in the Wider World		
UKS2	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



Autumn 2		
UKS2	Celebrating Difference	
	Year 5	Year 6
	L1: How can we accept and celebrate that everyone is different? L2: Do we include others when working and playing? L3: Do we know how to help if someone is being bullied? L4: How can we solve problems? L5: Which words can we to be use kind? L6: How can we give and receive compliments?	L1: How can we accept and celebrate that everyone is different? L2: Do we include others when working and playing? L3: Do we know how to help if someone is being bullied? L4: How can we solve problems? L5: Which words can we to be use kind? L6: How can we give and receive compliments?
Key Concepts to assess	L1: Understand that there are different perceptions about what "normal" means. L2: Understand how being different can affect someone's life. L3: Explain some of the ways in which one person or a group can have power over another. L4: Know some of the reasons why people use bullying behaviours. L5: Give examples of people with disabilities who lead amazing lives. L6: Explain ways in which difference can be a source of conflict and a cause for celebration.	L1: Understand that different people have different perspectives about what "normal" means. L2: Understand how being different can affect someone's life, both in positive and challenging ways. L3: Explain how one person or a group can have power over others, and why this can sometimes be unfair. L4: Know some reasons why people might bully others and discuss ways to stop bullying. L5: Give examples of people with disabilities who live inspiring lives. L6: Explain how differences can sometimes lead to disagreements but also bring richness to our communities.
Vocabulary	Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admirance, Stamina, Direct, Indirect, Struggle Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy	Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admirance, Stamina, Direct, Indirect, Struggle Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy
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	



## 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

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		
UKS2	Relationships	
	Year 5	Year 6
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies	Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies
Experiences		
SMSC	Social – skills of friendship	

Cherry Tree Academy Medium Term PSHE Cycle A



<b>British Values</b>	Mutual respect and tolerance – friendships
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive



Summer 2		
UKS2	Changing Me	
	Year 5	Year 6
	<p>L1: Do we understand that everyone is unique and special?</p> <p>L2: Can we express how we feel when change happens?</p> <p>L3: Do we understand and respect the changes that we see in ourselves?</p> <p>L4: Do we understand and respect the changes that we see in other people?</p> <p>L5: Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity?</p> <p>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?</p> <p>L2: Can we express how we feel when change happens?</p> <p>L3: Do we understand and respect the changes that we see in ourselves?</p> <p>L4: Do we understand and respect the changes that we see in other people?</p> <p>L5: Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity?</p> <p>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.</p> <p>L2: Can explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>L3: Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend.</p> <p>L5: Know myself well enough to maintain positive relationships with others while keeping my own identity.</p> <p>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.</p> <p>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.</p> <p>L3: Can describe in detail how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend.</p> <p>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.</p> <p>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



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