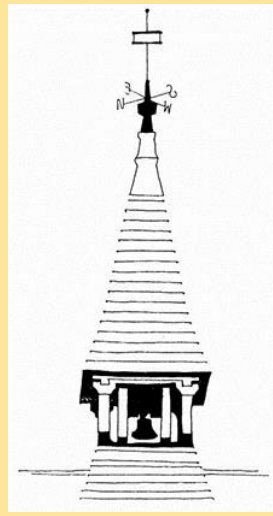


Personal, Social, Health and Economic Education

Scheme of learning from Reception to Year Six

Sound and District Primary School  
2022/2023



PSHE theme overview

2022/23

All year groups following the same themes but differentiated for each year – see year group break down

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Week 1	Create a class charter	Safe Relationships lesson 1	Belonging to a community – lesson 2	Money and work – lesson 1	Physical Health and Wellbeing – lesson 1	British Values – Mutual Respect and Tolerance
Week 2	Create a set of ground rules for PSHE/circle time  Introduce children to the class worry box	Safe Relationships lesson 2	Belonging to a community – lesson 2	Money and work – lesson 2	Physical Health and Wellbeing – lesson 2	British Values - Mutual Respect and Tolerance
Week 3	Democracy – vote for Sound Achievement Team	Safe Relationships lesson 3	Belonging to a community – lesson 3	Money and work – lesson 3	Physical Health and Wellbeing – lesson 3	RSE – lesson 1
Week 4	Families and Relationships lesson 1	Respecting ourselves and others – lesson 1	Media Literacy and Digital Resilience – lesson 1	British Values – Rule of Law	Keeping safe – lesson 1	RSE – lesson 2
Week 5	Families and Relationships lesson 2	Respecting ourselves and others – lesson 2	Media Literacy and Digital Resilience – lesson 2	Team Day	Keeping safe – lesson 2	RSE – lesson 3
Week 6	Families and Relationships lesson 3	Respecting ourselves and others – lesson 3	British Values – Individual Liberty		Team Day	Transition
Week 7	Team Day	Team Day	Team Day			Team Day

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	Growing and Changing (see separate RSE plans)
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules and age restrictions help us; keeping safe online	Please see the separate RSE plans
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Safety in different environments; risk and safety at home; emergencies	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places	
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life	
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations, including responding in emergencies, first aid	
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	

British Values focus weeks

On the PSHE year plan, there are focus weeks based on developing understanding of the British Values.

British Value	Reception and Key Stage 1	Key Stage 2
Democracy	Known as 'Making decisions together'	Introduce vocab - Democracy
Rule of Law	Known as 'Understanding that rules matter'	Introduce vocab 'Rule of Law'
Individual Liberty	Known as 'Freedom for all'	LKS2 – known as 'Freedom for all' UKS2 – Introduce 'Individual Liberty'
Mutual Respect and Tolerance	Known as 'Treating others as you want to be treated'	LKS2 – known as 'Treat others as you want to be treated' UKS2 – Introduce 'Individual Liberty'



PSHE – Lesson 1 (Autumn 1 – Week 1)  
Create a Class charter

Create a class charter.

A class charter:

Creating a charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant. It should be seen as a framework for both adults and children and young people on how to respect each other's rights. A charter not only provides an opportunity to learn about specific articles from the CRC, but helps to establish and build shared values and relationships for creating a rights respecting ethos in the classroom and across a school context. The process of developing a charter models a rights respecting way of working in school.

**A charter is not intended to be a set of rules.**

**The term responsibility, should only be used when referring to what adults will do as Duty Bearers to uphold children's rights.**

PSHE – Lesson 1 (Autumn 1 – Week 2)  
Create a set of ground rules for PSHE/circle time

Introduce children to the class 'talk to me' box

To set the tone for PSHE lessons, please come up with a set of ground rules to use during these lessons. Please make it really clear when the lesson is starting and ending, always beginning with a re-cap of the **ground rules**. Similar to the class charter but specifically for circle time/PSHE discussions.

Also please work as a class to introduce a 'talk to me' box for use throughout the year that children can use. Also explain they don't need to use the box, they can also 'tell an adult that they trust'.

Ideas for ground rules for PSHE time:



PSHE – Lesson 1 (Autumn 1 – Week 3)  
Democracy - including voting for the Sound Achievement Team

Learn about Democracy (known to EYFS/KS1 as 'Making decisions together').

Please have a class election to choose 2 children to be on the Sound Achievement Team.

Their roles include:

- Selecting charities to support over the year and events for each charity throughout the year
- Meet subject leaders where possible to discuss policies/pupil interviews
- Support with whole school ideas
- Discuss issues that impact the children – such as playtimes, etc.

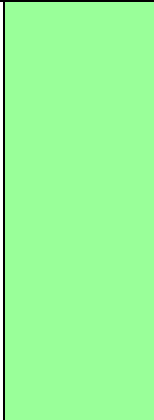
**Reception PSHE planning**

Scheme of PSHE learning including RSE	<b>Autumn: Relationships</b>			<b>Spring: Living in the wider world</b>			<b>Summer: Health and Wellbeing</b>		RSE – three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	

PSED areas to follow

	Self-Regulation	Managing Self	Building Relationships
3- and 4-year-olds  <i>Taken from Development Matters, Non-Statutory guidance</i>	Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations  Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.  Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.	Develop their sense of responsibility and membership of a community.  Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Within Reception year  <i>Taken from Development Matters, Non-Statutory guidance</i>	See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.	Show resilience and perseverance in the face of challenge.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.

Please see separate plans for RSE

ELG	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>-</p> <p>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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>	
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**Year One PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE – three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules and age restrictions help us; keeping safe online	
Lesson 1	<ul style="list-style-type: none"> <li>About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> </ul>	<ul style="list-style-type: none"> <li>About situations when someone's body or feelings might be hurt and whom to go to for help</li> </ul>	<ul style="list-style-type: none"> <li>What kind and unkind behaviour mean in and out school</li> <li>How kind and unkind behaviour can make people feel</li> </ul>	<ul style="list-style-type: none"> <li>About examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>That different people have different needs</li> </ul>	<ul style="list-style-type: none"> <li>How and why people use the internet</li> <li>The benefits of using the internet and digital devices</li> </ul>	<ul style="list-style-type: none"> <li>That everyone has different strengths, in and out of school</li> <li>About how different strengths and interests are needed to do different jobs</li> </ul>	<ul style="list-style-type: none"> <li>What it means to be healthy and why it is important</li> <li>Ways to take care of themselves on a daily basis</li> <li>About basic hygiene routines, e.g. hand washing</li> </ul>	<ul style="list-style-type: none"> <li>How rules can help to keep us safe</li> <li>Why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> </ul>	Please see separate plans for RSE
Lesson 2	<ul style="list-style-type: none"> <li>The role these different people play in children's lives and how they care for them</li> <li>What it means to be a family and how families are different,</li> </ul>	<ul style="list-style-type: none"> <li>About what it means to keep something private, including parts of the body that are private</li> <li>To identify different types of touch and how they</li> </ul>	<ul style="list-style-type: none"> <li>About what respect means</li> </ul>	<ul style="list-style-type: none"> <li>How we care for people, animals and other living things in different ways</li> </ul>	<ul style="list-style-type: none"> <li>How people find things out and communicate safely with others online</li> </ul>	<ul style="list-style-type: none"> <li>about people whose job it is to help us in the community (Police visit?)</li> </ul>	<ul style="list-style-type: none"> <li>About healthy and unhealthy foods, including sugar intake</li> <li>About physical activity and how it keeps people healthy</li> </ul>	<ul style="list-style-type: none"> <li>Basic rules for keeping safe online</li> <li>Whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	

	e.g. single parents, same-sex parents, etc.	<p>make people feel (e.g. hugs, tickling, kisses and punches)</p> <ul style="list-style-type: none"> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> </ul> <p><b>Pants are Private</b></p>							
Lesson 3	<ul style="list-style-type: none"> <li>• About the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<ul style="list-style-type: none"> <li>• When it is important to ask for permission to touch others</li> <li>• How to ask for and give/not give permission</li> </ul> <p>Pants are Private</p>	<ul style="list-style-type: none"> <li>• About class rules, being polite to others, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• How they can look after the environment, e.g. recycling</li> </ul>		<ul style="list-style-type: none"> <li>• About different jobs and the work people do</li> </ul>	<ul style="list-style-type: none"> <li>• About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• How to keep safe in the sun</li> </ul>		

**Year Two PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE -- three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Safety in different environments; risk and safety at home; emergencies	
Lesson 1	<ul style="list-style-type: none"> <li>How to be a good friend, e.g. kindness, listening, honesty</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise hurtful behaviour, including online</li> <li>What to do and whom to tell if they see or experience hurtful behaviour, including online</li> </ul>	<ul style="list-style-type: none"> <li>About the things they have in common with their friends, classmates, and other people</li> <li>How friends can have both similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> </ul>	<ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> </ul>	<ul style="list-style-type: none"> <li>About routines and habits for maintaining good physical and mental health</li> <li>Why sleep and rest are important for growing and keeping healthy</li> <li>That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> </ul>	Please see separate plans for RSE
Lesson 2	<ul style="list-style-type: none"> <li>About different</li> </ul>	<ul style="list-style-type: none"> <li>About what bullying is and</li> </ul>	<ul style="list-style-type: none"> <li>How to play and work</li> </ul>	<ul style="list-style-type: none"> <li>About different rights</li> </ul>	<ul style="list-style-type: none"> <li>To recognise</li> </ul>	<ul style="list-style-type: none"> <li>How money can be kept</li> </ul>	<ul style="list-style-type: none"> <li>The importance of,</li> </ul>	<ul style="list-style-type: none"> <li>How to respond if there</li> </ul>	

	ways that people meet and make friends • Strategies for positive play with friends, e.g. joining in, including others, etc.	different types of bullying • How someone may feel if they are being bullied	cooperatively in different groups and situations	and responsibilities that they have in school and the wider community • About how a community can help people from different groups to feel included	that some content on the internet is factual and some is for entertainment e.g. news, games, videos • That information online might not always be true	and looked after • About getting, keeping and spending money • That people are paid money for the job they do	and routines for, brushing teeth and visiting the dentist • About food and drink that affect dental health	is an accident and someone is hurt • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	
Lesson 3	• About what causes arguments between friends • How to positively resolve arguments between friends • How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use	• How to share their ideas and listen to others, take part in discussions, and give reasons for their views	• To recognise that they are all equal, and ways in which they are the same and different to others in their community		• How to recognise the difference between needs and wants • How people make choices about spending money, including thinking about needs and wants	• How to describe and share a range of feelings • Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • When and how to ask for help, and how to help others, with their feelings		

**Year Three PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE -- three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places	
Lesson 1	<ul style="list-style-type: none"> <li>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>That being part of a family provides support, stability and love</li> </ul>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>About what privacy and personal boundaries are, including online</li> <li>Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>To recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>How to model respectful behaviour in different situations e.g. at home, at school, online</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for rules and laws in wider society</li> <li>The importance of abiding by the law and what might happen if rules and laws are broken</li> </ul>	<ul style="list-style-type: none"> <li>How the internet can be used positively for leisure, for school and for work</li> <li>To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>Strategies to recognise whether something they see online is true or accurate</li> </ul>	<ul style="list-style-type: none"> <li>About jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>That people can have more than one job at once or over their lifetime</li> </ul>	<ul style="list-style-type: none"> <li>About the choices that people make in daily life that could affect their health</li> <li>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>What can help people to make healthy choices and what might negatively influence them</li> </ul>	<ul style="list-style-type: none"> <li>How to identify typical hazards at home and in school</li> <li>How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> </ul>	Please see separate plans for RSE
Lesson 2	<ul style="list-style-type: none"> <li>About the positive aspects of being part of a family, such as</li> </ul>	<ul style="list-style-type: none"> <li>That bullying and hurtful behaviour is unacceptable in any situation</li> </ul>	<ul style="list-style-type: none"> <li>The importance of self-respect and their right to be treated</li> </ul>	<ul style="list-style-type: none"> <li>What human rights are and how they protect people</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether a game is suitable to play or a website is</li> </ul>	<ul style="list-style-type: none"> <li>About common myths and gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>About habits and that sometimes they can be maintained,</li> </ul>	<ul style="list-style-type: none"> <li>About fire safety at home including the</li> </ul>	

	<p>spending time together and caring for each other</p> <ul style="list-style-type: none"> <li>• About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• About the effects and consequences of bullying for the people involved</li> </ul>	<p>respectfully by others</p> <ul style="list-style-type: none"> <li>• What it means to treat others, and be treated, politely</li> </ul>	<ul style="list-style-type: none"> <li>• To identify basic examples of human rights including the rights of children</li> </ul>	<p>appropriate for their age-group</p> <ul style="list-style-type: none"> <li>• To make safe, reliable choices from search results</li> <li>• How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p>related to work</p> <ul style="list-style-type: none"> <li>• To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> </ul>	<p>changed or stopped</p> <ul style="list-style-type: none"> <li>• The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> </ul>	<p>need for smoke alarms</p> <ul style="list-style-type: none"> <li>• The importance of following safety rules from parents and other adults</li> <li>• How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	
Lesson 3	<ul style="list-style-type: none"> <li>• To identify if/when something in a family might make someone upset or worried</li> <li>• What to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• About bullying online, and the similarities and differences to face-to-face bullying</li> <li>• What to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<ul style="list-style-type: none"> <li>• About how they have rights and also responsibilities</li> <li>• That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>		<ul style="list-style-type: none"> <li>• About some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• To recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• How to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<ul style="list-style-type: none"> <li>• About the things that affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language</li> <li>• To recognise how feelings can change overtime and become more or less powerful</li> </ul>		

**Year Four PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE -- three lesson plan for RSE
	Families and friendships	Safe relationships (Could split over 4 lessons)	Respecting ourselves and others (2 lessons)	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life	
Lesson 1	<ul style="list-style-type: none"> <li>About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>Strategies to build positive friendships</li> <li>How to seek support with relationships if they feel lonely or excluded</li> </ul>	<ul style="list-style-type: none"> <li>To differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>How to respond if they witness or experience hurtful behaviour or bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>To recognise differences between people such as gender, race, faith</li> <li>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul>	<ul style="list-style-type: none"> <li>The meaning and benefits of living in a community</li> <li>To recognise that they belong to different communities as well as the school community</li> </ul>	<ul style="list-style-type: none"> <li>That everything shared online has a digital footprint</li> <li>That organisations can use personal information to encourage people to buy things</li> </ul>	<ul style="list-style-type: none"> <li>How people make different spending decisions based on their budget, values and needs</li> </ul>	<ul style="list-style-type: none"> <li>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> </ul>	<ul style="list-style-type: none"> <li>The importance of taking medicines correctly and using household products safely</li> <li>To recognise what is meant by a 'drug'</li> <li>That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> </ul>	Please see separate plans for RSE
Lesson 2	<ul style="list-style-type: none"> <li>How to communicate respectfully with friends when using digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make</li> </ul>	<ul style="list-style-type: none"> <li>About the importance of respecting the differences and similarities between people</li> <li>A vocabulary to</li> </ul>	<ul style="list-style-type: none"> <li>About the different groups that make up and contribute to a community</li> <li>About the individuals and groups that</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what online adverts look like</li> <li>To compare content shared for factual</li> </ul>	<ul style="list-style-type: none"> <li>How to keep track of money and why it is important to know how much is being spent</li> </ul>	<ul style="list-style-type: none"> <li>What good physical health means and how to recognise early signs of physical illness</li> <li>That common</li> </ul>	<ul style="list-style-type: none"> <li>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> </ul>	

		<p>them feel uncomfortable</p> <ul style="list-style-type: none"> <li>• How to manage pressures associated with dares</li> <li>• When it is right to keep or break a confidence or share a secret</li> </ul>	<p>sensitively discuss difference and include everyone</p>	<p>help the local community, including through volunteering and work</p>	<p>purposes and for advertising</p> <ul style="list-style-type: none"> <li>• Why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• That search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>		<p>illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p>	<ul style="list-style-type: none"> <li>• To identify some of the risks associated with drugs common to everyday life</li> <li>• That for some people using drugs can become a habit which is difficult to break</li> <li>• How to ask for help or advice</li> </ul>	
Lesson 3	<ul style="list-style-type: none"> <li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• What to do or whom to tell if they are worried about any contact online</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise risks online such as harmful content or contact</li> <li>• How people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>		<ul style="list-style-type: none"> <li>• How to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>		<ul style="list-style-type: none"> <li>• About different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• That how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<ul style="list-style-type: none"> <li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>		



**Year Five PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE -- three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations, including responding in emergencies, first aid	
Lesson 1	<ul style="list-style-type: none"> <li>• What makes a healthy friendship and how they make people feel included</li> <li>• Strategies to help someone feel included</li> </ul>	<ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• How to ask for, give and not give permission for physical contact</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that everyone should be treated equally</li> <li>• Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>	<ul style="list-style-type: none"> <li>• How to show compassion for the environment, animals and other living things</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• That some media and online content promote stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• To identify jobs that they might like to do in the future</li> <li>• About the role ambition can play in achieving a future career</li> <li>• How or why someone might choose a certain career</li> </ul>	<ul style="list-style-type: none"> <li>• How sleep contributes to a healthy lifestyle</li> <li>• Healthy sleep strategies and how to maintain them</li> </ul>	<ul style="list-style-type: none"> <li>• To identify when situations are becoming risky, unsafe or an emergency</li> <li>• To identify occasions where they can help take responsibility for their own safety</li> <li>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> </ul>	Please see separate plans for RSE
Lesson 2	<ul style="list-style-type: none"> <li>• About peer influence and</li> </ul>	<ul style="list-style-type: none"> <li>• How it feels in a person's mind and</li> </ul>	<ul style="list-style-type: none"> <li>• What discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• About how resources are</li> </ul>	<ul style="list-style-type: none"> <li>• How to assess which search</li> </ul>	<ul style="list-style-type: none"> <li>• About what might influence</li> </ul>	<ul style="list-style-type: none"> <li>• About the benefits of being</li> </ul>	<ul style="list-style-type: none"> <li>• How to deal with common</li> </ul>	

	<p>how it can make people feel or behave</p> <ul style="list-style-type: none"> <li>• The impact of the need for peer approval in different situations, including online</li> <li>• Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> </ul>	<p>body when they are uncomfortable</p> <ul style="list-style-type: none"> <li>• That it is never someone's fault if they have experienced unacceptable contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> </ul>	<p>means and different types of discrimination e.g. racism, sexism, homophobia</p> <ul style="list-style-type: none"> <li>• To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• How to report discrimination online</li> </ul>	<p>allocated and the effect this has on individuals, communities and the environment</p> <ul style="list-style-type: none"> <li>• The importance of protecting the environment and how everyday actions can either support or damage it</li> </ul>	<p>results are more reliable than others</p> <ul style="list-style-type: none"> <li>• To recognise unsafe or suspicious content online</li> <li>• How devices store and share information</li> </ul>	<p>people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <ul style="list-style-type: none"> <li>• That there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>outdoors and in the sun for physical and mental health</p> <ul style="list-style-type: none"> <li>• How to manage risk in relation to sun exposure, including skin damage and heat stroke</li> </ul>	<p>injuries using basic first aid techniques</p> <ul style="list-style-type: none"> <li>• How to respond in an emergency, including when and how to contact different emergency services</li> </ul>	
Lesson 3	<ul style="list-style-type: none"> <li>• That it is common for friendships to experience challenges</li> <li>• Strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• That friendships can change over time and the benefits of having new and different types of friends</li> <li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• When and how to seek support in relation to friendships</li> </ul>	<ul style="list-style-type: none"> <li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• Whom to tell if they are concerned about unwanted physical contact</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of discrimination on individuals, groups and wider society</li> <li>• Ways to safely challenge discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• About the way that money is spent and how it affects the environment</li> <li>• To express their own opinions about their responsibility towards the environment</li> </ul>		<ul style="list-style-type: none"> <li>• The importance of diversity and inclusion to promote people's career opportunities</li> <li>• About stereotyping in the workplace, its impact and how to challenge it</li> </ul>	<ul style="list-style-type: none"> <li>• How medicines can contribute to health and how allergies can be managed</li> <li>• That some diseases can be prevented by vaccinations and immunisations</li> <li>• That bacteria and viruses can affect health</li> <li>• How they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• To recognise the shared responsibility of keeping a clean environment</li> </ul>		

**Year Six PSHE planning**

Scheme of PSHE learning including RSE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		RSE -- three lesson plan for RSE
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	
<b>Year Six</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	
Lesson 1	<ul style="list-style-type: none"> <li>• What it means to be attracted to someone and different kinds of loving relationships</li> <li>• That people who love each other can be of any gender, ethnicity or faith</li> <li>• The difference between gender identity and sexual orientation and everyone's right to be loved</li> </ul>	<ul style="list-style-type: none"> <li>• To compare the features of a healthy and unhealthy friendship</li> </ul>	<ul style="list-style-type: none"> <li>• About the link between values and behaviour and how to be a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>• What prejudice means</li> <li>• To differentiate between prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• About the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• How and why images online might be manipulated, altered, or faked</li> <li>• How to recognise when images might have been altered</li> <li>• Why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• That social media sites have age restrictions and regulations for use</li> <li>• The reasons why some media and online content is</li> </ul>	<ul style="list-style-type: none"> <li>• About the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• About value for money and how to judge if something is value for money</li> </ul>	<p>Objectives to look at over the three lessons:</p> <ul style="list-style-type: none"> <li>• That mental health is just as important as physical health and that both need looking after</li> <li>• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• How negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Positive strategies for managing feelings</li> <li>• That there are situations when</li> </ul>	<ul style="list-style-type: none"> <li>• How to protect personal information online</li> <li>• To identify potential risks of personal information being misused</li> <li>• Strategies for dealing with requests for personal information or images of themselves</li> <li>• To identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> </ul>	Please see separate plans for RSE

					not appropriate for children		<p>someone may experience mixed or conflicting feelings</p> <ul style="list-style-type: none"> <li>• How feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• Identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• The importance of asking for support from a trusted adult</li> <li>• About the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• That changes can mean people experience feelings of loss or grief</li> <li>• About the process of grieving and how grief can be expressed</li> <li>• About strategies that can help someone cope with the feelings associated with</li> </ul>	<ul style="list-style-type: none"> <li>• What to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• How to report the misuse of personal information or sharing of upsetting content/ images online</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• About the qualities of healthy relationships that help individuals flourish</li> <li>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> </ul>	<ul style="list-style-type: none"> <li>• About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Strategies to respond to pressure from friends including online</li> <li>• How to assess the risk of different online 'challenges' and 'dares'</li> </ul>	<ul style="list-style-type: none"> <li>• How to discuss issues respectfully</li> <li>• How to listen to and respect other points of view</li> <li>• How to constructively challenge points of view they disagree with</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise acts of discrimination</li> <li>• Strategies to safely respond to and challenge discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• How online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• About sharing things online, including rules and laws relating to this</li> <li>• How to recognise what is appropriate to share online</li> <li>• How to report inappropriate online content or contact</li> </ul>	<ul style="list-style-type: none"> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• How having or not having money can impact on a person's emotions, health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• About the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• Why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• About the risks and effects of different drugs</li> <li>• About the laws relating to drugs common to everyday life and illegal drugs</li> <li>• To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• About the organisations where people can get help and</li> </ul>	

							<ul style="list-style-type: none"> <li>change or loss</li> <li>To identify how to ask for help and support with loss, grief or other aspects of change</li> <li>How balancing time online with other activities helps to maintain their health and wellbeing</li> <li>Strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>What to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<ul style="list-style-type: none"> <li>support concerning drug use</li> <li>How to ask for help if they have concerns about drug use</li> <li>About mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	
Lesson 3	<ul style="list-style-type: none"> <li>What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>That people have the right to choose whom they marry or whether to get married</li> <li>That to force anyone into marriage is illegal</li> <li>How and where to report forced marriage or ask for help if they are worried</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>How to get advice and report concerns about personal safety, including online</li> <li>What consent means and how to seek and give/not give permission in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>How stereotypes are perpetuated and how to challenge this</li> </ul>		<ul style="list-style-type: none"> <li>About common risks associated with money, including debt, fraud and gambling</li> <li>How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>How to get help if they are concerned about gambling or other financial risks</li> </ul>			