



PSHE Medium Term Plan 2021-2022

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	Settling in/ Our nursery	How do we play? My turn/Your turn	Our Golden Expectations	How can I be healthy?	My feelings	Let's Celebrate
EYFS Educational Programme for PSED		<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	I can	<ul style="list-style-type: none"> • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. • 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. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them • 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 • 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. 					
	Vocab	<p>Feelings names - happy, sad, angry, worried etc. Zones of Regulation Behaviour words - sharing, taking turns, after you, help please, sorry, good waiting, good listening, good looking, being friends, gentle hands, kind words Manners words - please, thank you, after you Self help words - toilet, wash hands, dry hands, coat, zip Routine words - tidy up time, snack time, lunch time, home time</p>					



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Reception	Topic	<p>Our Feelings</p> <p>Our School - Who can help me?</p>	<p>Making friends - Noone on the Edge/Being kind</p> <p>Chatterbox - talking confidently to each other. (Oracy Animals) I like...</p>	<p>Fair Share - My turn/your turn</p> <p>Waiting Game - Being patient</p> <p>I'm stuck! - say when we do and don't need help.</p>	<p>My Family and where I live</p> <p>Clean and Tidy</p> <ul style="list-style-type: none"> - taking care of ourselves - taking responsibility for our classroom 	<p>Why are you amazing??</p> <p>Amazing project</p> <p>Take the plunge - being confident to try new activities</p>	<p>Christopher Winters Project - Family and Friendship</p> <p>Let's celebrate</p>
	I can objectives	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>I can name different feelings</p> <p>I can describe strategies to help me get back into the 'green zone'</p> <p>I can name different member of staff and know who to ask for help</p>	<p>Think about the perspectives of others.</p> <p>I can describe ways to be kind to a friend</p> <p>I can explain why it is important to include friends</p> <p>I can demonstrate the Oracy animal skills when I am talking</p>	<p>Build constructive and respectful relationships.</p> <p>I can share and take turns when I am playing with other children</p> <p>I can wait for something I need or for adult attention</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>I can ask for help with my learning</p>	<p>See themselves as a valuable individual.</p> <p>I can talk about my family</p> <p>I can describe my home and where I live</p> <p>I can carry out a tidy up job sensibly, following simple instructions</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>I can describes routines to keep myself healthy and clean</p>	<p>See themselves as a valuable individual.</p> <p>I can talk about activities/skills that I am good at and like doing</p> <p>I can talk about my pets</p> <p>I can have a go at something new or tricky</p>	<p>See themselves as a valuable individual.</p> <p>I can recognise the importance of friendship</p> <p>I can recognise the importance of saying sorry and forgiveness</p> <p>I can recognise that all families are different</p> <p>I can describe my favourite memories and achievements of the year</p> <p>I can celebrate other children's achievements</p> <p>CWP materials;</p>



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							<ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and forgiveness • To recognise that all families are different
	<p>I can (Development matters)</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 					
	<p>ELGs</p>	<p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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>					



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	<p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Understanding the World</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 					
Key Vocab	<p>Feelings: Zones of regulation Feelings Feelings words eg happy, sad, worried, angry</p> <p>Our School: teacher Teaching assistant head teacher meal time supervisor Classroom Canteen Playground hall</p>	<p>Friendship: Kind caring friend belong include play</p> <p>Chatterbox: Brave baboon Loud enough lion Wordy worm Thinking tortoise Listening lemur Confident</p>	<p>taking turns sharing wait After you Will you help me? patient tricky challenge</p>	<p>family house home country environment address language job responsibility teamwork</p> <p>toothbrush hygiene washing bth shower soap shampoo toothpaste hairbrush</p>	<p>amazing difference pet unique party friend learning confident try brave</p>	<p>friendship sorry forgiveness family relationship memories celebration achievement</p>



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	Sticky Knowledge	That no feeling is wrong but that we need to be in the green zone to learn That grownups at school are there to help	That it is not OK to not let someone join in That being a talker involves different skills	That taking turns and being patient is important at school That when it feels hard you are learning!	That families are special and different That it is important to do your job to be part of a team	That we are all experts at something and can feel proud To have a go - when you make a mistake, you make the learning great!	That relationships are important That it is important to celebrate our learning journey
	Expert Evidence	Pupil voice Observation	Pupil voice Observation	Pupil voice Observation	Pupil voice Observation My family posters	Pupil voice Observation My pet posters	Pupil voice Observation
Year 1	Topic	Awareness of feelings All about me	Being different Keeping well and clean	My friendships	The Environment Looking after myself	Losing and finding Money	Keeping safe (CWP D&A materials) My family (CWP - RSE materials: Growing and Caring for Ourselves))
	Knowledge (Children will learn)	Awareness of feelings <ul style="list-style-type: none"> How to recognise and name different feelings A range of words to describe feelings How to tell how people are feeling. All about me <ul style="list-style-type: none"> what they like/dislike and are good at 	Being different <ul style="list-style-type: none"> more about other people's opinions and views ^{BV} about the different groups they belong to (clubs, faith, cultural heritage etc) Keeping well and clean <ul style="list-style-type: none"> that things people put into 	<ul style="list-style-type: none"> about what makes a good friend about different types of friends, including grown-ups ^{SG} simple strategies to resolve conflict between friends that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) ^{SG} 	The Environment <ul style="list-style-type: none"> what can harm the local and global environment; how they and others can help care for it. Looking after myself <ul style="list-style-type: none"> more about road safety and who helps us keep safe ^{SG} 	Losing and finding <ul style="list-style-type: none"> about what happens when things get lost or change Money <ul style="list-style-type: none"> about what money is and where it comes from about the cost of everyday items that I can keep money 	Keeping safe <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly how medicines can help people stay healthy and that some people



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		<ul style="list-style-type: none"> • what makes them special and that 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 	<p>their bodies can affect how they feel</p> <ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • how physical activity and healthy eating helps them to stay healthy • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • who helps help them to stay healthy (e.g. parent, dentist, doctor) 	<ul style="list-style-type: none"> • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • What 'privacy' means and the importance of respecting others' privacy 		<p>in different places, and that some places are safer than others, e.g. a money box or a bank</p>	<p>need to take medicines every day to stay healthy.</p> <p><i>CWP Project - Teaching Drugs and Alcohol Education</i></p> <ul style="list-style-type: none"> • To understand how to look after our bodies • To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy <p><i>My family</i></p> <ul style="list-style-type: none"> • To explore different kinds of families • To identify who can help when
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							<p>families make us feel unhappy or unsafe.</p> <p>CWP Project: RSE-Growing and Caring for Ourselves</p> <ul style="list-style-type: none"> • Know that we can be friends with people who are different to us • Understand that babies need care and support Know that older children can do more by themselves • Know there are different types of families • Know which people we can ask for help
Skills (Children should)	<ul style="list-style-type: none"> • Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feeling • be able to describe their unique qualities 	<ul style="list-style-type: none"> • be able to talk about the fact that everyone has different opinions and views ^B <ul style="list-style-type: none"> • know how to keep themselves clean and how to brush their teeth effectively • be able to describe 	<ul style="list-style-type: none"> • be able to talk about what makes a good friendship • be able to talk about good and not so good feelings ^{SG} • be able to talk about how they would resolve 	<ul style="list-style-type: none"> • know some of the things they can do at home and at school to help the environment • understand the role of the emergency services. 	<ul style="list-style-type: none"> • be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) <ul style="list-style-type: none"> • be able to identify and recognise the value of coins and notes 	<ul style="list-style-type: none"> • know how to keep themselves safe at home and online. • Know there are different types of families • Know which people we can ask for help <p>CWP Project: RSE-Growing and</p>	



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		and strengths, and the qualities and strengths of others	different ways to stay healthy	conflicts with their friends		<ul style="list-style-type: none"> • be able to talk about where money can come from • be able to explain the difference between needs and wants • be able to explain a suitable place to keep money safe, and explain why. 	<p>Caring for Ourselves</p> <ul style="list-style-type: none"> • To understand that we are all different but can still be friends • To discuss how children grow and change • 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 <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> • To identify how to stay healthy • To explore when and how to take medicines safely • To identify who should be able to give us medicine
	Key Vocab	consideration positive feelings nervous surprise fear recognise zones of regulation	opinion view belong difference culture faith language heritage	friendship behaviour relationships strategies conflict acceptable appropriate bullying	local global environment world reduce recycle responsibility care	feelings emotions loss change money cash bank bank account	safe medicines products harmful online healthy family difference



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	likes dislikes special features qualities unique fear sensitive others co-operative listen opinion reflect	hygiene routines germs healthy activity doctor dentist nurse parent	cyber-bullying secrets surprises privacy respect feelings resolve	road pavement zebra crossing pedestrian visibility safety police green cross code	savings money box coins notes cost spend	belonging type
Sticky Knowledge	<p>That there are lots of different feelings and none of them are right or wrong</p> <p>At school the feelings related to being in the green zone help us to be ready to learn</p> <p>That we are all different, all uniques and all special.</p>	<p>That being different is normal and something to celebrate</p> <p>That we should listen to and respect different opinions and points of view</p> <p>That it is important to value ourselves by taking care of our health</p>	<p>That being a good friend requires good social skills and respect</p> <p>That bullying behaviour is not OK and should be reported</p> <p>That there is a significant difference between adult secrets and surprises</p>	<p>That it is everyone's responsibility to care for our environment</p> <p>That it is very important to know how to behave safely near roads and what to do in an emergency</p>	<p>That when there are transitions in our lives we can feel a range of emotions and it is important to be able to express how we feel</p> <p>That money needs to be managed carefully</p>	<p>That it is important to use household products and medicines appropriately and safely</p> <p>That families can be different. that if we feel unhappy in our family that we know who we can speak to for guidance and help at school</p>
Expert evidence	Pupil voice Work in books when appropriate - all about me poster	Pupil voice Work in books when appropriate - spidergram about keeping clean	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate - road safety poster	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate



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Year 2	Topic	Making and Breaking friendships All about my feelings	Exploring our families Coping with conflict	Global Food Healthy people	Money, shopping and saving Special days	Keeping safe (CWP - D&A materials)	About my body (CWP RSE materials: Differences)
	Children will learn.. (Knowledge)	<p>Making and Breaking friendships</p> <ul style="list-style-type: none"> about when friendships break up, or people move away. <p>All about my feelings</p> <ul style="list-style-type: none"> to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings -about different things they can do to 	<p>Exploring our families</p> <ul style="list-style-type: none"> -about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them -to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another -that babies need care and attention (love) in order to 	<p>Global Food</p> <ul style="list-style-type: none"> about where food comes from. <p>Healthy people</p> <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum) -to recognise the importance of knowing when to take a break from time online or TV -that a healthy person has good physical and mental health and wellbeing 	<p>Money, shopping and saving</p> <ul style="list-style-type: none"> -about spending money and understanding the importance of waiting for and checking change -that I have choices about spending and saving money, and that people may make different choices about how to save and spend money. <p>Special days</p> <ul style="list-style-type: none"> about a range of festivals 	<p>Keeping safe</p> <ul style="list-style-type: none"> - how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) SG - how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them SG 	<p>About my body</p> <ul style="list-style-type: none"> -about their bodies and how they work -about the similarities and differences between males and females -about gender stereotypes <p>CWP RSE materials:</p> <ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female Describe the physical



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		<p>manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good</p> <ul style="list-style-type: none"> -to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it 	<p>calm them if they are upset.</p> <p>Coping with conflict</p> <ul style="list-style-type: none"> • more about teasing and bullying (including online) • -that there are different types of teasing and bullying, that these are wrong and unacceptable -the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities 			<ul style="list-style-type: none"> • -that not everything they see online is true or trustworthy and that people can pretend to be someone they are not ^{SG} • -how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say - How to keep safe in the sun and 	<p>differences between males and females</p> <p>Name the different body parts</p>
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						<p align="center">protect from sun damage</p> <p><i>CWP Project - Teaching Drugs and Alcohol Education</i></p> <ul style="list-style-type: none"> To know what is safe or unsafe To know when something is too risky To know that some things we put into our bodies can harm us To know some rules about keeping safe To be able to follow safety instructions and rules at home and at school 	
Skills (Children should)	<p>Making and Breaking friendships</p> <ul style="list-style-type: none"> understand about the feelings associated with this. <p>All about my feelings</p> <ul style="list-style-type: none"> be able to describe the difference between 	<p>Exploring our families</p> <ul style="list-style-type: none"> know that families are important for children growing up because they can give love, security and stability -know how to recognise and report feelings 	<p>Global Food</p> <ul style="list-style-type: none"> be able to talk about where food comes from and some of the ethical questions around food supply. <p>Healthy people</p> <ul style="list-style-type: none"> be able to describe the components of a 	<p>Money, shopping and saving</p> <ul style="list-style-type: none"> be able to role-play simple financial transactions -to be able to choose the correct value of coins and notes to use and calculate change 	<p>Keeping safe</p> <ul style="list-style-type: none"> -recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' -know what 	<p>About my body</p> <ul style="list-style-type: none"> -be able to name the main parts of the body (including external genitalia) (Science curriculum) ⁵⁶ -understand that some people have 	



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		feelings that feel *'small' and *'big' to them, and know some strategies for managing these.	of being unsafe or feeling bad about any adult Coping with conflict <ul style="list-style-type: none"> • Know why bullying is wrong and how to get help. • -recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	healthy day	<ul style="list-style-type: none"> • -to be able to make a simple plan for my spending and saving choices and stick to it. Special days <ul style="list-style-type: none"> • demonstrate this learning through an assembly or display. 	'privacy' means CWP Project - Teaching Drugs and Alcohol Education <ul style="list-style-type: none"> • To explore substances and situations that are safe or unsafe • To be able to identify some hazardous substances • To consider safety rules for at home and at school 	fixed ideas about what boys and girls can do. CWP RSE Materials: <ul style="list-style-type: none"> • To discuss the concept of gender stereotypes • To identify differences between males and females • To explore some of the differences between males and females and to understand how this is part of the lifecycle • To focus on sexual difference and name body parts
Key Vocab	friendships change emotions feeling names	family care love attention	Global Climate Earth Climate	spending money saving change	rules restrictions safety guidelines	gender stereotype body parts - science names similarity	



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		mood calm	security attachment bullying conflict discrimination teasing unsafe worried assertive	tropical environment responsibility healthy activity exercise sleep rest mental physical wellbeing	choices value coins notes bank calculate choices festival names celebrate Religion Faith Community	risk emergency unsafe protect trust privacy medicine	difference male female body
Sticky Knowledge	That we can have different emotions for different reasons. That no feeling or emotion is wrong but that we can help ourselves and/or seek help from others	That families are important and should be a place where we feel safe and loved. Who we can ask for help if we feel unsafe in our family. That bullying is unacceptable and who we can report it to	That food is grown and sourced from around the world and that this has an impact That there are things we can do to stay healthy	That money needs to be managed carefully That there are different types of festivals and that we should respect and value different celebrations	That we need to keep ourselves safe and that there are people who can help us if we are worried or if there is an emergency.	Names of parts of the body	
Expert evidence	Pupil voice Work in books when appropriate	Pupil voice My family poster	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	



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							Labelled diagrams of the body
Year 3	Topic	Emotions and Feelings Peer Influence/Pressure	Healthy Lifestyles Where do things come from?	Keeping safe Safe Relationships	Me & my community Different Families	Managing Money Aspirations	Drug Education - Smoking and Basic First Aid (CWP material - Teaching D&A) Sex and Relationship Education (CWP RSE Materials: Valuing Difference and keeping Safe)
	I can/Children will learn (Knowledge)	Emotions and Feelings <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing ^{SG} that people's feelings change over time, their feelings may 	Healthy Lifestyles <ul style="list-style-type: none"> about what constitutes a healthy diet and the risks of eating too much sugar about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist 	Keeping safe <ul style="list-style-type: none"> about risks they may face and how to predict, assess and manage these risks ^{SG} that bacteria and viruses can affect health and that following simple routines can reduce their spread Safe Relationships	Me & my community <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, ^{SG} why different rules are needed in different situations and how to take part in making and changing rules ^{BV} that there are different kinds of responsibilities, 	Managing Money <ul style="list-style-type: none"> about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important Aspirations	Drug Education - Smoking and Basic First Aid <ul style="list-style-type: none"> to understand the impact of smoking and passive smoking school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient



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		<p>range in intensity and that different people may experience the same feelings with different levels of intensity ^{SG}</p> <ul style="list-style-type: none"> • how to talk about their emotions and how to respond appropriately in different situations • strategies to manage transitions between classes and key stages <p>Peer Influence/Pressure</p> <ul style="list-style-type: none"> • to recognise the importance of self-respect • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, 	<p>and healthy eating</p> <ul style="list-style-type: none"> • about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing <p>Where do things come from?</p> <ul style="list-style-type: none"> • about sources of products and Fairtrade • that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity 	<ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ^{SG} • to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations ^{SG} • what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, 	<p>rights and duties at home, at school, in the community and towards the environment ^{BV}</p> <ul style="list-style-type: none"> • about school and local democracy ^{BV} <p>Different Families</p> <ul style="list-style-type: none"> • about different types of family structures (e.g. single parent, same-sex, foster parents) • that positive family life is about caring relationships and giving love, security and stability 	<ul style="list-style-type: none"> • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • That there are a broad range of different jobs/careers and that people can have more than one career/job during their life 	<p>call to 999 if necessary) ^{SG}</p> <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> • To know how smoking affects people To consider why people smoke • To know some of the effects of smoking on the body To know about passive smoking • To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke <p>Sex and Relationship Education</p> <ul style="list-style-type: none"> • To identify that people are unique and to respect
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		<p>including people they know and the media</p> <ul style="list-style-type: none">• about critical thinking and decision making		<p>muscle tension etc. ^{SG}</p> <ul style="list-style-type: none">• about why someone may behave differently online, including pretending to be someone they are not ^{SG}			<p>those differences.</p> <ul style="list-style-type: none">• To explore the differences between male and female bodies. <p>CWP RSE Materials:</p> <ul style="list-style-type: none">• Know and respect the body differences between ourselves and others• Name male and female body parts using agreed words• Understand that each person's body belongs to them• Understand personal space and unwanted touch• Understand that all families are different and have different
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							<ul style="list-style-type: none"> family members Identify who to go to for help and support
Children should (Skills)	<p>Emotions and Feelings</p> <ul style="list-style-type: none"> be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down <p>Peer Influence/Pressure</p> <ul style="list-style-type: none"> have strategies to deal with peer pressure 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> use their learning to plan a healthy lunchbox be able to name at least 3 things they can do to look after their teeth Should be able to describe the (physical and mental) benefits of physical activity <p>Where do things come from?</p> <ul style="list-style-type: none"> be able to explain the ethical considerations and environmental impact of buying/products 	<p>Keeping safe</p> <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions ^{SG} <p>Safe Relationships</p> <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support ^{SG} understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, 	<p>Me & my community</p> <ul style="list-style-type: none"> show an understanding of the role of a school councillor ^{BV} resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ^{BV} <p>Different Families</p> <ul style="list-style-type: none"> understand that all families are different and have different family members understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support. 	<p>Managing Money</p> <ul style="list-style-type: none"> be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments begin to understand that different people have different attitudes to, and feelings about, saving and spending money <p>Aspirations</p> <ul style="list-style-type: none"> Be able to consider their unique skills and attributes Be able to talk about 	<p>Drug Education - Smoking and Basic First Aid</p> <ul style="list-style-type: none"> know some of the effects of smoking on the body be able to consider why some people smoke know the rules and laws to prevent smoking <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> To consider smoking and its effects To understand the impact of smoking and passive smoking To know some strategies to prevent starting smoking <p>Sex and Relationship Education</p> <ul style="list-style-type: none"> Know and respect the 	



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				<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) ^{SG}</p> <ul style="list-style-type: none">• know about their right to keep certain things 'private' ^{SG}		<p>the jobs/careers they are familiar with</p>	<p>differences between ourselves and others.</p> <ul style="list-style-type: none">• Name male and female body parts using agreed words. <p>CWP RSE Materials:</p> <ul style="list-style-type: none">• To identify that people are unique and to respect those differences• To explore the differences between male and female bodies• To consider appropriate and inappropriate physical contact and consent• To explore different types of families and who to go to for help and support
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	Key Vocab	Emotions and Feelings	Healthy Lifestyles	Keeping safe	Me & my community	Managing Money	Drug Education - Smoking and Basic First Aid
		physical health	healthy	risk	rules	spending	smoking
		mental health	balance	bacteria	laws	saving	passive smoking
		wellbeing	hygiene	virus	responsibilities	receipts	first aid
		feelings	oral	contagious	rights	recording	procedures
		emotions	dentist	spread	duties	diary	emergency
		intensity	brushing	relationship	community	tracking	rules
		transitions	flossing	healthy	democracy	record	Sex and Relationship Education
		experiences	routine	routines			male female
		response	exercise		Different Families	Aspirations	unique
		respect	benefits	Safe Relationships	family	achievements	difference
		Peer Influence/Pressure	Where do things come from?	consent	relationship	goal	respect
		peer pressure		inappropriate	love	career	biological body part names
		media	fairtrade	appropriate	security	job	
		decisions	source	contact	stability	future	
		critical	ethical	permission		hopes	
		risk	product	stress signals		dreams	
		behaviour	environment	online/cyber			
			single-use plastic	safe			
			recycle	warning			
			reuse	behaviour			



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			reduce				
Sticky Knowledge	<p>That it is important to take care of our mental wellbeing</p> <p>That we can experience a range of emotions</p> <p>That it is important to respect ourselves and not be pressurised by other people as that could be risky</p>	<p>That healthy choices and routines have an impact on our bodies and physical well being</p> <p>That if we value the environment and people that we can make informed consumer choices when we buy items</p>	<p>That healthy routines can limit risks and protect us from viruses</p> <p>That relationships should make us feel positive and safe and what we should do if we don't experience this</p>	<p>That rights and responsibilities go hand in hand</p> <p>That families are different</p> <p>That if you feel unsafe in your family you can seek help</p>	<p>That it is important to keep track of what you spend</p> <p>That you should celebrate your achievements and identify your passions and talents</p>	<p>That smoking impacts our own and other people's health</p> <p>That we are different and unique and that parts of the body have biological names</p>	
Expert Evidence	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	



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Year 4	Topic	Mental Health and Wellbeing Rights and Responsibilities	Persuasion and Pressure Media and Me	Healthy Lifestyles Friendship/Inclusion	Friendship/Inclusion cont.. Local community, shared responsibilities	Aspirations Managing money	Growing and changing Drug education- alcohol and decision making (CWP materials- Teaching D&A) Types of relationships CWP RSE Materials: Growing Up
	I can/Children will learn (knowledge)	Mental Health and Wellbeing <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 	Persuasion and Pressure <ul style="list-style-type: none"> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) ^{SG} that their actions affect themselves and others ^{SG} about the concept of 'keeping something confidential or secret' ^{SG}, when we should or should not agree to this and when it is right to 	Healthy Lifestyles <ul style="list-style-type: none"> about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet about what good physical health means and how to recognise early signs of physical illness how medicines, when used responsibly, contribute to 	Friendship/Inclusion <ul style="list-style-type: none"> about discrimination and how to challenge it that friendships change over time, including making new friends and having different types of friends respecting the similarities and differences 	Aspirations <ul style="list-style-type: none"> about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways 	Growing and changing <ul style="list-style-type: none"> some basic facts about puberty ^{SG} about strong feelings and mood swings Drug education- alcohol and decision making <ul style="list-style-type: none"> to understand the effect alcohol has on the body ^{SG} to understand the law and risks relating to alcohol ^{SG} to understand why people choose to use or



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	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> that the internet is an integral part of many people's lives and that it has many benefits about reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 	<p>'break a confidence' or 'share a secret'</p> <p>Media and Me</p> <ul style="list-style-type: none"> about how the media influences decisions 5G about sources of persuasion including the media 5G the importance of protecting personal information, including passwords, addresses and images 5 	<p>health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 5G</p> <p>Friendship/Inclusion</p> <ul style="list-style-type: none"> about discrimination and how to challenge it that friendships change over time, including making new friends and having different types of friends respecting the similarities and differences between people that people feel included within healthy 	<p>between people</p> <ul style="list-style-type: none"> that people feel included within healthy friendships; recognise when others may feel lonely or excluded <p>Local community, shared responsibilities</p> <ul style="list-style-type: none"> to value the different contributions that people and groups make to the community ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can 	<p>in which stereotypical assumptions can deter people from certain jobs)</p> <p>Managing money</p> <ul style="list-style-type: none"> to recognise that people make spending decisions based on priorities, needs and wants that I can keep my money in a standard bank account and the benefits this might have that if I don't have enough money I may have to borrow but that if 	<p>not use legal drugs such as alcohol 5G</p> <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol To know there are risks to drinking alcohol To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly <p>Types of relationships</p> <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage <p>CWP RSE Materials:</p>
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				friendships; recognise when others may feel lonely or excluded SG	affect the environment (e.g. reducing, reusing, recycling, food choices)	I do I will have to pay it back	<ul style="list-style-type: none">• Understand that puberty is an important stage in the human lifecycle• Know some changes that happen during puberty• 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• Know that respect is important in all relationships including online• Explain how friendships can make people feel unhappy or
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							uncomfortable
Children should (Skills)	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings ^{SG} <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> be able to identify the many benefits 	<p>Persuasion and Pressure</p> <ul style="list-style-type: none"> be able to demonstrate some basic techniques for resisting pressure ^{SG} know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know <p>Media and Me</p> <ul style="list-style-type: none"> be able to hold a debate on a topical issue be able to recognise some 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> be able to design a series of healthy menus and compare these with each other and the food offered in school be able to name some of the early signs of physical illness ^{SG} have some basic knowledge about immunisations and allergies ^{SG} know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health <p>Friendship/Inclusion</p> <ul style="list-style-type: none"> be able to talk about and celebrate differences be able to talk 	<p>Friendship/Inclusion</p> <ul style="list-style-type: none"> be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' have strategies to include children who are feeling lonely or excluded. <p>Local community, shared responsibilities</p> <ul style="list-style-type: none"> consider the school's contribution to protecting the environment 	<p>Aspirations</p> <ul style="list-style-type: none"> be able to challenge stereotypes in the workplace. <p>Managing money</p> <ul style="list-style-type: none"> be able to consider the influences behind a person's decision to save or spend money explain why they might use an account e.g. bank, building society, credit union be able to explain why I might want to borrow money and 	<p>Growing and changing</p> <ul style="list-style-type: none"> know about some emotional and physical changes that happen during puberty ^{SG} know what alcohol is and understand the risks and effects to the body ^{SG} <p>Drug education- alcohol and decision making</p> <ul style="list-style-type: none"> understand that drug use can become a habit which can be difficult to break. <p><small>CWP Project - Teaching Drugs and Alcohol Education</small></p> <ul style="list-style-type: none"> To understand the effect alcohol has on the body To understand the 	



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		<p>of the internet</p> <ul style="list-style-type: none"> recognise that their increasing independence brings increased responsibility to keep themselves and others safe 	<p>persuasive media tactics e.g. on television adverts ^{SG}</p> <ul style="list-style-type: none"> deepen their understanding of risk by recognising, predicting and assessing risks in different situations ^{SG} and deciding how to manage them responsibly 	<p>about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel'</p> <ul style="list-style-type: none"> have strategies to include children who are feeling lonely or excluded 		<p>how this might make me feel</p>	<p>risks related to drinking alcohol</p> <ul style="list-style-type: none"> To consider how society limits the drinking of alcohol <p>Types of relationships</p> <ul style="list-style-type: none"> understand that there are a variety of relationships <p>CWP RSE materials:</p> <ul style="list-style-type: none"> To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction To explore respect in a range of relationships To discuss the characteristics of healthy relationships
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	Key Vocab	Mental Health and Wellbeing mental health well being change loss grief bereavement event transition Rights and Responsibilities regulations restrictions rules social media personal safety comply	Persuasion and Pressure privacy personal agreement confidential secret boundaries Media and Me influence source personal information data persuasion debate risk	Healthy Lifestyles choices benefits balanced illnesses medicine vaccination immunisation disease allergy Friendship/Inclusion discrimination celebrate include exclude strategies	Local community, shared responsibilities Responsibility Contribution protect environment reduce re-use recycle	Aspirations aspiration limits hopes career gender stereotypes choice skills strengths qualities Managing Money money spending priorities needs wants bank account borrowing debt	Growing and changing puberty mood adolescence Drug education- alcohol and decision making alcohol legal drug addiction habit abuse Types of relationships friendship marriage husband wife civil partnership
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	Sticky Knowledge	That our mental health is as important as our physical health and events can impact it That the internet is a really valuable resource but should be used responsibly	That there is a difference between secrets and surprises That the media attempts to influence our decisions and how we can guard against this and how to stay safe online	That making healthy choices about diet and physical activity impact our overall physical health That vaccinations protect us against disease and why they are important - myth busting	That community means people contributing together and caring for their environment	That money is to be managed responsibly and spending should be prioritised That you should not allow other people's assumptions or judgements to limit your career aspirations	That everyone goes through change in puberty That alcohol is a legal drug that can still cause harm and addiction That there are different categories of relationships
	Expert Evidence						
Year 5	Topic	Mental health and wellbeing Personal safety	Self respect and personal goals Being left out Stereotypes and diversity	Healthy lifestyles Friendships and coping with bullying	Working together and aspirations Media literacy and digital resilience	Puberty (CWP RSE materials) Drug education - legal and illegal drugs (CWP materials - Teaching D&A)	Relationships What makes a democracy? Money
	I can (Children will learn)	Mental health and wellbeing <ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health 	Self respect and personal goals <ul style="list-style-type: none"> to recognise the importance of self-respect and how this affects our thoughts and feelings - everyone should 	Healthy lifestyles <ul style="list-style-type: none"> about how their own lifestyle contributes to their health and that habits can have both a positive and 	Working together and aspirations <ul style="list-style-type: none"> how they can work together to bring about change about some of the skills, including enterprise skills, that will help them 	Puberty <ul style="list-style-type: none"> to identify the external genitalia and internal reproductive organs in males and females ⁵⁶ 	Relationships <ul style="list-style-type: none"> to recognise that there are different types of relationships (friendships, family, romantic, online)



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		<p>and that it is important to discuss feelings with one of your identified trusted adult ^{SG}</p> <ul style="list-style-type: none"> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others ^{SG} <p>Personal safety</p> <ul style="list-style-type: none"> about situations which could cause them personal risk ^{SG} that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ^{SG BV} 	<p>be expected to be treated politely, kindly and with respect by others</p> <ul style="list-style-type: none"> how to set goals and targets for themselves <p>Being left out</p> <ul style="list-style-type: none"> about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) ^{BV} how it feels to be excluded or discriminated against ^{SG BV} <p>Stereotypes and diversity</p> <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, 	<p>negative effect on this</p> <ul style="list-style-type: none"> about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn <p>Friendships and coping with bullying</p> <ul style="list-style-type: none"> about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests 	<p>in their future careers e.g. teamwork, communication and negotiation</p> <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial purposes 	<ul style="list-style-type: none"> that for some people gender identity does not correspond with their biological sex ^{SG} (Suggested content, not statutory) about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams) ^{SG} about the importance of good personal hygiene during puberty <p>CWP RSE Materials:</p> <ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty 	<ul style="list-style-type: none"> about change, including transitions loss, separation, divorce and bereavement ^{SG} to recognise shared characteristics of healthy family life - commitment, care, spending time together, support in times of difficulties <p>What makes a democracy?</p> <ul style="list-style-type: none"> about how local democracy works ^{BV} <p>Money</p> <ul style="list-style-type: none"> I know that some things are better value for money than others and that I can make comparisons between prices when deciding
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		<ul style="list-style-type: none"> • <i>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i> ^{SG BV} (Suggested content, not statutory) • about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online ^{SG} 	<p>racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ^{BV}</p> <ul style="list-style-type: none"> • about stereotypes; how they can negatively influence behaviours and attitudes towards others ^{SG BV} 	<p>etc.) and that the same principles apply to online friendships</p> <ul style="list-style-type: none"> • know that friendships have ups and downs • the difference between 'knowing someone online' and 'knowing someone face-to-face' and the associated risks ^{SG} • about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) ^{SG} 		<ul style="list-style-type: none"> • Ask questions about puberty with confidence • Understand how puberty affects the reproductive organs • Describe what happens during menstruation and sperm production • Explain how to keep clean during puberty • Explain how emotions/relationships change during puberty • Know how to get help and support during puberty <p>Drug education</p> <ul style="list-style-type: none"> • about a range of legal (including alcohol, tobacco and energy drinks) and illegal 	<p>what is best value for money</p> <ul style="list-style-type: none"> • that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)
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						<p>drugs, their risks and effects ^{SG}</p> <ul style="list-style-type: none"> • about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) ^{SG} • strategies to resist drug use ^{SG} <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> • To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs • To explore attitudes to drug use • To understand that all sorts of people may misuse drugs • To challenge myths about drug use 	
Skills	<p>Mental health and wellbeing</p> <ul style="list-style-type: none"> • be able to challenge the stigma around mental health and wellbeing ^{SG} 	<p>Self respect and personal goals</p> <ul style="list-style-type: none"> • recognise and model respectful behaviour (including online) ^{SG} 	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> • be able to identify nutritional information on food and drink labels 	<p>Working together and aspirations</p> <ul style="list-style-type: none"> • listen and respond respectfully to a wide range of people, to feel confident to raise 	<p>Puberty</p> <ul style="list-style-type: none"> • be able to describe what happens during menstruation and sperm production 	<p>Relationships</p> <ul style="list-style-type: none"> • be aware of some of the problems and challenges families/par 	



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		<p>Personal safety</p> <ul style="list-style-type: none"> develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT) ^{SG} know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support ^{SG} ^{BV} (Suggested content, not statutory) 	<ul style="list-style-type: none"> produce a personal plan with regards to their goals <p>Being left out</p> <ul style="list-style-type: none"> be able to identify similarities and differences between them and their peers ^{BV} <p>Stereotypes and diversity</p> <ul style="list-style-type: none"> understand the law in relation to the Equality Act (2010) ^{BV} appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ^{SG} ^{BV} have strategies to challenge these stereotypes ^{SG} ^{BV} 	<ul style="list-style-type: none"> keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation <p>Friendships and coping with bullying</p> <ul style="list-style-type: none"> know what makes a good friend (on and offline) ^{SG} be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ^{SG} have strategies to resolve disputes in friendships know how to ask for support and from whom e.g. trusted adults 	<p>their own concerns ^{SG}</p> <ul style="list-style-type: none"> work collaboratively towards shared goals to develop strategies ^{SG} to resolve disputes and conflict through negotiation <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> be able to talk about how to be a discerning user of the internet 	<p>(physical and emotional changes)</p> <ul style="list-style-type: none"> be able to explain how to keep clean during puberty <ul style="list-style-type: none"> know who to go to for help and support during puberty (link with DfE's period product scheme) <p>CWP RSE Materials:</p> <ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of 	<p>ents can face ^S</p> <p>What makes a democracy?</p> <ul style="list-style-type: none"> be able to identify the key elements of a democracy <p>Money</p> <ul style="list-style-type: none"> be able to discuss how making informed choices can help us make the most of our money run a simple marketing project in teams
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				who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable ^{SG}		physical hygiene <ul style="list-style-type: none">To explore ways to get support during puberty Drug education <ul style="list-style-type: none">understand some basic facts around risks, effects and the law of various legal and illegal drugs ^{SG}be able to challenge myths about drug use and drug users ^{SG}be able to demonstrate assertiveness skills to help resist peer pressure around drug use ^{SG} CWP Project - Teaching Drugs and Alcohol Education <ul style="list-style-type: none">To explore a range of legal and illegal drugs, their risks and effectsTo have considered the children's attitudes and	
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						<p>beliefs about drug use and drug users</p> <ul style="list-style-type: none"> To have considered strategies to resist drug use 	
Key Vocab	<p>mental health personal risk rights responsibilities personal information</p>	<p>respect goals targets similarities differences excluded included discrimination stereotype law</p>	<p>lifestyle health habits diet nutrition obesity tooth decay</p> <p>trust kindness friendship bullying strategies disputes</p>	<p>aspiration enterprise skills career future teamwork negotiation communication information source reliable assess data commercial media</p>	<p>puberty biological names for body parts change transition reproduction organs emotional physical hygiene menstruation erection legal illegal drugs alcohol caffeine tobacco nicotine myths assertiveness peer pressure assertiveness</p>	<p>friendships family romantic online transition loss divorce bereavement separation commitment care loyalty support care democracy local value prices spending decisions fairtrade ethical choice marketing</p>	
Sticky Knowledge	<p>To talk to someone if you are concerned about your mental health</p>	<p>That we should expect to be treated with respect</p> <p>To be aware of</p>	<p>That a healthy lifestyle can impact positively on our wellbeing</p> <p>That friendships</p>	<p>That the skills we develop can impact positively on our careers</p> <p>That we need to</p>	<p>That our bodies change during puberty</p> <p>That there are legal and illegal drugs and that it is important to be</p>	<p>That there are different types of relationships</p> <p>What a democracy is</p>	



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		That we have the right to be safe	stereotypes and that it is not OK to exclude people on the basis of stereotypes	should make us feel safe	interact with the media in a critical way	assertive when you experience peer pressure	That we can take charge of our spending
	Expert Evidence	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate
Year 6	Topic	Celebration-supporting each other. Protected characteristics and bullying Family dynamics	Conflict resolution Democracy and decisions Media, literacy and digital resilience	Mental Health and Online Safety Moving on	Money and Me Aspirations, work and career	Healthy Lifestyles Drug Education-Drugs, risk and the media (CWP materials-Teaching D&A)	Puberty and relationships Sex education CWP RSE materials: Puberty, Relationships and Reproduction Relationships
	I can (Children will learn)	Celebration-supporting each other. <ul style="list-style-type: none"> about the people who are responsible for helping them stay healthy and safe, ^{SG} ways that they can help these people, and how showing kindness to these people is 	Conflict resolution <ul style="list-style-type: none"> about how to deal with conflicts as they arise how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies 	Mental Health and Online Safety <ul style="list-style-type: none"> about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing ^{SG} 	Money and Me <ul style="list-style-type: none"> about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions about risks associated with money including different ways 	Healthy Lifestyles <ul style="list-style-type: none"> about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer ^{SG} 	Puberty and relationships <ul style="list-style-type: none"> to explore positive and negative ways of communicating in a relationship that there is nothing that they should be afraid to ask about.



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		<p>a positive expression of thanks and celebration for them.</p> <ul style="list-style-type: none"> the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. <p>Protected characteristics and bullying</p> <ul style="list-style-type: none"> about the 'protected characteristics' within the Equality Act (2010) ^{SG} that our behaviour has an effect on others and ourselves ^{SG} 	<p>for managing this (including online)</p> <p>Democracy and decisions</p> <ul style="list-style-type: none"> learn about government and parliament ^{BV} <p>Media, literacy and digital resilience</p> <ul style="list-style-type: none"> about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information ^{SG} recognise things appropriate to share 	<ul style="list-style-type: none"> why social media and some online games are age restricted ^{SG} how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted. <p>Moving on</p> <ul style="list-style-type: none"> to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing about taking on more personal responsibility, managing setback and reframe 	<p>money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations ^{SG}</p> <p>Aspirations, work and career</p> <ul style="list-style-type: none"> about enterprise and the skills that make someone 'enterprising' <ul style="list-style-type: none"> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid to identify the kind of job they 	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination ^{SG} about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) <p>Drug Education- Drugs, risk and the media</p> <ul style="list-style-type: none"> to understand the effects, risks and laws in relation to drugs ^{SG} about the mixed messages in the media about drugs, including alcohol and smoking/vaping ^{SG} 	<p>Sex education</p> <ul style="list-style-type: none"> about the links between puberty and reproduction ^{SG} about the different ways people might start a family <p>Relationships</p> <ul style="list-style-type: none"> that people may be attracted to someone (of the opposite or same sex) romantically and sexually that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each
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		<p>(including online) and discriminatory behaviours are wrong</p> <ul style="list-style-type: none"> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. <p>Family dynamics</p> <ul style="list-style-type: none"> about how families behave 	<p>and things that should not be shared on social media; rules around distributing images ^{SG}</p> <ul style="list-style-type: none"> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation ^{SG} 	<p>unhelpful thinking</p> <ul style="list-style-type: none"> about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement ^{SG} 	<p>might like to do when they are older</p> <ul style="list-style-type: none"> to recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	<ul style="list-style-type: none"> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <p>CWP Project - Teaching Drugs and Alcohol Education</p> <ul style="list-style-type: none"> To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis To know the effects and risks of volatile substance abuse To know how to get and to give help To have practised communicating with adults To know how to access help and support 	<p>other and want to spend their lives together and who are of the legal age to make that commitment ^{SG} ^{BV}</p> <ul style="list-style-type: none"> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others ^{SG} ^{BV} <p>CWP RSE Materials:</p> <ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Explain differences between healthy and unhealthy relationships
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							<ul style="list-style-type: none"> • Know that communication and permission seeking are important • Describe the decisions that have to be made before having children • Know some basic facts about conception and pregnancy • 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
Skills	Celebration-supporting each other. <ul style="list-style-type: none"> • be able to demonstrate 	Conflict resolution <ul style="list-style-type: none"> • be able to suggest strategies for 	Mental Health and Online Safety <ul style="list-style-type: none"> • understand the links between time spent online 	Money and Me <ul style="list-style-type: none"> • develop an initial understanding of the concepts of 'interest', 'loan', 	Healthy Lifestyles <ul style="list-style-type: none"> • understand the benefits and risks of sun exposure and 	Puberty and relationships <ul style="list-style-type: none"> • know that communication and permission 	



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	<p>how to show care and compassion to others.</p> <p>Protected characteristics and bullying</p> <ul style="list-style-type: none"> understand about bullying and discrimination and the effect of these on others and themselves. <p>Family dynamics</p> <ul style="list-style-type: none"> recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise ^{SG} 	<p>handling conflict ^{SG}</p> <ul style="list-style-type: none"> be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable ^{SG} be able to recognise how "peer acceptance" may be influential in their actions and behaviours ^{SG} <p>Democracy and decisions</p> <ul style="list-style-type: none"> be able to explain how our government and parliament function. <p>Media, literacy and digital resilience</p>	<p>and their mental and physical health and wellbeing ^{SG}</p> <ul style="list-style-type: none"> understand the many benefits of the internet as well as how they may be targeted as a consumer <p>Moving on</p> <ul style="list-style-type: none"> have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to 	<p>'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) ^{SG}</p> <ul style="list-style-type: none"> consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) ^{SG} <p>Aspirations, work and career</p> <ul style="list-style-type: none"> have an understanding about a variety of different jobs/careers and the possible routes to these have an understanding that having a job will allow me to achieve certain goals in my life 	<p>know how to keep themselves safe ^{SG}</p> <ul style="list-style-type: none"> understand some basic facts around immunisations ^{SG} be able to demonstrate some basic first aid techniques and talk through how to make a clear 999 call. <p>Drug Education- Drugs, risk and the media</p> <ul style="list-style-type: none"> be able to describe effects and risks, understand consequences of drug use and know where to go for help ^{SG} <p><small>CWP Project - Teaching Drugs and Alcohol Education</small></p> <ul style="list-style-type: none"> To understand the effects, risks and law relating to cannabis 	<p>seeking are important ^{SG}</p> <ul style="list-style-type: none"> know when it is appropriate to share personal/private information in a relationship. <p>Sex education</p> <ul style="list-style-type: none"> know some basic facts about conception and pregnancy Describe the decisions that have to be made before having children (including age of consent) ^{SG} <p>Relationships</p> <ul style="list-style-type: none"> appreciate there are different types of love e.g. parental love, partner love, friendship love etc. ^{SG} be aware that marriage and
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			<ul style="list-style-type: none"> • understand the law around sharing images ^{SG} • Look at current media campaigns including how images can be manipulated and content can be targeted ^{SG} • Design a positive media campaign aimed at children. 	overcome them	<ul style="list-style-type: none"> • 	including financial ones.	<ul style="list-style-type: none"> • To understand the risk of volatile substance abuse (VSA) • To be aware of the options for getting help, advice and support 	<p>civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so ^{SG BV}</p> <p>CWP RSE Materials:</p> <ul style="list-style-type: none"> • To consider puberty and reproduction • To explore the importance of communication and respect in relationships • To consider different ways people might start a family • To explore positive and negative ways of communicating in a relationship
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	<p>Key Vocab</p> <p>gratitude thankfulness celebration empathy compassion concern characteristics equality discrimination bias prejudice stereo types</p> <p>dynamics solutions compromise negotiate</p>	<p>Conflict solutions strategies pressure government parliament democracy election opposition</p> <p>manipulation</p> <p>images</p> <p>social media</p> <p>digital</p>	<p>ration limit boundary discern consumer search engine benefits drawbacks impact</p> <p>qualities strengths achievements s self-worth relaxation transition emotion</p>	<p>gambling risk interest loan debt tax VAT aspirations career employment voluntary apprenticeship</p>	<p>sun damage skin cancer exposure immunisation vaccination</p> <p>alcohol tobacco nicotine addiction vaping consequence</p>	<p>puberty reproduction</p> <p>civil partnership marriage commitment legal demonstration permission personal private conception reproduction pregnancy consent</p>
<p>Sticky Knowledge</p>	<p>That the way we behave and treat other people has an impact</p>	<p>How to resolve a conflict peacefully</p> <p>How to protect images online</p>	<p>That spending time online can impact our mental health positively or negatively</p> <p>That we all experience</p>	<p>That the way we manage our money can have a positive or negative impact on our lives</p> <p>That jobs and careers can help us fulfil our dreams and</p>	<p>Through following simple advice we can keep ourselves safe</p> <p>That there are risks associated with drug use but that there is help available to support you</p>	<p>That puberty is not a taboo subject and we can talk about it</p> <p>How conception happens</p> <p>That relationships require consent and commitment</p>



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				transitions in our lives	aspirations and can link to our financial independence		
	Expert Knowledge	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate	Pupil voice Work in books when appropriate			