

Be Brave, Be  
Curious, Be Kind

## Subject Leader Summary - PSHE



Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
EYFS	<u>Autumn</u> Me and My Community Once upon a time Sparkle and Shine	<u>Spring</u> Starry Night Dangerous Dinosaurs Puddles and Rainbows	<u>Summer</u> Sunshine and Sunflowers Shadows and Reflections Big Wide World Splash & Moving On	<u>Autumn</u> Let's Explore Marvellous Machines	<u>Spring</u> Puppets and Pop Ups	<u>Summer</u> Moving On:
KS1	<u>Autumn</u> What is the same and different about us? Who is special to us?	<u>Spring</u> What helps us stay healthy? What can we do with money?	<u>Summer</u> Who helps us to keep safe? How can we look after each other and the world?	<u>Autumn</u> What makes a good friend? What is bullying?	<u>Spring</u> What jobs do people do? What helps us to stay safe?	<u>Summer</u> What helps us grow and stay healthy? How do we recognise our feelings?
LKS2	<u>Autumn</u> How can we be a good friend? What keeps us safe?	<u>Spring</u> What are families like? What makes a community?	<u>Summer</u> Why should we eat well and look after our teeth? Why should we keep active and sleep well?	<u>Autumn</u> What strengths, skills and interests do we have? How do we treat each other with respect?	<u>Spring</u> How can we manage our feelings? How will we grow and change?	<u>Summer</u> How can our choices make a difference to others and the environment? How can we manage risk in different places?
UKS2	<u>Autumn</u> What makes up a person's identity? What decisions can we make with money?	<u>Spring</u> How can we help in an accident or emergency? How can friends communicate safely?	<u>Summer</u> How do drugs common to everyday life affect health? What jobs would we like?	<u>Autumn</u> How can we keep healthy as we grow?	<u>Spring</u> How can the media influence people?	<u>Summer</u> What will change as we become more independent? How do friendships change as we grow?

### Question-based Model

This programme builder is structured around an overarching question for each term or half term.

These begin in **key stage 1** as 'What?' and 'Who?' questions and build throughout **Key Stage 2** into 'Why?' and 'How?' questions.

### Themes

The three core themes from the Programme of Study fully covered are **Health and Wellbeing**, **Relationships** or **Living in the Wider World**.

	Cycle A			Cycle B		
EYFS	<p><b><u>Autumn</u></b></p> <p><b>Me and My Community:</b> In this project, children learn to see themselves as individuals and talk about themselves in positive terms. They explore rules and are supported to work collaboratively and cooperatively. Children learn about emotions and are encouraged to try new activities and look after their basic hygiene needs. They identify trusted adults and are supported to create positive relationships with adults and peers.</p> <p><b>Exploring Autumn:</b> <b>Once upon a time:</b> In this project, children build on skills learned in Me and My Community and play games that encourage sharing and turn taking. They develop their understanding of emotions, exploring why story characters act the way they do and how they might be feeling.</p> <p><b>Sparkle and Shine:</b> In this mini seasonal project, children explore the theme of celebration and consider the similarities and differences between cultural and religious communities.</p>	<p><b><u>Spring</u></b></p> <p><b>Starry Night:</b> In this project children build on their knowledge of basic hygiene from Me and My Community, learning about the importance of good oral hygiene.</p> <p><b>Winter Wonderland:</b> <b>Dangerous Dinosaurs:</b> In this project, children develop their understanding of cooperation and sharing as they use the various small world equipment.</p> <p><b>Puddles and Rainbows</b> In this mini seasonal project, children build on their knowledge of emotions from Me and My Community and Once Upon a Time as they select vocabulary and pictures to describe their own and other's feelings and begin to explore the relationship between colours and emotions.</p>	<p><b><u>Summer</u></b></p> <p><b>Sunshine and Sunflowers:</b> In this project, children further develop their knowledge of basic hygiene needs and learn about the importance of sun safety.</p> <p><b>Shadows and Reflections:</b> In this mini seasonal project, children build on their knowledge of emotions from Me and My Community, Once Upon a Time and Puddles and Rainbows as they make faces to depict emotions.</p> <p><b>Big Wide World:</b> In this project are supported to explore similarities and differences between people and cultures worldwide, building on learning about celebrations from the project Sparkle and Shine.</p> <p><b>Splash:</b> In this mini seasonal project, children continue to develop their knowledge of looking after their hygiene as they explore the importance of handwashing.</p> <p><b>Moving On:</b> In this transition project, children use their knowledge of emotions studied in previous projects to talk about their feelings at different points in the year.</p>	<p><b><u>Autumn</u></b></p> <p><b>Let's Explore:</b> In this project, children explore and recognise a range of familiar emotions studied in previous projects and understand how to communicate their feelings.</p> <p><b>Build It Up:</b> <b>Marvellous Machines:</b> In this project, children develop their understanding of people's roles in society as they learn about the emergency services.</p>	<p><b><u>Spring</u></b></p> <p><b>Puppets and Pop Ups:</b></p>	<p><b><u>Summer</u></b></p> <p><b>Moving On:</b> In this transition project, children use their knowledge of emotions studied in previous projects to talk about their feelings at different points in the year.</p>

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## Subject Leader planning - PSHE



### Autumn – Cycle A – KS1

#### Autumn 1: What is the same and different about us?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	What they like/dislike and are good at.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</a>
Lesson 2	What makes them special and how everyone has different strengths.	
Lesson 3	How their personal features or qualities are unique to them.	
Lesson 4	How they are similar or different to others, and what they have in common.	
Lesson 5	To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- + about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- + that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

#### Key Vocabulary:

Same, difference, different, similar, everyone, everybody, like, dislike, talent, special, unique, strengths, in common, arms, legs, head, eyes, mouth, nose, ears, lips, eye brows, nostrils, ear lobes, elbows, wrists, fingers, knuckles, cheeks, knees, toes, foot, feet, ankles.

## Autumn 2: Who is special to us?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	That family is one of the groups they belong to, as well as, for example, school, friends, clubs.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>
Lesson 2	About the different people in their family / those that love and care for them.	
Lesson 3	What their family members, or people that are special to them, do to make them feel loved and cared for.	
Lesson 4	How families are all different but share common features – what is the same and different about them.	
Lesson 5	About different features of family life, including what families do / enjoy together.	
Lesson 6	That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + that families are important for children growing up because they can give love, security and stability.
- + the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- + that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.<sup>4</sup>
- + that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

### **Key Vocabulary:**

Similar, different, school, friendship groups, clubs, family members, loved, cared for, appreciate, family types, unhappy, sad, worried, concerned, support, tell, safeguarding.

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## Subject Leader planning - PSHE



### Spring – Cycle A – KS1

#### Spring 1: What helps us stay healthy?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor).	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a>
Lesson 2	That things people put into or onto their bodies can affect how they feel.	
Lesson 3	How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.	
Lesson 4	Why hygiene is important and how simple hygiene routines can stop germs from being passed on.	
Lesson 5	What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.	

#### **Links to RSE Guidance: By the end of primary school, children should know...**

- + the characteristics and mental and physical benefits of an active lifestyle.
- + how and when to seek support including which adults to speak to in school if they are worried about their health.
- + what constitutes a healthy diet (including understanding calories and other nutritional content).
- + the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- + about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- + about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

#### **Key Vocabulary:**

Community, healthy, dentist, doctor, nurse, parent, responsibility, eat, drink, effect, affect, medicines, illness, vaccinations, injections, immunisations, medicines, hygiene, cleanliness, personal hygiene, clean, washing, oral hygiene, decay, bacteria.

### Spring 2: What can we do with money?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	What money is - that money comes in different forms.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	How money is obtained (e.g. earned, won, borrowed, presents).	
Lesson 3	How people make choices about what to do with money, including spending and saving.	
Lesson 4	The difference between needs and wants - that people may not always be able to have the things they want.	
Lesson 5	How to keep money safe and the different ways of doing this.	

#### **Links to RSE Guidance: By the end of primary school, children should know...**

*There are no specific links under the statutory guidance, however we feel this is an essential part of what prepares children for life in Modern Britain.*

#### **Key Vocabulary:**

Money, coins, notes, cash, cash machine, chip and pin, contactless, online banking, online, earning, earnt, spending, saving, borrow, won, presents, account, need, want, savings account

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## Subject Leader planning - PSHE



### Summer – Cycle A – KS1

#### Summer 1: Who helps to keep us safe?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.	
Lesson 3	How to respond safely to adults they don't know.	
Lesson 4	What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.	
Lesson 5	How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- + how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- + how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- + how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- + where to get advice e.g. family, school and/or other sources.

#### Key Vocabulary:

Volunteers, community, safe, roles, help, worried, advice, support, stranger, unknown adult, safe place, respond safely, dial, operator, operative, options, postcode, name, telephone number, address, fire service, police, ambulance.

## Summer 2: How can we look after each other and the world?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>
Lesson 2	The responsibilities they have in and out of the classroom.	
Lesson 3	How people and animals need to be looked after and cared for.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 4	What can harm the local and global environment; how they and others can help care for it.	
Lesson 5	How people grow and change and how people's needs change as they grow from young to old.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s">https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</a>
Lesson 6	How to manage change when moving to a new class/year group.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + the conventions of courtesy and manners.
- + the importance of self-respect and how this links to their own happiness.
- + that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

### **Key Vocabulary:**

Unkind, kind, behaviour, sensible, caring, safe, polite, tease, courteous, play, work, cooperatively, rude, responsible, responsibility, consequence, cared for, environment, local, world, global, our home, young, old, grow, change, same, similar, different.



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## Subject Leader planning - PSHE



### Autumn – Cycle A – LKS2

#### Autumn 1: How can we be a good friend?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>
Lesson 2	How to recognise if others are feeling lonely and excluded and strategies to include them.	
Lesson 3	How to build good friendships, including identifying qualities that contribute to positive friendships.	
Lesson 4	That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.	
Lesson 5	How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.	

#### **Links to RSE Guidance: By the end of primary school, children should know...**

- + about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*
- + the importance of permission-seeking and giving in relationships with friends, peers and adults*
- + that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- + that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*
- + how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

#### **Key Vocabulary:**

Friend, friendship, support, wellbeing, lonely, loneliness, excluded, strategies, qualities, positive friendships, difficulties, problem, quarrel, argument, resolve, dispute, reconcile differences, unhappy, uncomfortable, unsafe

## Autumn 2: What keeps us safe?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross">https://pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a>
Lesson 2	How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.	
Lesson 3	That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable	
Lesson 4	How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)	
Lesson 5	How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)	
Lesson 6	How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns	
Lesson 7	What to do in an emergency, including calling for help and speaking to the emergency services	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- + how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- + how to make a clear and efficient call to emergency services if necessary.
- + concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Key Vocabulary:**

Hazard, dangerous, unsafe, risk, risky, assessing, calculating, injury, harm, harmful, reduce risk, protect, protected, react, respond, deal, minor, major, graze, wound, allergy, scratch burn, blister, cold compress, bandage, wash, shower, bathe, asthma, asthmatic, permission, uncomfortable.

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## Subject Leader planning - PSHE



### Spring – Cycle A – LKS2

#### Spring 1: What are families like?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education">https://pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education</a>
Lesson 2	How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays	
Lesson 3	How people within families should care for each other and the different ways they demonstrate this	
Lesson 4	How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- + how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- + the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- + that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

#### Key Vocabulary:

Family, families, diverse, different, similar, love, cared for, nurtured, single parent, step parents, blended families, foster parents, adoptive parents, same sex parents, positive family life, shared experiences, celebrations, common features, special days, relationships, worried, unsafe, anxious.

### Spring 2: What makes a community?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a>
Lesson 2	What is meant by a diverse community; how different groups make up the wider/local community around the school	
Lesson 3	How the community helps everyone to feel included and values the different contributions that people make	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a>
Lesson 4	How to be respectful towards people who may live differently to them	

#### **Links to RSE Guidance: By the end of primary school, children should know...**

- + the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.*
- + practical steps they can take in a range of different contexts to improve or support respectful relationships.*
- + the conventions of courtesy and manners.*
- + the importance of self-respect and how this links to their own happiness.*
- + that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*

#### **Key Vocabulary:**

Community, communities, friendship, friendship groups, faith, clubs, wider community, local community, diverse, inclusion, excluded, valued, values, different contributions, respectful, differences, similarities.

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## Subject Leader planning - PSHE



### Summer – Cycle A – LKS2

#### Summer 1: Why should we eat well and look after our teeth?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to eat a healthy diet and the benefits of nutritionally rich foods	
Lesson 2	How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist	
Lesson 3	How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health	
Lesson 4	How people make choices about what to eat and drink, including who or what influences these	
Lesson 5	How, when and where to ask for advice and help about healthy eating and dental care	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + what constitutes a healthy diet (including understanding calories and other nutritional content).
- + the principles of planning and preparing a range of healthy meals.
- + the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- + about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- + how and when to seek support including which adults to speak to in school if they are worried about their health.

#### Key Vocabulary:

Healthy, unhealthy, balanced diet, nutrition, nutritionally rich, benefits of, oral hygiene, brushing, flossing, regular, affect, effect, impact, sugar, acidic, dental health, informed choices, influences, advice

## Summer 2: Why should we keep active and sleep well?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How regular physical activity benefits bodies and feelings.	
Lesson 2	How to be active on a daily and weekly basis - how to balance time online with other activities.	
Lesson 3	How to make choices about physical activity, including what and who influences decisions.	
Lesson 4	How the lack of physical activity can affect health and wellbeing.	
Lesson 5	How lack of sleep can affect the body and mood and simple routines that support good quality sleep.	
Lesson 6	How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.	

### Links to RSE Guidance: By the end of primary school, children should know...

- + the characteristics and mental and physical benefits of an active lifestyle.
- + the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- + the risks associated with an inactive lifestyle (including obesity).
- + how and when to seek support including which adults to speak to in school if they are worried about their health.
- + the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

### Key Vocabulary:

Physical activity, benefit, bodies, mind, wellbeing, health, lack, affect, effect, daily, weekly, balance, online, active, influence, decision, informed choices, sleep, routines, mood, low mood, good quality sleep, seek, support.

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## Subject Leader planning - PSHE



### Autumn – Cycle A – UKS2

#### Autumn 1: What makes us a person's identity?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to recognise and respect similarities and differences between people and what they have in common with others.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a>
Lesson 2	That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).	
Lesson 3	How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).	
Lesson 4	About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.	
Lesson 5	How to challenge stereotypes and assumptions about others.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- + practical steps they can take in a range of different contexts to improve or support respectful relationships.
- + the conventions of courtesy and manners.
- + the importance of self-respect and how this links to their own happiness.
- + that in school and in wider society they can expect to be treated with respect by others
- + what a stereotype is, and how stereotypes can be unfair, negative or destructive.

#### Key Vocabulary:

Money, cash, cashless, online, bank, banking, online banking, money decisions, spending, saving, influences, track of, current account, savings account, store cards, credit cards, loans, value for money, interest, risk, won, lost, stolen, emotions, feelings, economic wellbeing

## Autumn 2: What decisions can people make with money?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	How people make decisions about spending and saving money and what influences them	
Lesson 2	How to keep track of money so people know how much they have to spend or save	
Lesson 3	How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)	
Lesson 4	How to recognise what makes something 'value for money' and what this means to them	
Lesson 5	That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	

### **Links to RSE Guidance: By the end of primary school, children should know...**

*There are no specific links under the statutory guidance, however we feel this is an essential part of what prepares children for life in Modern Britain.*

### **Key Vocabulary:**

Jobs, career, salary, lifetime, broad range, paid, voluntary, salary, wage, skills, attributes, qualifications, college, apprenticeships, university, open university, influence, stereotype, older, interests, decisions, pay



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## Subject Leader planning - PSHE



### Spring – Cycle A – UKS2

#### Spring 1: How can we help in an accident or emergency?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross">https://pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</a>
Lesson 2	That if someone has experienced a head injury, they should not be moved	
Lesson 3	When it is appropriate to use first aid and the importance of seeking adult help	
Lesson 4	The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + how to make a clear and efficient call to emergency services if necessary.
- + concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### Key Vocabulary:

Basic first aid, burn, scald, cut, bleed, choking, asthma attack, allergic reaction, head injury, seek support, seek adult support, emergency services, ambulance, dial, call, operator, report.

## Spring 2: How can friends communicate safely?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	About the different types of relationships people have in their lives	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/play-share">https://pshe-association.org.uk/curriculum-and-resources/resources/play-share</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a>
Lesson 2	How friends and family communicate together; how the internet and social media can be used positively	
Lesson 3	How knowing someone online differs from knowing someone face-to-face	
Lesson 4	How to recognise risk in relation to friendships and keeping safe	
Lesson 5	About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.	
Lesson 6	How to respond if a friendship is making them feel worried, unsafe or uncomfortable	
Lesson 7	How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + how important friendships are in making us feel happy and secure, and how people choose and make friends.*
- + the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*
- + that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- + that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*
- + how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

### **Key Vocabulary:**

Relationships, different types, friendship, worried, unsafe, uncomfortable, family, communicate, Internet, social media, positive, face-to-face, risk, keeping safe, content, seeking consent, giving consent, images, personal data, personal information, personal safety, inappropriate contact, pressure

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## Subject Leader planning - PSHE



### Summer – Cycle A – UKS2

#### Summer 1: How can drugs common to everyday life affect health?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.	
Lesson 3	How laws surrounding the use of drugs exist to protect them and others.	
Lesson 4	Why people choose to use or not use different drugs.	
Lesson 5	How people can prevent or reduce the risks associated with them	
Lesson 6	That for some people, drug use can become a habit which is difficult to break	
Lesson 7	How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.	
Lesson 8	How to ask for help from a trusted adult if they have any worries or concerns about drugs.	

#### Links to RSE Guidance: By the end of primary school, children should know...

+ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### Key Vocabulary:

+ drugs, common, everyday life, smoking, vaping, nicotine, alcohol, caffeine, medicines, well-being, health, legal, illegal, laws, restrictions, other drugs, risks, risky, prevent, trusted adult, worries, concerns,

## Summer 2: What jobs would we like?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.	
Lesson 2	That some jobs are paid more than others and some may be voluntary (unpaid).	
Lesson 3	About the skills, attributes, qualifications and training needed for different jobs.	
Lesson 4	That there are different ways into jobs and careers, including college, apprenticeships and university.	
Lesson 5	How people choose a career/job and what influences their decision, including skills, interests and pay.	
Lesson 6	How to question and challenge stereotypes about the types of jobs people can do.	
Lesson 7	How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

*+ what a stereotype is, and how stereotypes can be unfair, negative or destructive.*

*There are no specific links under the statutory guidance, however we feel this is an essential part of what prepares children for life in Modern Britain.*

### **Key Vocabulary:**

Jobs, career, salary, lifetime, broad range, paid, voluntary, salary, wage, skills, attributes, qualifications, college, apprenticeships, university, open university, influence, stereotype, older, interests, decisions, pay

**Autumn – Cycle B – KS1**

**Autumn 1: What makes a good friend?**

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	How to make friends with others.	
Lesson 2	How to recognise when they feel lonely and what they could do about it.	
Lesson 3	How people behave when they are being friendly and what makes a good friend.	
Lesson 4	How to resolve arguments that can occur in friendships.	
Lesson 5	How to ask for help if a friendship is making them unhappy.	

**Links to RSE Guidance: By the end of primary school, children should know...**

- + how important friendships are in making us feel happy and secure, and how people choose and make friends.*
- + the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*
- + that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- + that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*
- + how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

**Key Vocabulary:**

Friend, friendship, good, friendly, lonely, loneliness, active, action, solve, problem solver, fixing, fixer, arguing, argument, unhappy, resolve, resolution, communicate.

## Autumn 2: What is bullying?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How words and actions can affect how people feel.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.	
Lesson 3	Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.	
Lesson 4	How to respond if this happens in different situations.	
Lesson 5	How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*
- + the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.*
- + practical steps they can take in a range of different contexts to improve or support respectful relationships.*
- + the conventions of courtesy and manners.*

### **Key Vocabulary:**

Harmful behaviour, unkind, bully, bullying, actions, affect, effect, hurtful words, physical contact, permission, uncomfortable, unacceptable, situations, online

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## Subject Leader planning - PSHE



### Spring – Cycle B – KS1

#### Spring 1: What jobs do people do?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How jobs help people earn money to pay for things they need and want.	
Lesson 2	About a range of different jobs, including those done by people they know or people who work in their community.	
Lesson 3	How people have different strengths and interests that enable them to do different jobs.	
Lesson 4	How people use the internet and digital devices in their jobs and everyday life.	

**Links to RSE Guidance: By the end of primary school, children should know...**

*+ that for most people the internet is an integral part of life and has many benefits.*

*There are no specific links under the statutory guidance, however we feel this is an essential part of what prepares children for life in Modern Britain.*

#### **Key Vocabulary:**

Jobs, profession, professional, earn, earnt, salary, wage, need, want, monthly, weekly, annually, community, range, strengths, interests, talents, Internet, digital devices, everyday life

## Spring 2: What helps us to stay safe?

	<b>Learning Objective.</b> Pupils learn...	<b>Quality assured resources to support planning</b>
Lesson 1	How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends">https://pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a>
Lesson 2	How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.	
Lesson 3	How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.	
Lesson 4	How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.	
Lesson 5	How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*
- + *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
- + *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- + *how to report concerns or abuse.*

### **Key Vocabulary:**

Road safety, pelican crossing, zebra crossing, safe place, water safety (water safety vocabulary to be added), safe, risk, risky, trusted adult, trustworthy, online, pretend, concerns



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## Subject Leader planning - PSHE



### Summer – Cycle B – KS1

#### Summer 1: What can help us grow and stay healthy?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	That eating and drinking too much sugar can affect their health, including dental health.	
Lesson 3	How to be physically active and how much rest and sleep they should have everyday.	
Lesson 4	That there are different ways to learn and play; how to know when to take a break from screen-time.	
Lesson 5	How sunshine helps bodies to grow and how to keep safe and well in the sun.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + the characteristics and mental and physical benefits of an active lifestyle.
- + the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- + about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- + about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- + the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

#### Key Vocabulary:

Healthy, unhealthy, physical activity, active, inactive, sleep, rest, growth, bodies, dental health, sugar, decay, obesity, diabetes, heart disease, health problems, brushing, teeth, tooth.

## Summer 2: How do we recognise our feelings?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to recognise, name and describe a range of feelings.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	What helps them to feel good, or better if not feeling good.	
Lesson 3	How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group).	
Lesson 4	How feelings can affect people in their bodies and their behaviour.	
Lesson 5	Ways to manage big feelings and the importance of sharing their feelings with someone they trust.	
Lesson 6	How to recognise when they might need help with feelings and how to ask for help when they need it.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + that mental wellbeing is a normal part of daily life, in the same way as physical health.
- + that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- + how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- + how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- + the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- + simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### **Key Vocabulary:**

Anger, frustrations, jealousy, anxious, scared, worried, nervous, happy, elated, exited, over excited, down, loss, temporary, big feelings, trusted adult, recognise.

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## Subject Leader planning - PSHE



### Autumn – Cycle B – LKS2

#### Autumn 1: What strengths, skills and interests do we have?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to recognise personal qualities and individuality.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a>
Lesson 2	To develop self-worth by identifying positive things about themselves and their achievements.	
Lesson 3	How their personal attributes, strengths, skills and interests contribute to their self-esteem.	
Lesson 4	How to set goals for themselves.	
Lesson 5	How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.	

#### Links to RSE Guidance: By the end of primary school, children should know...

+ the importance of self-respect and how this links to their own happiness.

#### Key Vocabulary:

Personal qualities, individuality, self-worth, positive, achievements, targets, goals, long term, short term, setbacks, temporary, mistakes, reframe, refocus, unhelpful.

## Autumn 2: How do we treat each other with respect?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How people's behaviour affects themselves and others, including online.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s">https://pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</a>
Lesson 2	How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.	
Lesson 3	About the relationship between rights and responsibilities.	
Lesson 4	About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*	
Lesson 5	The rights that children have and why it is important to protect these*	
Lesson 6	That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.	
Lesson 7	How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- + what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- + about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- + that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- + how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- + how to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Key Vocabulary:**

Personal qualities, individuality, self-worth, positive, achievements, targets, goals, long term, short term, setbacks, temporary, mistakes, reframe, refocus, unhelpful.

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Curious, Be Kind

## Subject Leader planning - PSHE



### Spring – Cycle B – LKS2

#### Spring 1: How can we manage our feelings?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How everyday things can affect feelings	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a>
Lesson 2	How feelings change over time and can be experienced at different levels of intensity	
Lesson 3	The importance of expressing feelings and how they can be expressed in different ways	
Lesson 4	How to respond proportionately to, and manage, feelings in different circumstances	
Lesson 5	Ways of managing feelings at times of loss, grief and change	
Lesson 6	How to access advice and support to help manage their own or others' feelings	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- + that happiness is linked to being connected to others.
- + how to recognise the early signs of mental wellbeing concerns.

#### Key Vocabulary:

Behaviour, affect, effect, online, themselves, others, respect, discriminate, witness, exclusion, disrespect, discrimination, polite, courteous, different situations, respectful behaviour, rights, responsibilities, privacy, confidence, secret, not agreed, safe secret, unsafe.

### Spring 2: How will we grow and change?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>
Lesson 2	How puberty can affect emotions and feelings.	
Lesson 3	How personal hygiene routines change during puberty.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0">https://pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</a>
Lesson 4	How to ask for advice and support about growing and changing and puberty.	

#### **Links to RSE Guidance: By the end of primary school, children should know...**

*+ key facts about puberty, the changing adolescent body and menstrual wellbeing.*

*+ the main changes which take place in males and females, and the implications for emotional and physical health.*

#### **Key Vocabulary:**

Grow, change, move on, feelings, grow up, develop, relationships, family, friends, change, independent, independently, personal hygiene, older, emotions, big feelings, overwhelmed, emotional, sad, anxious.

Be Brave, Be  
Curious, Be Kind

## Subject Leader planning - PSHE



### Summer – Cycle B – LKS1

Summer 1: How can our choices make a difference to others and the environment?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How people have a shared responsibility to help protect the world around them.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan">https://pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal">https://pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood">https://pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a>
Lesson 2	How everyday choices can affect the environment.	
Lesson 3	How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).	
Lesson 4	The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.	
Lesson 5	How to show care and concern for others (people and animals).	
Lesson 6	How to carry out personal responsibilities in a caring and compassionate way.	

**Links to RSE Guidance: By the end of primary school, children should know...**

*There are no specific links under the statutory guidance, however we feel this is an essential part of what prepares children for life in Modern Britain.*

#### **Key Vocabulary:**

Shared responsibility, environment, world, planet, everyday choices, money, affect, effect, fair trade, single use, plastics, giving to charity, care, concern.

## Summer 2: How can we manage risk in different places?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How to recognise, predict, assess and manage risk in different situations	<a href="https://pshe-association.org.uk/content/gambling">https://pshe-association.org.uk/content/gambling</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a>
Lesson 2	How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).	
Lesson 3	How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.	
Lesson 4	How people's online actions can impact on other people.	
Lesson 5	How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.	
Lesson 6	How to report concerns, including about inappropriate online content and contact	
Lesson 7	That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	

### **Links to RSE Guidance: By the end of primary school, children should know...**

- + how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- + how to recognise and report feelings of being unsafe or feeling bad about any adult.

### **Key Vocabulary:**

Predict, assess, risk, risky, situations, local environment, familiar locations, digital devices, influenced, peer pressure, approval, manage, online, advice, requests, personal information, sharing online, inappropriate content, inappropriate contact, appropriate content, appropriate contact, rules, restrictions, laws, safe, anti-social.



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## Subject Leader planning - PSHE



### Autumn – Cycle B – UKS2

Autumn 1 and 2: How can we keep healthy as we grow?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How mental and physical health are linked.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</a>
Lesson 2	How positive friendships and being involved in activities such as clubs and community groups support wellbeing.	
Lesson 3	How to make choices that support a healthy, balanced lifestyle.	
Lesson 4	That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.	
Lesson 5	How drugs (legal and illegal) can affect health and how to manage situations involving them.	
Lesson 6	How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.	
Lesson 7	That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.	
Lesson 8	That anyone can experience mental ill-health and to discuss concerns with a trusted adult	
Lesson 9	That mental health difficulties can usually be resolved or managed with the right strategies and support.	
Lesson 10	That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + that mental wellbeing is a normal part of daily life, in the same way as physical health.
- + where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- + it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- + the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### Key Vocabulary:

Mental health, mental ill-health, physical health, physical ill-health, link, positive friendships, community groups, activities, well-being, make choices, balanced lifestyles, healthy meal, dental hygiene, oral hygiene, food and drink choices, benefit, stay safe, poor sleep, sleep strategies, sleep routines, good quality sleep, resolved, managed, strategies, trusted adult. Illegal drugs, legal drugs.

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## Subject Leader planning - PSHE



### Spring – Cycle B – UKS2

#### Spring 1 and 2: How can the media influence people?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98watch-film-making-choices">https://pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98watch-film-making-choices</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet">https://pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</a>
Lesson 2	That not everything should be shared online or social media and that there are rules about this, including the distribution of images.	
Lesson 3	That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.	
Lesson 4	How text and images can be manipulated or invented; strategies to recognise this.	
Lesson 5	To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.	
Lesson 6	To recognise unsafe or suspicious content online and what to do about it.	
Lesson 7	How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them	
Lesson 8	How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.	
Lesson 9	How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.	
Lesson 10	To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.	
Lesson 11	To discuss and debate what influences people's decisions, taking into consideration different viewpoints.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- + where and how to report concerns and get support with issues online.

#### Key Vocabulary:

Online, social media, rules, distribution, images, distribution of images, media, online experiences, low mood, wellbeing, thoughts, feelings, actions, mixed messages, influence, opinion, decisions, fake news, blogs, vlogs, reviews, unsafe, suspicious content, scam, ranked, selected, targeted advertising, interests, appropriate, inappropriate, online gambling, report, impact.

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## Subject Leader planning - PSHE



### Summer – Cycle B – UKS2

Autumn 1 and 2: What will change as we become more independent?  
How do friendships change as we grow?

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	That people have different kinds of relationships in their lives, including romantic or intimate relationships.	<a href="https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0">https://pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a>  <a href="https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources">https://pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</a>
Lesson 2	That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.	
Lesson 3	That adults can choose to be part of a committed relationship or not, including marriage or civil partnership.	
Lesson 4	That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.	
Lesson 5	How puberty relates to growing from childhood to adulthood.	
Lesson 6	About the reproductive organs and process - how babies are conceived and born and how they need to be cared for.	
Lesson 7	That there are ways to prevent a baby being made.	
Lesson 8	How growing up and becoming more independent comes with increased opportunities and responsibilities.	
Lesson 9	How friendships may change as they grow and how to manage this.	
Lesson 10	How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.	

#### Links to RSE Guidance: By the end of primary school, children should know...

- + key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- + about menstrual wellbeing including the key facts about the menstrual cycle.
- + that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- + that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

#### Key Vocabulary:

Relationships, change, committed, gender, ethnicity, faith, couples, love, forced marriage, independence, increased opportunities, responsibilities, friendships, change, grow, evolve, distance, seize, normal, worries, anxious, anxieties, seek help, future, success, options, map out, strategies, calm down.