

RSE and PSHE Medium Term Plan – Me and My World

Using Kapow planning guidance

Year Group	Term	Key question	Enquiry questions	EYFS Outcomes	Vocabulary
Reception	Autumn 1	<u>Self-regulation: My feelings</u>	<ol style="list-style-type: none"> 1. Can I identify my feelings? 2. Can I express my feelings and use a feelings jar? 3. What can I do when I am angry? 4. Can I use other words to describe my feelings? 5. What are facial expressions? 6. What makes us feel calm? Can we create a calm corner? 	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Characteristics of effective learning</p> <p>> Playing and exploring</p>	<p>feelings emotions happy sad angry calm scared loved cheerful positive delighted smiley sad unhappy</p>
	Autumn 2	<u>Building relationships: Special relationships</u>	<ol style="list-style-type: none"> 1. Who is in my family? 2. Who is a special person to me outside my family? 3. Why is sharing important? 4. How am I unique? 5. What do you enjoy? 6. What does diversity mean? 	<p>Personal, Social and Emotional Development</p> <p>See themselves as a valuable individual. Think about the perspectives of others. Build constructive and respectful relationships. Think about the perspectives of others. ELG: Building Relationships: Work and play cooperatively and take turns with others.</p> <p>Understanding the World</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. ELG: People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>family love valuable special unique different mummy daddy sister brother grandpa grandma uncle auntie share sharing friend take turns</p>

				timer interests hobby passion like dislike enjoy different similar unique special individual
Spring 1	<u>Managing self: Taking on challenges</u>	1. Why do we have rules? 2. What does persistence mean? 3. Can I work in a team to build a den? 4. How might you feel when you face a challenge? 5. Why is it important to keep going when things are challenging? 6. How does making a mistake help us?	Personal, Social and Emotional Development Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenges. ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Characteristics of Effective Learning Playing and exploring Creating and thinking critically Active learning	rules reason right wrong safe confident comfortable fair equal enjoyable calm orderly challenge difficulty persistence perseverance trial and error challenge difficulty worried anxious panicked frustrated upset coping strategy grounding technique

				calm relaxed happy
Spring 2	<u>Self-Regulation: Listening and following instructions</u>	<ol style="list-style-type: none"> 1. Why is it important to listen carefully? 2. Can I listen attentively to a story? 3. Why is it important to tell the truth? 4. Can I keep going when things are difficult? 5. Why is it important to persevere? 6. What helps me to remember instructions? 	<p>Communication and Language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Literacy ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG: Building Relationships Show sensitivity to their own and to others' needs.</p>	
Summer 1	<u>Building relationships: My family and friends</u>	<ol style="list-style-type: none"> 1. What special events are important to us? 2. Why do we share? 3. What makes a good friend? 4. How does it feel when someone is kind to you? 5. Can we work as a team? 6. Can we celebrate special friendships in our class? 	<p>Personal, Social and Emotional Development ELG: Building Relationships Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others.</p> <p>ELG: Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	

			Show sensitivity to their own and to others' needs.	
Summer 2	<u>Managing self: My Wellbeing</u>	<ol style="list-style-type: none"> 1. What is exercise? 2. How can yoga help our bodies to stretch, relax and stay healthy? 3. Why it is important to be able to take care of ourselves? 4. How can I keep safe near a road? 5. What does healthy eating look like? 6. What foods make up a balanced diet? 	<p>Personal, Social and Emotional Development ELG: Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Physical Development ELG: Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p>	

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Year One	Autumn Term 1	<p><u>Introduction Lesson</u></p> <p><u>Family and Relationships</u></p>	<p>What rules help everyone to learn?</p> <ol style="list-style-type: none"> 1. What is a family? 2. What are friendships? 3. How do other people show feelings and how do I respond? 4. How can friendship make me feel? 5. What problems might happen in a friendship? 6. How can I make my friends feel welcome and included? 7. What is a stereotype? 	<p>Children can</p> <ul style="list-style-type: none"> • Exploring how families are different to each other. • Exploring how friendship problems can be overcome. • Exploring friendly behaviours. • Recognising how other people show their feelings. • Identifying ways, we can care for others when they are sad. • Exploring the ability to successfully work with different people. 	<p>Children can</p> <ul style="list-style-type: none"> • To understand that families look after us. • To know some words to describe how people are related (e.g. aunty, cousin, etc.) • To know that some information about me and my family is personal. • To understand some characteristics of a positive friendship. • To understand that friendships can have problems but that these can be overcome. • To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	<p>behaviour</p> <p>care</p> <p>emotions</p> <p>family</p> <p>feelings</p> <p>friend</p> <p>friendly</p> <p>problem</p> <p>stereotype</p>
	Autumn Term 2	<u>Health and Wellbeing</u>	<ol style="list-style-type: none"> 1. What do feelings look like? 2. What am I like? 3. Why is sleep important? 4. How can I relax? 5. How are germs spread? 6. Why do we need to keep safe in the sun? 7. What is an allergy? 8. What jobs do people do to keep us healthy? 	<p>Children can</p> <ul style="list-style-type: none"> • Learning how to wash my hands properly. • Learning how to deal with an allergic reaction. • Exploring positive sleep habits. • Exploring two different methods of relaxation: progressive muscle relaxation and laughter. • Exploring health-related jobs and people who help look after our health. • Identifying personal strengths and qualities. • Identifying different ways to manage feelings. 	<p>Children can</p> <ul style="list-style-type: none"> • To understand we can limit the spread of germs by having good hand hygiene. • To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. • To know that certain foods and other things can cause allergic reactions in some people. • To know that sleep helps my body to repair itself, to grow and restores my energy. • To know that strengths are things we are good at. • To know that qualities describe what we are like. • To know the words to describe some positive and negative emotions. 	<p>allergy</p> <p>emotions</p> <p>feelings</p> <p>germs</p> <p>ill (poorly)</p> <p>qualities</p> <p>relax</p>

Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> 1. Why are rules important? 2. What do pets need? 3. How do we care for babies and young children? 4. What make me unique? 5. What groups do I belong to? 6. How does voting work? 	<p>Children can</p> <ul style="list-style-type: none"> • Recognising why rules are necessary. • Discussing how to meet the needs of different pets. • Exploring the differences between people. • Recognising the groups that we belong to. 	<p>Children can</p> <ul style="list-style-type: none"> • To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different 	<p>care democracy different fair pet responsibility rule similar unique vote</p>
Spring Term 2	<u>Economic Well being</u>	<ol style="list-style-type: none"> 1. What is money? 2. Why is it important to keep money safe? 3. What is a bank? 4. What is the difference between saving and spending money? 5. What are the different jobs in our school? 6. What other jobs are there? 	<p>Children can</p> <ul style="list-style-type: none"> • Discussing how to keep money safe. • Discussing what to do if we find money. • Exploring choices people make about money. • Developing an understanding of how banks work. 	<p>Children can</p> <ul style="list-style-type: none"> • To know that coins and notes have different values. • To know some of the ways children may receive money. • To know that it is wrong to steal money. • To know that banks are places where we can store our money. • To know some jobs in school. • To know that different jobs need different skills. 	<p>Bank bank account building society cash choice coins earn interest job money money box notes pocket money purse safe save skill spend value wallet</p>

<p>Summer Term 1</p>	<p><u>Safety and the changing body</u></p>	<ol style="list-style-type: none"> 1. Who are the adults in our school? 2. How do we talk to adults outside of school? 3. What do I do if I get lost? 4. How do I make an emergency phone call? 5. What is physical contact? 6. What is safe to put onto or into our bodies? 7. What hazards are there in the house? 8. What jobs do people do to keep us safe? 	<p>Children can</p> <ul style="list-style-type: none"> • Practice what to do if I get lost. • Identifying hazards that may be found at home. • Understanding people's roles within the local community that help keep us safe. • Learning what is and is not safe to put in or on our bodies. • Practice making an emergency phone call. 	<p>Children can</p> <ul style="list-style-type: none"> • To know that some types of physical contact are never appropriate. • To know what to do if I get lost. • To know that a hazard is something which could cause an accident or injury. • To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • To know that emergency services are the police, fire service and the ambulance service. 	<p>Accident drug emergency hazards medicine physical contact polite respect role trust</p>
<p>Summer term 2</p>	<p><u>Wellbeing, transition and overflow lessons</u></p>	<p>Transition</p> <ol style="list-style-type: none"> 1. What are my strengths? <p>Wellbeing</p> <ol style="list-style-type: none"> 1. What are feelings? 2. How do other people show feelings? 3. Who can I ask for help? 4. What am I like? 5. What makes a healthy body and mind? 6. How can I relax? 			<p>Action Emotions Feelings Strategy</p>

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Year Two	Autumn Term 1	<u>Introduction Lesson</u> <u>Family and Relationships</u>	<p>1. What rules will help us all learn and feel good in PSHE lessons?</p> <p>1. What are the positive characteristics of a family? 2. How are families different? 3. How do other people feel? 4. What should I do if a friendship is making me feel unhappy? 5. What are manners? How do our manners change in different situations? 6. How do loss and change affect us? 7. Does gender affect the jobs that people do?</p>	<ul style="list-style-type: none"> Understanding ways to show respect for different families. Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Exploring how loss and change can affect us. 	<ul style="list-style-type: none"> To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events. 	<p>friendship love manners feelings emotions family stereotype respect</p>
	Autumn Term 2	<u>Health and wellbeing</u>	<p>1. How might we feel in different situations? 2. What types of physical activities are available for us to take part in? 3. Why is relaxation important? 4. What am I good at? 5. How can I persevere more? 6. What is a healthy balanced diet? 7. What is good for my teeth and how can I keep them healthy?</p>	<ul style="list-style-type: none"> Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and 	<ul style="list-style-type: none"> To know that food and drinks with lots of sugar are bad for our teeth. To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them. 	<p>diet exercise goal growth mindset healthy physical activity relaxation skill strengths</p>

			developing a growth mindset. • Developing an understanding of self-respect.		
Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> 1. Why are rules different in different places? 2. How can we improve our school environment? 3. What can we do to keep our local area a good place to live? 4. Who works in our local community? 5. What do people do for our local community? 6. How does our school council work? 7. What is my opinion on how to make school better? 	<ul style="list-style-type: none"> • Explaining why rules are in place. • Identifying positives and negatives about the school environment. • Learning how to discuss issues of concern to me. • Recognising the importance of looking after the school environment. • Identifying ways to help look after the school environment. • Recognising the contribution people make to the local community. 	<ul style="list-style-type: none"> • To know some of the different places where rules apply. • To know that some rules are made to be followed by everyone and are known as 'laws'. • To know some of the jobs people do to look after the environment in school and the local community. • To understand how democracy works in school through the school council. • To understand that everyone has similarities and differences. 	Election environment identity job opinion rule school council volunteer vote
Spring Term 2	<u>Economic Wellbeing</u>	<ol style="list-style-type: none"> 1. Where does money come from? 2. What are our basic needs for healthy growth? 3. How do people decide what they want? 4. How do bank cards and bank accounts help manage money? 5. What are my skills and talents? 6. How can I make others feel included? 	<ul style="list-style-type: none"> • Identifying whether something is a want or need. • Recognising that people make choices about how to spend money. • Exploring the reasons why people choose certain jobs. 	<ul style="list-style-type: none"> • To know some of the ways in which adults get money. • To know the difference between a 'want' and 'need'. • To know some of the features to look at when selecting a bank account. 	coins need notes priority want

<p>Summer Term 1</p>	<p><u>Safety and the changing body</u></p>	<ol style="list-style-type: none"> 1. What is the internet? 2. How do I stay safe online? 3. What is the difference between a secret and a surprise? 4. What does private mean? 5. What is the PANTS rule? 6. How can I keep safe when there is traffic around? 7. What rules do I need to cross the road safely? 8. How can we be safe with medicines? 	<ul style="list-style-type: none"> • Discussing the concept of privacy • Exploring ways to stay safe online • Learning how to behave safely near the road and when crossing the road. • Exploring what people can do to feel better they feel ill • Learning how to be safe around medicines 	<ul style="list-style-type: none"> • To know the PANTS rule. • To know that I should tell an adult if I see something that makes me uncomfortable online. • To understand the difference between secrets and surprises. • To know the rules for crossing the road safely. • To know that medicine can help us when we are ill. • To understand that we should only take medicines when a trusted adult says we can. • To know the names of parts of my body, including private parts. 	<p>medicine pedestrian private secret surprise penis testicles/testes vulva vagina</p>
<p>Summer Term 2</p>	<p><u>Transition, wellbeing and overflow lessons</u></p>	<p>Transition How might we feel moving to a new class?</p> <p>Wellbeing</p> <ol style="list-style-type: none"> 1. How are feelings different? 2. How do other people show their feelings and how do I respond? 3. What are my strengths? Can I set myself a goal? 4. What other ways are there to control difficult emotions? 5. How does exercise keep my mind and body healthy? 6. How does breathing help me relax? 	<p>.</p>		<p>Action Emotions Feelings Strategy Laughter Relaxation</p>

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Year Three	Autumn Term 1	<p><u>Introduction lesson</u></p> <p><u>Family and Relationships</u></p>	<p>What activities help us to learn in PSHE?</p> <ol style="list-style-type: none"> 1. What problems might families have? 2. What problems might occur in friendships? 3. What is bullying and how might it affect people? 4. What does being a good listener involve? 5. Why is trust an important part to a positive relationship? 6. How can we respect each other's differences? 7. How do toys reinforce gender stereotypes? 8. What stereotypes are there about older people? 	<ul style="list-style-type: none"> • Learning that problems can occur in families and that there is help available if needed. • Exploring ways to resolve friendship problems. • Developing an understanding of the impact of bullying and what to do if bullying occurs. • Identifying who I can trust. • Learning about the effects of non-verbal communication. • Exploring the negative impact of stereotyping. 	<ul style="list-style-type: none"> • To know that I can talk to trusted adults or services such as Childline if I experience family problems. • To know that bullying can be physical or verbal. • To know that bullying is repeated, not a one-off event. • To know that violence is never the right way to solve a friendship problem. • To know that trust is being able to rely on someone and it is an important part of relationships. • To know the signs of a good listener. • To understand that there are similarities and differences between people. • To understand some stereotypes related to age. 	<p>PSHE</p> <p>Safe</p> <p>Learn</p> <p>Rule</p> <p>Unsafe</p> <p>Unhappy</p> <p>bullying</p> <p>communicate</p> <p>empathy</p> <p>open questions</p> <p>similar</p> <p>solve</p> <p>stereotype</p> <p>sympathy</p> <p>trust</p>
	Autumn Term 2	<p><u>Health and Wellbeing</u></p>	<ol style="list-style-type: none"> 1. Why is it important to have the correct amount of food for our bodies? 2. Why is relaxation important for our bodies? 3. What is my identity? 4. What are my superpowers? 5. What is resilience? 6. What is a balanced diet? 	<ul style="list-style-type: none"> • Discussing why it is important to look after my teeth. • Learning stretches that can be used for relaxation. • Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. • Exploring my own identity through the groups I belong to. • Identifying my strengths and exploring how I use them to help others. 	<ul style="list-style-type: none"> • To understand ways to prevent tooth decay. • To understand the positive impact relaxation can have on the body. • To know the different food groups and how much of each of them we should have to have a balanced diet. • To understand the importance of belonging. • To understand what being lonely means and that it is not the same as being alone. • To understand what a problem or barrier is and that these can be overcome. 	<p>alone</p> <p>balance</p> <p>barriers</p> <p>belonging</p> <p>identity</p> <p>lonely</p> <p>resilience</p>

			<ul style="list-style-type: none"> • Being able to break down a problem into smaller parts to overcome it. 		
Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> 1. What is the UN Convention on the Rights of the Child? 2. What responsibilities do adults and children have in relation to their rights? 3. How do we and other people look after our immediate environment? 4. Who uses the buildings in our local community? 5. What charities work in our community? 6. How does democracy work in our school and local area? 7. Why do we have rules and what are the consequences of breaking rules at school and at home? 	<ul style="list-style-type: none"> • Exploring how children’s rights help them and other children. • Considering the responsibilities that adults and children have to maintain children’s rights. • Discussing ways, we can make a difference to recycling rates at home/school. • Identifying local community groups and discussing how these support the community. 	<ul style="list-style-type: none"> • To understand the UN Convention on the Rights of the Child. • To understand how recycling can have a positive impact on the environment. • To know that the local council is responsible for looking after the local area. • To know that elections are held where adults can vote for local councillors. • To understand some of the consequences of breaking rules. • To understand the role of charities in the community. 	Charity Community Consequence Council Councillor Law Recycling Rights United Nations (UN)
Spring Term 2	<u>Economic Wellbeing</u>	<ol style="list-style-type: none"> 1. How can we pay for something? 2. What is a budget? 3. How can money make us experience different emotions? 4. What can influence how we decide to spend our money? 5. What jobs might I do when I grow up? 6. Do we have stereotypes about who can do different jobs? 	<ul style="list-style-type: none"> • Discussing the range of feelings which money can cause. • Discussing the different attitudes people have to money. • Exploring the impact our spending can have on other people. • Considering the advantages and disadvantages of different payment methods. 	<ul style="list-style-type: none"> • To understand that there are different ways to pay for things. • To know that budgeting money is important. • To understand that there are a range of jobs available. • To understand that some stereotypes can exist around jobs but these should not affect people’s choices. 	Budget Expense Feeling Qualification Stereotype
Summer Term 1	<u>Safety and the changing body</u>	<ol style="list-style-type: none"> 1. What should you always do first when faced with an emergency situation? 2. How can I help if someone has been stung or bitten? 3. How can I be a responsible digital citizen when I encounter others online? 	<ul style="list-style-type: none"> • Exploring ways to respond to cyberbullying or unkind behaviour online. • Developing skills as a responsible digital citizen. • Identifying unsafe things people might do near roads unsafe. 	<ul style="list-style-type: none"> • To understand that cyberbullying is bullying which takes place online. • To know the signs that an email might be fake. • To know the rules for being safe near roads. 	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction

		<ol style="list-style-type: none"> 4. What is cyberbullying? 5. Why do people send fake emails? 6. Who makes choices for me? What choices will I be able to make as I get older? 7. How can others influence my choices? 8. What rules do I need to remember to keep safe on or near roads? 	<ul style="list-style-type: none"> • Beginning to recognise unsafe digital content. 		fake influence injuries
Summer Term 2	<u>Transition, wellbeing and over flow lessons</u>	<p>Transition</p> <p>How can I cope with change?</p> <p>Wellbeing</p> <ol style="list-style-type: none"> 1. How is my identity linked to groups I belong to? 2. How can I listen and learn to communicate effectively? 3. What are my strengths and how can they affect others? 4. How can I break down barriers to help my resilience? 5. How do we plan for a healthy lifestyle including physical activity, rest and diet? 6. Can I use stretching to ease muscle tension and relax? 			<p>Relaxation</p> <p>Calm</p> <p>Progress</p> <p>Strategy</p> <p>Still</p> <p>Problem</p> <p>Achievable</p> <p>Solution</p> <p>Goals</p> <p>Diet</p> <p>Exercise</p> <p>Health</p> <p>Energy</p> <p>Relaxation</p> <p>Stretch</p> <p>Breathe</p> <p>Movement</p>

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Year Four	Autumn Term 1	<p><u>Introduction</u></p> <p><u>Family and Relationships</u></p>	<p>What did I learn in PSHE in Year 3?</p> <ol style="list-style-type: none"> 1. How do manners change in different situations? 2. What boundaries are there in friendships? 3. How does my behaviour impact others? 4. What can I do if I witness bullying? 5. Which fictional characters reinforce gender stereotypes? 6. How do stereotypes affect people with disabilities? 7. What is family life like in other countries? 8. How can we help someone who has experienced a bereavement? 	<ul style="list-style-type: none"> • Using respectful language to discuss different families. • Exploring physical and emotional boundaries in friendships. • Exploring how my actions and behaviour can affect other people. • Discussing how to help someone who has experienced a bereavement. 	<ul style="list-style-type: none"> • To know that families are varied in the UK and across the world. • To understand the different roles related to bullying including the victim, bully and bystander. • To understand that everyone has the right to decide what happens to their body. • To understand the courtesy and manners which are expected in different scenarios. • To understand some stereotypes related to disability. • To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	<p>act of kindness</p> <p>authority</p> <p>bereavement</p> <p>boundaries</p> <p>bystander</p> <p>permission</p> <p>Good manners</p> <p>Bad manners</p> <p>Rude</p> <p>Respect</p> <p>Different situations</p> <p>Authority</p> <p>Position of authority</p>
	Autumn Term 2	<p><u>Health and Wellbeing</u></p>	<ol style="list-style-type: none"> 1. How can I look after my teeth? 2. How do you feel when you are calm? What places make you feel calm? 3. Why are making mistakes useful? 4. What skills do you have which would make you good at certain jobs? 5. What can we do to maintain or increase our happiness? 6. How can emotions change over time? 7. What does it mean to have a problem with your mental health? 	<ul style="list-style-type: none"> • Developing independence in looking after my teeth. • Identifying what makes me feel calm and relaxed. • Learning visualisation as a tool to aid relaxation. • Exploring how my skills can be used to undertake certain jobs. • Explore ways we can make ourselves feel happy or happier. • Developing the ability to appreciate the emotions of others in different situations. • Learning to take responsibility for my emotions by knowing that I can control some things but not others. 	<ul style="list-style-type: none"> • To know key facts about dental health. • To know that visualisation means creating an image in our heads. • To know that different job roles need different skills and so some roles may suit me more than others. • To know that it is normal to experience a range of emotions. • To know that mental health refers to our emotional wellbeing, rather than physical. • To understand that mistakes can help us to learn. • To know who can help if we are worried about our 	<p>Tooth</p> <p>Teeth</p> <p>Sugary drink</p> <p>Healthy</p> <p>Brush</p> <p>Dentist</p> <p>Fluoride</p> <p>Toothpaste</p> <p>healthy</p> <p>mental health</p> <p>negative emotions</p> <p>positive emotions</p> <p>relaxation</p> <p>resilience</p> <p>skill</p> <p>visualise</p>

			<ul style="list-style-type: none"> Developing a growth mindset. 	own or other people's mental health.	
Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> What are human rights? How does reusing things benefit the environment? What community groups are there in my city/county/region? How do groups help communities? How do diverse groups contribute to a society? What is it like being a local councillor? 	<ul style="list-style-type: none"> Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community. 	<ul style="list-style-type: none"> To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups that make up the local community. 	Authority Cabinet Community Council Council officer Diversity Environment Human rights Local government Protect Reuse United Nations/UN Volunteer
Spring Term 2	<u>Economic Wellbeing</u>	<ol style="list-style-type: none"> What makes something good value for money? How can we keep track of money? How can we keep money safe? What might influence our job and career choice? Why do people change jobs? How can we challenge stereotyping in the workplace? 	<ul style="list-style-type: none"> Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices. 	<ul style="list-style-type: none"> To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace. 	Bank balance Bank statement Career Debit card
Summer Term 1	<u>Safety and the changing body</u>	<ol style="list-style-type: none"> Why do we have age restrictions? How quickly can information spread with and without the internet? How can I help someone with asthma? What is the difference between secrets and surprises? 	<ul style="list-style-type: none"> Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker. 	<ul style="list-style-type: none"> To understand that there are risks to sharing things online. To know the difference between private and public. To understand the risks associated with smoking tobacco. To understand the physical changes to both male and 	Age restriction Asthma Breasts Genitals Law Penis Private Protect Puberty Public

		<p>5. Are all websites true?</p> <p>6. What will I look like as an adult?</p> <p>7. How will my body change as I grow up?</p> <p>8. What are the risks of smoking?</p>	<ul style="list-style-type: none"> • Discussing some physical and emotional changes during puberty. • Learning how to help someone who is having an asthma attack. 	<p>female bodies as people grow from children to adults.</p> <ul style="list-style-type: none"> • To know that asthma is a condition that causes the airways to narrow. 	<p>Testicles/Testes</p> <p>Tobacco</p>
<p>Summer Term 2</p>	<p><u>Transition, wellbeing and overflow lessons</u></p>	<p>Transition</p> <p>What would we like to achieve in Year 5?</p> <p>Wellbeing</p> <ol style="list-style-type: none"> 1. What is important to me and how can I take responsibility for my own happiness? 2. How does my behaviour have an impact on others? 3. What would be the perfect job for me in school? 4. How can I learn from my mistakes? 5. What are the benefits of a healthy diet on my mental and physical wellbeing? 6. What does relaxation feel like and how can I use relaxation techniques anywhere? 			<p>Important</p> <p>Friends</p> <p>Wellbeing</p> <p>Changes</p> <p>skills</p> <p>strengths</p> <p>job</p> <p>application</p> <p>Relaxation</p> <p>Visualisation</p> <p>Expression</p> <p>Calming intonation</p>

Year Group	Term	Key question	Enquiry questions	Progression of key skills	Progression of key knowledge	Vocabulary
Year Five	Autumn Term 1	<u>Introduction Lesson</u> <u>Family and relationships</u>	<p>What did we learn about relationships, health and safety in Y4?</p> <ol style="list-style-type: none"> How can I form and maintain positive relationships? What ups and downs might we experience in friendships? What different types of weddings/marriages are there? What is self-respect? Who can help me or my friends if something is making them feel unhappy or unsafe? Why might someone bully somebody? What can bystanders do? How have attitudes to gender changed over time? How might stereotypes contribute to discrimination? 	<ul style="list-style-type: none"> Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have. Exploring issues that might be encountered in friendships and how these might impact the friendship. Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect). 	<ul style="list-style-type: none"> To know that marriage is a legal commitment and a choice people can make. To know that, if I have a problem, I can call ChildLine on 0800 1111. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. 	<p>PSHE</p> <p>Safe</p> <p>Learn</p> <p>Rule</p> <p>Unsafe</p> <p>Unhappy</p> <p>attributes</p> <p>bullying</p> <p>bystander</p> <p>cyberbullying</p> <p>marriage</p> <p>secret</p> <p>wedding</p> <p>Race</p> <p>Religion</p> <p>Stereotype</p> <p>Discrimination</p> <p>Racism</p>
	Autumn Term 2	<u>Health and wellbeing</u>	<ol style="list-style-type: none"> What causes us stress or worry? What is meditation? What happens when we sleep? How can we learn from failures? What are SMART goals? How can our choices affect what happens next? Where can we find calorie content information about food? What can UV rays do to my skin now and in the future? 	<ul style="list-style-type: none"> Developing independence for protecting myself in the sun. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. Taking responsibility for my own feelings. 	<ul style="list-style-type: none"> To understand the risks of sun exposure. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality. To understand what can cause stress. 	<p>fail</p> <p>goal</p> <p>protect</p> <p>relaxation</p> <p>responsibility</p> <p>steps</p> <p>Responsibility</p> <p>Risk</p> <p>Weather</p> <p>UV rays</p> <p>Sunburn</p> <p>Skin cancer</p> <p>Slip, Slop, Slap</p>

					<ul style="list-style-type: none"> • To understand that failure is an important part of success. 	
Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> 1. What happens if someone breaks the law? 2. What responsibilities do we have that are linked to the right of freedom of expression? 3. How can individuals reduce their use of materials and energy? 4. What contributions have individuals made to society? 5. What does Keep Britain Tidy do? 6. How does Parliament work? 	<ul style="list-style-type: none"> • Explaining why reducing the use of materials is positive for the environment. • Discussing how rights and responsibilities link. • Exploring the right to a freedom of expression. • Identifying the contribution people make to the community and how this is recognised. • Developing an understanding of how parliament and Government work. • Identifying ways people can bring about change in society. 	<ul style="list-style-type: none"> • To know what happens when someone breaks the law. • To understand the waste hierarchy. • To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. • To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<p>Defendant Environment Freedom of expression Government House of Commons Human rights Judge Jury Member of Parliament (MP) Parliament Pressure group Prime Minister Trial</p>	
Spring Term 2	<u>Economic wellbeing</u>	<ol style="list-style-type: none"> 1. How can we make our money stretch further? 2. How should I budget for the week? 3. What is the significance of borrowing and loaning money? 4. What are the risks with handling money online? 5. Why challenge work place stereotypes? 6. How can my personal interests and skills align with different careers? 	<ul style="list-style-type: none"> • Discussing risks associated with money. • Making a budget based on priorities. • Discussing the role of money in selecting a job. • Discussing how income can change and the feelings associated with this. 	<ul style="list-style-type: none"> • To know that when money is borrowed it needs to be paid back, usually with interest. • To know that it is important to prioritise spending. • To know that income is the amount of money received and expenditure is the amount of money spent. • To know some ways that people lose money. 	<p>Discrimination Expenditure Giving back Income Interest Repayment Lose Stolen Risk Chance Stereotype Assumption</p>	

<p>Summer Term 1</p>	<p><u>Safety and the changing body</u></p>	<ol style="list-style-type: none"> 1. What might happen to information I share online? 2. Why should you only talk to people that you know online? 3. What are the correct names for parts of the body? 4. What changes will I go through during puberty? 5. What other changes happen during puberty? 6. How can I help someone who is bleeding? 7. What do we need to think about before making a decision? 	<ul style="list-style-type: none"> • Developing an understanding of how to ensure relationships online are safe. • Learning to make 'for' and 'against' arguments to help with decision making. • Learning about the emotional changes during puberty. • Identifying reliable sources of help with puberty. • Learning about how to help someone who is bleeding. 	<ul style="list-style-type: none"> • To know the steps to take before sending a message online (using the THINK mnemonic). • To know some of the possible risks online. • To know some strategies I can use to overcome pressure from others and make my own decisions. • To understand the process of the menstrual cycle. • To know the names of the external sexual parts of the body and the internal reproductive organs. • To know that puberty happens at different ages for different people. • To know how to assess a casualty's condition. 	<p>Attraction Bladder Breasts Cervix Clitoris Decision Egg or ova Ejaculation Erection Fallopian tube Friend Influence Labia Menstruation/period Nipples Ovary/ovaries Private Puberty Pubic hair Scrotum Testicles/testes Vagina Vulva</p>
<p>Summer Term 2</p>	<p><u>Transition, wellbeing and over flow lessons</u></p>	<p>Transition What worries do we have about Year 6?</p> <ol style="list-style-type: none"> 1. How can I taking responsibility for my feelings? 2. Why are good friends important? 3. Can I set short-term, medium-term and long-term goals for myself? 4. How can I embrace my failures? 5. Why is sleep beneficial, what affects sleep and how can I take responsibility for my own sleep? 6. Why is relaxation important? 			<p>Skill Responsibility Role achievement Dilemma Taking responsibility Feelings Emotional wellbeing Positive friendship Friends Yoga Relaxation Mindfulness Poses</p>

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Year Six	Autumn Term 1	<u>Introduction</u> <u>Family and Relationships</u>	<p>What do I want to learn in PSHE this year?</p> <ol style="list-style-type: none"> How can we earn respect? How do I want others to show their respect for me? How do gender stereotypes affect us? How can we share information on stereotypes? How can conflicts be resolved? What situations might cause grief? 	<ul style="list-style-type: none"> Identifying ways to resolve conflict through negotiation and compromise. Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people. 	<ul style="list-style-type: none"> To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies. 	<p>authority conflict earn expectation grief grieving resolve respect stereotype</p>
	Autumn Term 2	<u>Health and Wellbeing</u>	<ol style="list-style-type: none"> What type of person do I want to be? How can I fit relaxation into my week? How can I take responsibility for my health? How does technology affect our physical and mental health? What strategies can you use to show resilience? How does vaccination work? What are good and bad habits? What are the signs of illness? 	<ul style="list-style-type: none"> Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. 	<ul style="list-style-type: none"> To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. 	<p>antibodies growth mindset habit qualities responsibility skill vaccination</p>

				<ul style="list-style-type: none"> • Developing strategies for being resilient in challenging situations. 	<ul style="list-style-type: none"> • To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). • To know the effects technology can have on mental health. 	
Spring Term 1	<u>Citizenship</u>	<ol style="list-style-type: none"> 1. Why is education important? 2. What can be done to overcome environmental issues relating to food? 3. What else do we care about and how do we show this care/concern? 4. How can we overcome prejudice and discrimination? 5. What have people with protected characteristics contributed to society? 6. What would we do if we were a minister in the Government? 	<ul style="list-style-type: none"> • Learning about environmental issues related to food • Discuss how education and other human rights protect us • Identify causes that are important to us • Discuss how people can influence what happens in parliament • Discuss ways to change prejudice and discrimination • Identify appropriate ways to share views and ideas with others 	<ul style="list-style-type: none"> • To know that education is an important human right. • To know that our food choices can affect the environment. • To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. • To know that prejudice is making assumptions about someone based on certain information. • To know that discrimination is treating someone differently because of certain factors. 	<p>Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect Stereotype</p>	
Spring Term 2	<u>Economic Wellbeing</u>	<ol style="list-style-type: none"> 1. What feelings could people have about money? 2. How can we safeguard the money in digital and physical environments? 3. How do money related matters develop in high school? 4. What are the risks of gambling? 5. How do different careers operate in the workplace? 6. What different career routes are there? 	<ul style="list-style-type: none"> • Recognizing differences in how people deal with money and the role of emotion in this • Discuss some risks associated with gambling • Identify jobs that might be suitable 	<ul style="list-style-type: none"> • To understand that there are certain rules to follow to keep money safe in bank accounts. • To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. • To understand that different jobs have different routes into them. • To understand that people change jobs for a number of reasons. 	<p>Gambling Growth mindset PIN Qualities Responsibility Skill</p>	

				<ul style="list-style-type: none"> To know that banks and organisations such as Citizens' Advice can help with money-related problems. 	
Summer Term 1	<u>Safety and the changing body</u>	<ol style="list-style-type: none"> 1. What are the risks of drinking alcohol? 2. What do we mean by the term 'fake news'? 3. What can we do about bullying online? 4. What problems might people have during puberty? 5. How is a baby made? 6. How does a baby develop? 7. How can I help when someone is choking? 6. What do I need to do if a casualty is unresponsive? 	<ul style="list-style-type: none"> Develop an understanding about the reliability of online information Exploring online relationships including dealing with problems Discuss the reasons why adults may or may not drink alcohol Disusing problems which may be encountered during puberty and using knowledge to help Learn how to help someone who is choking Place an unresponsive person into the recovery position 	<ul style="list-style-type: none"> To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems. To understand the risks associated with drinking alcohol. To understand how a baby is conceived and develops. To know how to conduct a primary survey (using DRSABC). 	Alcohol Bladder Breasts Cervix Clitoris Conception Cyberbullying Egg or ova Ejaculation Erection Fallopian tube Fertilisation Genitals Internet trolling Labia Menstruation/period Nipples Ovary/ovaries Penis Pregnant Puberty Pubic hair Scrotum Sexual intercourse Sperm Sperm duct Testicles/testes Urethra
Summer Term 2	<u>Transition, wellbeing and identity</u>	How can we deal with changes that come with starting secondary school? <ol style="list-style-type: none"> 1. How do we define our identity? 2. How does the media manipulate images? 	<ul style="list-style-type: none"> Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity. 	<ul style="list-style-type: none"> To know that identity is the way we see ourselves and also how other people see us. To know that people may see us differently as to how we see ourselves. 	Change Identity Images Manipulation Media

		<p>Wellbeing</p> <ol style="list-style-type: none">1. How does social media affect how people feel about themselves?2. What is a conflict?3. What kind of person do I want to become?4. Why is resilience important?5. Can I take responsibility for my own mental and physical health?6. In what ways can I use mindfulness to manage my emotions?		<ul style="list-style-type: none">• To know that images can be manipulated and are not realistic.	
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