

PSHE: Long Term Planning
Question-Based Model

'Life presents many choices, the choices we make determine our future.' Catherine Pulsifer Let your light shine- Matthew 5:16								
Year A								
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Relationships and Sex Education (RSE)	
EYFS- Reception							Reception	
							Family and Friendship	
Year 1/ 2	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?	Y1	Y2
							Growing and caring for ourselves	Differences
Year 3/ 4	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	Y3	Y4
							Valuing Difference and Keeping Safe	Growing Up
Year 5/ 6	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?	Y5	Y6
							Puberty	Puberty, Relationships and Reproduction
Christian Values	Respect	Trust	Courage	Joy	Community	Friendship		
Whole School Events	Say NO to Bullying Anti-Bullying Week (November)		Safer Internet Day 8 th February		World Refugee Day 20 th June			

Relationships

Living in the Wider World

Health and Wellbeing

PSHE: Long Term Planning
Question-Based Model

'Life presents many choices, the choices we make determine our future.' Catherine Pulsifer Let your light shine- Matthew 5:16								
Year B								
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	RSE	
EYFS- Reception							Reception	
							Family and Friendship	
Year 1/ 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?	Y1	Y2
							Growing and caring for ourselves	Differences
Year 3/ 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How do we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	Y3	Y4
							Valuing Difference and Keeping Safe	Growing Up
Year 5/ 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?		Y5	Y6
							Puberty	Puberty, Relationships and Reproduction
Christian Values	Respect	Trust	Courage	Joy	Community	Friendship		
Whole School Events	Say NO to Bullying Anti-Bullying Week (November)		Safer Internet Day 8 th February		World Refugee Day 20 th June			

Relationships

Living in the Wider World

Health and Wellbeing

PSHE Long Term Overview- Question-Based Model

EYFS		
Autumn 1	Autumn 2	Spring 1
<p><u>Personal, Social & Emotional Development</u></p> <p>Self Regulation Introduce Monkey Bob to talk about feelings Discuss how characters maybe feeling through stories and rhymes that we read. Encourage children to put up hands when wanting to talk to adult.</p> <p>Managing self Introduce and understand class rules Introduce class dojos Develop a sense of responsibility through introducing different monitors in the classroom And opportunities to set up snack table . Introduce routines such as washing hands, snack time, lunchtime Model correct handwashing at snack and lunchtimes Begin to undress and dress themselves before and after PE and when dressing up</p> <p>Building relationships Model turn taking through games, group discussions and role play Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies</p>	<p>Self Regulation Develop Monkey Bob to talk about feelings Discuss how characters maybe feeling through stories and rhymes that we read. Encourage children to put up hands when wanting to talk to adult.</p> <p>Managing self understand class rules and remember them without prompts Develop a sense of responsibility through different monitor roles in the classroom And opportunities to set up snack table . Embed routines such as washing hands, snack time, lunchtime undress and dress themselves before and after PE and when dressing up Continue to develop safety rules for Handling blocks, scissors, hammers, chairs</p> <p>Building relationships Model turn taking through games, group discussions and role play Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies Show more confidence in new social situations with a visit outside the local community</p>	<p>Self Regulation Develop Monkey Bob to talk about solutions to conflict and rivalries Explore situations from different points of view and talk about how others maybe feeling.</p> <p>Managing self understand class rules and remember them without prompts Develop a sense of responsibility through different monitor roles in the classroom Help children to set own goals and achieve them Embed routines such as washing hands, snack time, lunchtime undress and dress themselves before and after PE and when dressing up support children to become resilient and persevere in the face of challenge Discuss the dangers of fire and how to stay safe.</p> <p>Building relationships Explain why we take turns, wait politely and tidy up after ourselves Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies Show more confidence in new social situations with a visit from local community</p>

Spring 2	Summer 1	Summer 2
<p>Self Regulation Develop Monkey Bob to talk about solutions to conflict and rivalries Explore situations from different points of view and talk about how others maybe feeling.</p> <p>Managing self understand class rules and remember them without prompts Develop a sense of responsibility through different monitor roles in the classroom Help children to set own goals and achieve them Embed routines such as washing hands, snack time, lunchtime undress and dress themselves before and after PE and when dressing up support children to become resilient and persevere in the face of challenge Show confidence to try new activities Show independence through activities</p> <p>Building relationships Explain why we take turns, wait politely and tidy up after ourselves Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies Show more confidence in new social situations with a visit from people in te local community- storytellers, dancers, cobbler</p>	<p>Self Regulation Develop Monkey Bob to talk about solutions to conflict and rivalries Explore situations from different points of view and talk about how others maybe feeling.</p> <p>Managing self understand class rules and remember them without prompts Develop a sense of responsibility through different monitor roles in the classroom Help children to set own goals and achieve them Embed routines such as washing hands, snack time, lunchtime undress and dress themselves before and after PE and when dressing up support children to become resilient and persevere in the face of challenges Show confidence to try new activities Show independence through activities Children to reflect and self evaluate their own work</p> <p>Building relationships Explain why we take turns, wait politely and tidy up after ourselves Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies Show more confidence in new social situations with a visit from people in the local community</p>	<p>Self Regulation Develop Monkey Bob to talk about solutions to conflict and rivalries Explore situations from different points of view and talk about how others maybe feeling.</p> <p>Managing self understand class rules and remember them without prompts Develop a sense of responsibility through different monitor roles in the classroom Help children to set own goals and achieve them Embed routines such as washing hands, snack time, lunchtime undress and dress themselves before and after PE and when dressing up support children to become resilient and persevere in the face of challenges Show confidence to try new activities Show independence through activities Children to reflect and self evaluate their own work</p> <p>Building relationships Explain why we take turns, wait politely and tidy up after ourselves Opportunities to develop friendships through show and tell, group games and discussions Daily opportunities to spend time with buddies Show more confidence in new social situations with a visit from people in the local community</p>

YEAR A
YEAR 1 & 2

Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1	What is the same and different about us?	Relationships Ourselves and others Similarities and difference Individuality Our bodies	<ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others, and what they have in common • To use correct names for the main parts of the body, including external genitalia; and that parts of the bodies covered with underwear are private. 	Like dislike unique special positive negative same, different private vagina penis safe	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’ https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-nspcc-underwear-rule-resources</p> <p>NSPCC – The underwear rule resources (PANTS) https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£) https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships</p>

Autumn 2	Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families	<ul style="list-style-type: none"> To understand that family is one of the groups they belong to, as well as, for example, school, friends, clubs To understand and value the different people in their family / those that love and care for them What their family members, or people that are special to them, do to make them feel loved and cared for How families are all different but share common features – what is the same and different about them To identify different features of family life, including what families do / enjoy together To understand the importance to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Family trust respect Mum Dad Partner Step- Mum/dad love care worries problems confide.	Medway Public Health Directorate- Primary RSE https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and Growing Up with Yasmine and Tom (5-7) https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom—ks1-2-relationships
Spring 1	What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	<ul style="list-style-type: none"> What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) Understand that things people put into or onto their bodies can affect how they feel How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy Why hygiene is important and how simple hygiene routines can stop germs from being passed on What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	Washing brushing teeth brushing teeth get dressed clean boy girl same different physical characteristics gender hair face	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Spring 2	What can we do with money?	Living in the wider world Money- making choices; needs and wants	<ul style="list-style-type: none"> What money is- that money comes in different forms How money is obtained (e.g. earned, won, borrowed, presents) How people make choices about what to do with money, including spending and saving The difference between needs and wants - that people may not always be able to have the things they want How to keep money safe and the different ways of doing this 	earn win find presents, pocket money borrow benefits save choices jobs	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Summer 1	Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us.	<ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • How to respond safely to adults they don't know • 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 • 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 	Emergency safe responsible rules unsafe, hazards road safety fire safety danger.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Summer 2	How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing.	<ul style="list-style-type: none"> • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • The responsibilities they have in and out of the classroom • How people and animals need to be looked after and cared for • What can harm the local and global environment; how they and others can help care for it • How people grow and change and how people's needs change as they grow from young to old • How to manage change when moving to a new class/year group 	Care excluded friend difficult, problems, resolve	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

PSHE Long Term Overview- Question-Based Model

YEAR A YEAR 3 & 4					
Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1	How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments.	<ul style="list-style-type: none"> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded How to recognise if others are feeling lonely and excluded and strategies to include them How to build good friendships, including identifying qualities that contribute to positive friendships That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Friend Kindness emotions feelings care conflict qualities impact mental health celebrate goals positive	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Autumn 2	What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products.	<ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • 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 • How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • 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) • How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • What to do in an emergency, including calling for help and speaking to the emergency services 	Age classification computer game pressure choices habits gaming road rail water safety buildings safety danger hazards fireworks, emergency first aid help police fire brigade ambulance	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Spring 1	What are families like?	Relationships Families; family life; caring for each other.	<ul style="list-style-type: none"> • 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) • How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • How people within families should care for each other and the different ways they demonstrate this • How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	family culture age gender personal interests belief community diverse view different similar diverse respect views experiences, expectations	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Spring 2	What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others.	<ul style="list-style-type: none"> • How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • What is meant by a diverse community; how different groups make up the wider/local community around the school • How the community helps everyone to feel included and values the different contributions that people make • How to be respectful towards people who may live differently to the 	family culture age gender personal interests belief community diverse view different similar diverse respect views experiences, expectations	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Summer 1	Why should we eat well and look after our teeth?	Health and wellbeing Being healthy; eating well, dental care	<ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods • How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • How people make choices about what to eat and drink, including who or what influences these • How, when and where to ask for advice and help about healthy eating and dental care 	Eat well Guide influences Brands Packaging Taste Cost Value role model qualities teased feelings diverse judge beautiful admire influence positive food choices active healthy	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Summer 2	Why should we keep active and sleep well?	Health and wellbeing Being healthy; keeping active, taking rest	<ul style="list-style-type: none"> • How regular physical activity benefits bodies and feelings • How to be active on a daily and weekly basis - how to balance time online with other activities • How to make choices about physical activity, including what and who influences decisions • How the lack of physical activity can affect health and wellbeing • How lack of sleep can affect the body and mood and simple routines that support good quality sleep • How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	Eat well Guide influences Brands Packaging Taste Cost Value role model qualities teased feelings diverse judge beautiful admire influence positive food choices active healthy	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
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PSHE Long Term Overview- Question-Based Model

YEAR A YEAR 5 & 6					
Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1	What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.	<ul style="list-style-type: none"> How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 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) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others How to challenge stereotypes and assumptions about other 	Stereotypes, discrimination and prejudice (including homophobia) Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian Transgender Stepfamilies/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype Relationships Religions, Gay	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Autumn 2	What decisions can people make with money?	Living in the wider world Money- making decisions; spending and saving.	<ul style="list-style-type: none"> • How people make decisions about spending and saving money and what influences them • How to keep track of money so people know how much they have to spend or save • 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) • How to recognise what makes something 'value for money' and what this means to them • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Spring 1	How can we help in an accident and emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies.	<ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • That if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, put down Pressure, peer mediator, Risk Predict, Potential Hazard, High/ medium/ low risk Assessing, Responsibility Online safety, Relationships Risk, Danger	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Spring 2	How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety.	<ul style="list-style-type: none"> • About the different types of relationships people have in their lives • How friends and family communicate together; how the internet and social media can be used positively • How knowing someone online differs from knowing someone face-to-face • How to recognise risk in relation to friendships and keeping safe • 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 • How to respond if a friendship is making them feel worried, unsafe or uncomfortable • How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
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Summer 1	How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits.	<ul style="list-style-type: none"> • How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • How laws surrounding the use of drugs exist to protect them and others • Why people choose to use or not use different drugs • How people can prevent or reduce the risks associated with them • That for some people, drug use can become a habit which is difficult to break • How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • How to ask for help from a trusted adult if they have any worries or concerns about drugs 	Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, put down Pressure, peer mediator, Risk Predict, Potential Hazard, High/ medium/ low risk Assessing, Responsibility Online safety, Relationships Risk, Danger	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Summer 2	What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future.	<ul style="list-style-type: none"> • That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • That some jobs are paid more than others and some may be voluntary (unpaid) • About the skills, attributes, qualifications and training needed for different jobs • That there are different ways into jobs and careers, including college, apprenticeships and university • How people choose a career/job and what influences their decision, including skills, interests and pay • How to question and challenge stereotypes about the types of jobs people can do • How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	Opportunities Aspirations Set backs Taking risks Aim high Believe in yourself Hard work Focus Encouragement Equal opportunities Equal rights Stereotype Labour Academic	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

PSHE Long Term Overview- Question-Based Model

YEAR B YEAR 1 & 2					
Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1	What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments	<ul style="list-style-type: none"> How to make friends with others How to recognise when they feel lonely and what they could do about How people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships How to ask for help if a friendship is making them unhappy 	Care, excluded, friend, difficult, problems, resolve	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Autumn 2	What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others.	<ul style="list-style-type: none"> How words and actions can affect how people feel How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable How to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	Care, excluded, friend, difficult, problems, resolve worried, excited, nervous, angry, same, different, emotion, loss, challenge, different	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Spring 1	What jobs do people do?	Living in the wider world People and jobs; money; role of the internet.	<ul style="list-style-type: none"> How jobs help people earn money to pay for things they need and want About a range of different jobs, including those done by people they know or people who work in their community How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life 	earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Spring 2	What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules	<ul style="list-style-type: none"> 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) 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 How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets How not everything they see online is true or trustworthy and that people can pretend to be someone they are not 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 	Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Summer 1	What can help us grow and stay healthy?	Health and wellbeing	<ul style="list-style-type: none"> That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest That eating and drinking too much sugar can affect their health, including dental health How to be physically active and how much rest and sleep they should have everyday That there are different ways to learn and play; how to know when to take a break from screen-time How sunshine helps bodies to grow and how to keep safe and well in the sun 	Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Summer 2	How do we recognise our feelings?	Health and wellbeing	<ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good • 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) • How feelings can affect people in their bodies and their behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust • How to recognise when they might need help with feelings and how to ask for help when they need it 	Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
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PSHE Long Term Overview- Question-Based Model

YEAR B YEAR 3 & 4					
Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1	What strengths, skills and interests do we have?	Health and wellbeing Self-esteem; self-worth; personal qualities; goal setting; managing setbacks.	<ul style="list-style-type: none"> How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements How their personal attributes, strengths, skills and interests contribute to their self-esteem How to set goals for themselves How to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking 	Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Autumn 2	How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights.	<ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • About the relationship between rights and responsibilities • 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) * • The rights that children have and why it is important to protect these* • That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Bullying: see it, say it, stop it: Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Spring 1	How can we manage our feelings?	Health and wellbeing Feelings and emotions; expressions of feelings; behaviour.	<ul style="list-style-type: none"> • How everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • The importance of expressing feelings and how they can be expressed in different ways • How to respond proportionately to, and manage, feelings in different circumstances • Ways of managing feelings at times of loss, grief and change • How to access advice and support to help manage their own or others' feelings 	Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Spring 2	How will we grow and change?	Health and wellbeing Growing and change Puberty	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty 	Baby, toddler, school aged, teenager, adult, elder, Age, difference, physical changes, reproduction, Stereotyping, Individual, Relationship, hygiene, grooming, clean, strategies. Anxious, Lifecycle Grow, Change Strategies, Emotions Relationships, Support, Advice	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
Summer 1	How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.	<ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them • How everyday choices can affect the environment • 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) • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • How to show care and concern for others (people and animals) • How to carry out personal responsibilities in a caring and compassionate way 	Religious diet, cultural diet, moral diet, ethical, fair trade, farming, seasonality, consumers, screen time, health, wellbeing, food, choices, sleep.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Summer 2	How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk.	<ul style="list-style-type: none"> • How to recognise, predict, assess and manage risk in different situations • 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) • How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • How people's online actions can impact on other people • How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • How to report concerns, including about inappropriate online content and contact • 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 	Age classification, computer game, pressure, Choices, Habits Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency First aid, Help, Police, Fire brigade Ambulance	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum
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PSHE Long Term Overview- Question-Based Model

YEAR B YEAR 5 & 6					
Term	Key Question	Topic	Knowledge	Vocabulary	Resources to support planning
Autumn 1 & 2	How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	<ul style="list-style-type: none"> How mental and physical health are linked How positive friendships and being involved in activities such as clubs and community groups support wellbeing How to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them 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 That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on That anyone can experience mental ill-health and to discuss concerns with a trusted adult That mental health difficulties can usually be resolved or managed with the right strategies and support that FGM is illegal and goes against human rights; that they should tell someone immediately if worried. 	Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions.	PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum

Spring 1 & 2	How can the media influence people?	<p>Living in the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety.</p>	<ul style="list-style-type: none"> • How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • That not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 • How text and images can be manipulated or invented; strategies to recognise this • To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • To recognise unsafe or suspicious content online and what to do about it • How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • How to make decisions about the content they view online or in the media and know if it is appropriate for their age range • How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • To discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, put down Pressure, peer mediator, Risk Predict, Potential Hazard, High/ medium/ low risk Assessing, Responsibility Online safety, Relationships Risk, Danger Cyber bullying Online safety Hackers</p>	<p>PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum</p>
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Summer 1	<p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • That people have different kinds of relationships in their lives, including romantic or intimate relationships • 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 • That adults can choose to be part of a committed relationship or not, including marriage or civil partnership • That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • How puberty relates to growing from childhood to adulthood • About the reproductive organs and process - how babies are conceived and born and how they need to be cared for • That there are ways to prevent a baby being made² • How growing up and becoming more independent comes with increased opportunities and responsibilities • How friendships may change as they grow and how to manage this • 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 	<p>Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice.</p>	<p>PSHE Association https://www.pshe-association.org.uk/content/resources-and-curriculum</p>
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British values/SMSC/PSHE Special days Calendar 2022-2023

 SMSC/British Values- All groups to contribute

 PSHE- All groups to contribute

Month		Event	SMSC	Aim
Autumn Term 2022				
September	10 th	World First Aid Day	Moral Social	Encourage respect for other people and how we can contribute positively to society.
	15 th	International Day of Democracy	Moral Social	To encourage respect for democracy-freedom, respect and human rights.
	23 rd	Jeans for Genes Day	Moral Social	To develop an understanding of how we can support others. Encourage respect for other people.
	20 th	National Doodle Day Epilepsy Awareness	Spiritual Moral Social	To develop an understanding of how we can support others. Encourage respect for other people.
October	First Thursday October	National Poetry Day	Spiritual	Enable pupils to develop their self-knowledge, self-esteem and self-confidence through writing poetry.
	October 7 th 2022	Harvest Festival	Spiritual Social Moral Cultural	Enable pupils to appreciate and respect their own and other cultures. To understand why Christians celebrate Harvest Festival
	10 th	World Mental Health Day #Hello Yellow (Young Minds)	Spiritual Social	Increase awareness about the importance of mental health, mental health services, and mental health workers.
	October	Show Racism the Red Card	Cultural Moral	To promote tolerance and harmony between different cultures
	1 st - 31 st	Black History Month	Cultural Social Spiritual Moral	To explore black history, heritage, culture and achievements.
	24 th October	Diwali	Cultural Spiritual	Diwali for the year 2022 is celebrated/observed on 24 th Oct

November				
	5 th	Guy Fawkes Night	Cultural Spiritual Moral	To understand events in our history that shaped Britain. To develop an understanding of how to stay safe.
	11 th	Armistice day KS2 Service at St Mary's Church 10:45- 11am silence	Spiritual Moral Cultural Social	To understand the importance of remembrance Sunday and pay respect to the service of others for their country.
	14 th -18 th	Anti-Bullying Week	Social Moral	To embrace and celebrate the differences and similarities that make us special. To identify types of bullying and ways to prevent it.
	18 th November	Children in Need 2022	Social Moral	
December	1 st	Advent	Cultural Spiritual Moral Social	To understand Advent
	9 th	Save the Children- Christmas Jumper Day	Social Moral	To understand and empathise with the challenges other children face in the UK and around the world.
	7.12.2022 10am Grandparents 7.12.2022 6pm Parents & 8.12.2022 14.12.2022 6:30pm	Christmas Nativity Christingle Service at St Mary's Church	Spiritual Moral Cultural Social	To learn the true meaning of Christmas and its importance to Christians. To develop tolerance and gain a greater understanding of the beliefs of others.
Spring Term 2023				
	1 st	Chinese New Year	Cultural	To appreciate and respect different cultures.
February	5 th February 2023	Education Sunday	Spiritual	Church of England theme
	7 th	Safer Internet Day 2023	Social	To enforce E Safety message.

			Moral	To ensure pupils are aware of the dangers online and how to respond to these.
	15-18 th Feb	Fairtrade Fortnight	Moral Cultural	To encourage pupils to become responsible citizens. To understand how Fairtrade can make a significant difference to farmers and workers lives. To be aware that retailers treat their workers fairly.
	21 st February	Shrove Tuesday	Cultural Spiritual	To understand that easter is an important event within the calendar of Christianity.
	22 nd Feb	Ash Wednesday	Cultural Spiritual	To understand that easter is an important event within the calendar of Christianity.
March				
	2 nd			
April	2 nd	Autism Awareness Day	Social	To develop an understanding of how we can support others. Encourage respect for other people.
	9 th	Easter Sunday	Cultural Spiritual	To understand the true meaning of easter. To understand how Christians celebrate Easter.
Summer Term				
May	15 th -21 st	Christian Aid Week	Spiritual Moral Social Cultural	To join the fight against poverty around the world. To raise awareness about the importance of intercultural dialogue, diversity and culture. To combat stereotypes to improve understanding and cooperation among people from different cultures.
	21 st	World Day for Cultural Diversity	Moral Social Cultural	To enhance understanding and acceptance of different cultures. To deepen understanding of the values of cultural diversity and to learn to 'live together' better.
June	5 th	World Environmental Day	Moral	To raise global awareness and to encourage children to take positive

				environmental action to protect nature and the planet Earth.
	8 th	World Oceans Day	Moral	To raise global awareness and to encourage children to take positive environmental action to protect nature and the planet Earth.
	20 th	World Refugee Day	Spiritual Moral Social Cultural	To honour the strength and courage of refugees and develop awareness and support of the refugees.
	24 th	Armed Forces Day		
	28 th	Eid al-Adha	Cultural Spiritual	Eid al-Adha for the year 2023 is celebrated/ observed on sundown of 28th June.
July				

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 Caring Friendships	Elephant glove puppet or toy Pictures of children at school
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 Being Kind	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr Families pictures Paper and drawing materials

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 Different Friends	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr

Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance

Relationships Education
Respectful relationships
(3a,3g)
Key Stage 1 Science
- Identify, name, draw and label the basic parts of the human body

Learning Intentions and Learning Outcomes

Learning Intention
To introduce the concept of gender stereotypes
To identify differences between males and females
Learning Outcomes
Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1
[Differences](#)

Resources

2 large PE hoops
[Boy/Girl/Everyone labels](#)
Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)
Suggested reading:
Pearl Power and the Toy Problem, Mel Elliott
Julian is a Mermaid, Jessica Love
Are you a boy or are you a girl, Sarah Savage and Fox Fisher
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Relationships Education
Respectful relationships (3a)
Key Stage 1 Science
- Notice that animals, including humans, have offspring that grow into adults

Learning Intention
To explore some of the differences between males and females and to understand how this is part of the lifecycle
Learning Outcomes
Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Lesson 2
[Male and Female Animals](#)

Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
Anatomically correct toy farm animals

Key Stage 1 Science
- Identify, name, draw and label the basic parts of the human body

Learning Intention
To focus on sexual difference and name body parts
Learning Outcomes
Describe the physical differences between males and females
Name the different body parts

Lesson 3
[Naming Body Parts](#)

2 large PE Hoops
[Hoop labels](#)
[Body Parts picture cards](#)
[Female x-ray picture](#)
[Body Parts worksheet](#)
Suggested reading:
Shapesville, Andy Mills
It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education

Changing adolescent body (8a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

Learning Intentions and Learning Outcomes

Learning Intention

To explore the human lifecycle

To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle

Know some changes that happen during puberty

Lesson Title

Lesson 1

[Changes](#)

Resources

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

[Additional Activities](#)

[Babies and Children worksheet](#)

Health Education

Mental wellbeing (6a,6b,6c,6d,6f)

Health Education

Changing adolescent body (8a, 8b)

Menstruation (9a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

-describe the changes as humans develop to old age

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults to be able to reproduce if they choose to

Lesson 2

[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Suggested Reading

Where Willy Went, Nicholas Allan

Hair in Funny Places, Babette Cole

Relationships Education

Caring friendships (2b,2c,2d,2e)

Respectful relationships

(3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

Learning Intention

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online

Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3

[Healthy Relationships](#)

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwLzIipk>

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk