PSHE and RSE

Unit Overviews

PSHE and RSE

Overview of Topics

	Autumn Term	Spring Term	Summer Term
EYFS (Seed Class)	Self-regulation: my feelings Building relationships: special relationships No Outsiders: Say What I Think- You Choose	Managing self: Taking on challenges Self-regulation: Listening and following instructions No Outsiders: It's OK to like different things- Red Rockets and Rainbow Jelly No Outsiders: Make Friends with Someone Different- Blue Chameleon	Building relationships: my family and friends Managing self: my wellbeing No Outsiders: Understand that all Families are different- The Family Book No Outsiders: Celebrate my Family- Mommy, Mama and Me
KS1 A (Seed Class)	Connecting with others: how can I help myself and others feel happy and safe? The online world: how do we spend time online? No Outsiders: To accept people are different - *'That's Not How You Do It!'*	Health protection: how can I protect myself and others in daily life? Staying safe: how can I stay safe? No Outsiders: Understand we share the world with lots of people - *'My World, Your world'* No Outsiders: Understand how we share the world - *'The First Slodge'*	Connecting with others: how can I build safe, kind and caring relationships with others? The online world: how can we stay safe online? No Outsiders: To communicate in different ways - *'What the Jackdaw Saw'* No Outsiders: Understand what makes someone feel proud - '*The Odd Egg'*
KS1 B (Seed Class)	My healthy self: how can we look after our emotions? Citizenship: how can I help others and the environment? No Outsiders: Be able to work with everyone in my class – *Blown Away*	Citizenship: how do people belong to a community and earn money? My healthy self: how can we look after our bodies? No Outsiders: To play with boys and girls - *Ten Little Pirates* No Outsiders: Understand what diversity is – *The Great Big Book of Families*	Growing up: how can we look after and respect our bodies as we grow? Staying safe: how can I make safe choices in different places? No Outsiders: Understand that our bodies work in different ways – *Max the Champion* No Outsiders: Like the Way I am - *Elmer*

LKS2 A (Sapling Class)	Connecting with others: what helps us feel safe and included? The online world: how should we communicate online? No Outsiders: To use my pupil voice – *We're All Wonders*	Citizenship: what careers do people choose and why? Staying safe: what signs help me recognise what is safe or unsafe? No Outsiders: Ask questions – *The Flower* No Outsiders: Find a solution to a problem – *Two Monsters*	Connecting with others: how can we respect each other? The online world: how can we decide what to trust online? No Outsiders: Overcome language as a barrier – *The Way Back Home* No Outsiders: Understand what discrimination means – *This is Our House*
LKS2 B (Sapling Class)	My healthy self: how can I take care of my mine and body? Citizenship: What rights and responsibilities do we have? No Outsiders: Use strategies to help someone who feels different – *The Hueys in the New Jumper*	Health protections: how can we prevent illness and injury and respond if they happen? My healthy self: how can I make healthy choices? No Outsiders: Know when to be assertive – *Dog's Don't Do Ballet* No Outsiders: Understand why people choose to get married – *King and King*	Citizenship: how can I spend my money wisely? Growing up: how will my body and emotions change as I grow up? No Outsiders: Be welcoming - *Beegu* No Outsiders: Be who you want to be – *Red: A Crayon's Story*
UKS2 A (Blossom Class)	Connecting with others: why are healthy relationships important? The online world: how am I influenced by what I see online? No Outsiders: Promote diversity – *My Princess Boy*	Citizenship: how can we be in control of our money? Connecting with others: what does it mean to stand up for myself and others? No Outsiders: To welcome difference and stand up to discrimination – *The Thing* No Outsiders: Challenge the causes of racism – *The Island*	The online world: how do I feel about the things I see online? Staying safe: how can I stay safe as I grow up? No Outsiders: Recognise when someone needs help – *How To Heal A Broken Wing* No Outsiders: Recognise my freedom – *Dreams Of Freedom*

UKS2 A (Blossom Class)	My healthy self: how can I support my mind and body as I grow? Citizenship: how can we make a difference in our communities and beyond? <u>No Outsiders</u>: Justify my actions – *Rose Blanche* <u>No Outsiders:</u> Learn from our past – *Where The Poppies Now Grow*	Growing up: how can I manage the changes to my body and emotions as I grow up? My healthy self: how do my choices today shape my future self? <u>No Outsiders:</u> To Exchange Dialogue – *The Cow Who Climbed a Tree*	Citizenship: how can we protect everyone's rights? Sex education: how do people become parents and carers? <u>No Outsiders</u>: Accept people who are different to me – *And Tango Makes Three* <u>No Outsiders:</u> To overcome fears about difference - *Leaf*

EYFS

Autumn	Spring	Summer
KAPOW • Self-regulation: my feelings • Building relationships: special relationships No Outsiders: • Say What I Think- You Choose	KAPOW • Managing self: Taking on challenges • Self-regulation: Listening and following instructions • No Outsiders: • It's OK to like different things- Red Rockets and Rainbow Jelly • Make Friends with Someone Different- Blue Chameleon	KAPOW • Building relationships: my family and friends • Managing self: my wellbeing No Outsiders: • Understand that all Families are different- The Family Book • Celebrate my Family- Mommy, Mama and Me

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember?

Unit grid: PSHE – Connecting with others – How can I help myself and others feel happy and safe?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements</td><td rowspan="3">• To recognise what makes me special and talk about my strengths
• To explore how families care for and support each other
• To understand that families should help me feel safe and cared for
• To explain how to be a good friend
• To explore how to be kind even when you are angry or upset
• To explore kind and respectful behaviours</td><td>1</td><td>What makes me special?
Children think about what makes them special and talk about their strengths</td><td rowspan="7">Field of flowers
Role play
Collaborative towers</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>How do families show love and care for each other?
Children explore the ways in which families care for and support each other</td></tr>
<tr><td>calm
care
fair
family
friendly
kind
lonely
polite
safe
share
strengths
trust
trusted
adult
unfair</td><td>3</td><td>What helps me feel safe and cared for?
Explore how families should feel safe and cared for.</td></tr>
<tr><td></td><td></td><td>4</td><td>What is a friend?
Explore the qualities of a good friend</td></tr>
<tr><td></td><td></td><td>5</td><td>How can we have a kind and friendly class?
Explore how we can remain kind even when we are feeling angry or upset</td></tr>
<tr><td></td><td></td><td>6</td><td>How should people behave towards others?
Explore what kind and respectful behaviour looks like.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember what to do if you don’t feel safe?</td><td colspan="3">Respectful – how we should behave towards others</td></tr>
</table>

Big Question Link: Do you remember?

Unit grid: PSHE – The online world – How do we spend time online?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements</td><td rowspan="7">To recognise when you are online
To recongise online activities and in person activities
To recognise that polite behavior online is the same as polite behavior in person
To explain why it is good to balance screen time with in person activities
To understand when and how I should tell an adult about something I see online
Describe how I can stay safe online</td><td>1</td><td>What am I online?
Children explore what it means to be online and the different ways this can look.</td><td rowspan="7">Junk modelling device
Video for reception children
Balanced scales
Online safety rules poster</td></tr>
<tr><td>2</td><td>What can I do online and what can I do in person?
Children explore why some activities can only be done online and some only in person. Are there things that can be done both online and in person?</td></tr>
<tr><td>3</td><td>What should I behave when I use a device?
To explore what respectful behavior looks like online.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can I balance screen time with in-person activities?
Children consider some of the dangers of spending too much time online. How can they makes sure they are finding a balance?</td></tr>
<tr><td rowspan="3">balance
digital device
healthy
internet
online
polite
rule
safe
screen time
trusted adult</td><td>5</td><td>What should I do if I see something online that worries me?
Explore examples of things that children might see online and which should be reported to an adult. Compare to in person. Explore who we could tell and how.</td></tr>
<tr><td>6</td><td>How can I stay safe online?
What rules might we have to keep ourselves safe online?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you remember what to do if you don’t feel safe online?</td><td colspan="3">Respectful – how we should behave towards others</td></tr>
</table>

Big Question Link: Where shall we go?

Unit grid: PSHE – Health protection – How can I protect myself and others in daily life?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

KS1: Prior work in staying safe and trusted adults</td><td rowspan="4">To explain how and why we wash our hands
To describe how to protect myself in any weather
To recognise people who help keep us healthy
To talk about how my body feels when I am ill
To recognise whether an injury is serious or not
To recognise who can help with serious illness or injury</td><td>1</td><td>How and why do I wash my hands?
Children learn about when and why it is important to wash hands. Learn how to wash our hands thoroughly.</td><td rowspan="7">Role play
Scenario feedback</td></tr>
<tr><td rowspan="2">Key Vocabulary</td><td>2</td><td>How can I protect myself in any weather?
Think about different types of weather. What do we need to do that is the same and different to keep ourselves in different types of weather?</td></tr>
<tr><td>3</td><td>Who helps us stay healthy?
Children explore people who help us to stay healthy including doctors, nurses, dentists, pharmacists etc. What are their roles and where do they work?</td></tr>
<tr><td>999
dentist
doctor
emergency
first aid
germs
illness
injury

medicine
prevent
protect
serious
spread
unwell
urgent</td><td>4</td><td>What should I do if I feel unwell?
Children explore different ways our bodies can feel when we are unwell. Who should we tell? How can we help look after ourselves?</td></tr>
<tr><td>5</td><td>How serious are different injuries?
Explore examples of different injuries. Are they serious or not? How do you know? What would you do in each case?</td></tr>
<tr><td>6</td><td>How can I we get help for serious illness or injuries?
If something is serious, who do you ask for help? How do you know the best person to ask? Think about different situations.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where could you go if you are unwell or injured?</td><td colspan="3">To develop wisdom, knowing what to do if someone is ill or injured.</td></tr>
</table>

Big Question Link: Where shall we go?

Unit grid: PSHE – Staying safe – How can I stay safe?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

KS1:
Prior work in staying safe and trusted adults
Prior work on keeping myself and others happy and safe</td><td rowspan="4">• To identify what is safe and unsafe in the home
• To identify what is safe and unsafe for our bodies
• To explain how rules can keep us safe
• To describe how to stay safe near roads
• To notice how I feel when something is unsafe
• To recognise who and how to ask for help</td><td>1</td><td>How can I stay safe at home?
Explore different hazards in the home and how we can make our houses as safe as possible</td><td rowspan="4">Role play
Scenario feedback
Body clues picture</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>What is safe for our bodies?
Recap prior work on keeping healthy. Explore keeping our bodies healthy by knowing what is safe for them.</td></tr>
<tr><td rowspan="2">body clues
comfortable
danger
emergency
harm
road safety

rule
safe
trusted adult
uncomfortable
unsafe
999</td><td>3</td><td>What rules can keep me safe?
Explore why we need rules. Consider the role of rules in keeping people safe. Link to our school rules.</td></tr>
<tr><td>4</td><td>How can I stay safe near roads?
Children explore different ways our bodies can feel when we are unwell. Who should we tell? How can we help look after ourselves?</td></tr>
<tr><td colspan="2"></td><td>5</td><td>How might my body feel when something is unsafe?
Think about feeling unsafe. How do we notice it in our bodies? Why is it important to listen to our bodies?</td><td></td></tr>
<tr><td colspan="2"></td><td>6</td><td>Who can keep me safe?
If something feels unsafe, who can we turn to for help to keep us safe? Think about trusted adults.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do could you go if you feel unsafe?</td><td colspan="3">To develop wisdom, knowing what to do if you or someone you know feels unsafe</td></tr>
</table>

Big Question Link: What is home?

Unit grid: PSHE – Connecting with others – How can I build safe, kind and caring relationships with others?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

KS1:
Prior Unit – How can I help myself and others feel happy and safe?</td><td rowspan="4">• To recognise and celebrate how people are different.
• To recognise that all families are different and all are special.
• To solve a falling-out kindly.
• To practise telling others when something feels okay or not okay to me.
• To name who I can talk to and what I can say if something feels unsafe or wrong.
• To recognise bullying behaviour and know what to do if it happens.</td><td>1</td><td>How are we all different and the same?
Explore how people are the same and different. Identify what makes them special.</td><td rowspan="7">Class patchwork quilt
Circles of care
Role play
Scenario responses
STOP song</td></tr>
<tr><td>2</td><td>How are families different and the same?
Explore different ways families can show love and care for each other. Use this information to create circles of care for themselves.</td></tr>
<tr><td>3</td><td>How can I show my feelings kindly and calmly?
Explore how we can manage our feelings when we are upset or angry. How do we stay respectful and kind whilst letting someone know how we feel?</td></tr>
<tr><td rowspan="2">Key Vocabulary</td><td>4</td><td>How can I let others know what is okay or not okay for me?
Explore how we know when someone else is uncomfortable. Apply this to ourselves – how can we let someone know if they are making us uncomfortable? What do we do if someone does not listen to no?</td></tr>
<tr><td>5</td><td>Who can I talk to if something does not feel right?
Explore different scenarios and who children would ask for help. Discuss who is a trusted adult.</td></tr>
<tr><td>belong
bullying
calm
care
carer</td><td>fair
family
share
trust
trusted adult</td><td>6</td><td>What should I do if someone is being unkind again and again?
Introduce bullying. Look at the use of the word STOP when thinking about bullying (several times on purpose and start telling other people)</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">What should we do if we feel we are being bullied at home or anywhere else?</td><td colspan="2">Promote dignity and acceptance</td></tr>
</table>

Big Question Link: What is home?

Unit grid: PSHE – The online world – How can we stay safe online?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

KS1:
Prior unit – How doe we spend time online?
Prior learning – Learning about staying safe and trusted adults</td><td rowspan="7">To describe some things people can do online and how to use devices safely.
To understand that sharing information online means it can be seen by many people.
To recognise that private information should not be shared online.
To recognise that private information should not be shared online.
To recognise that private information should not be shared online.
To recognise that private information should not be shared online.</td><td>1</td><td>What can we do online and how can we do it safely?
Recap learning about things we can do online. What things can we do to make sure we are staying safe online?</td><td rowspan="7">Scenario responses
Post it pictures</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Who can see information shared online?
Use a scenario to explore who can see things you post online. What are the implications of this?</td></tr>
<tr><td rowspan="2">digital device
internet
online
private information
rule
safe
sharing online
trusted adult
uncomfortable</td><td>3</td><td>What is private information?
Use scenarios to explore what is private information. Discuss why we must give this information private. When might it be ok to share private information?</td></tr>
<tr><td>4</td><td>How do I know if private information has been shared online?
Use scenarios to identify where people have shared private information online. Recap the importance of not sharing private information online.</td></tr>
<tr><td>5</td><td>Is everything we see online real?
Use scenarios to explore the fact that we can’t always tell if something is real that we see online and that people often only share the ‘best bit’</td></tr>
<tr><td>6</td><td>What should I do if something online worries me?
Revisit talking to trusted adults and who these might be.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What should we do if we feel we are being bullied at home or anywhere else?</td><td colspan="3">Promote dignity and acceptance, including online</td></tr>
</table>

Big Question Link: How has life changed?

Unit grid: PSHE – My healthy self – how can we look after our emotions?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key Objectives
• To name and recognise the six basic emotions
• To recognise that people may show different emotions in a situation and understand why.
• To describe emotions and how they change
• To recognise that people may show different emotions in a situation and understand why.
• To recognise that people may show different emotions in a situation and understand why.
• To talk about how we can get help with our feelings</td><td colspan="2" rowspan="4">Session overviews</td><td rowspan="4">Unit Outcomes</td></tr>
<tr><td>ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements</td></tr>
<tr><td>Key Vocabulary</td></tr>
<tr><td>anger
body clues
comfortable
disgust
emotions
face clues
fear
happiness
relax
sadness
safe
surprise
trust
trusted adult
uncomfortable</td></tr>
<tr><td></td><td>1</td><td>What emotions can we recognise?
Identify the six basic emotions through scenarios and games.</td><td rowspan="6">Scenario responses
Calm and excited spaces and activities page
Trust teams</td></tr>
<tr><td></td><td>2</td><td>When and why do people show different emotions?
Explore how differently people can feel about the same situation.</td></tr>
<tr><td></td><td>3</td><td>How can emotions change?
Explore small and big emotions. Why are they different? What might cause them to change?</td></tr>
<tr><td></td><td>4</td><td>What helps us feel calm or excited?
Investigate places and activities that can help us feel calm and excited. These will not be the same for everyone!</td></tr>
<tr><td></td><td>5</td><td>What might make us feel worried, annoyed or upset?
Think about things that make them feel worried, annoyed or upset and coping strategies when they feel this.</td></tr>
<tr><td></td><td>6</td><td>What can we do when our feelings get tricky?
Think about when feelings last a long time. How can we get support? Consider our trust teams</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can emotions change as our lives change?</td><td colspan="3">Promote dignity</td></tr>
</table>

Big Question Link: How has life changed?

Unit grid: PSHE – Citizenship – How can I help others and the environment?

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements</td><td rowspan="6">To recognise some of the needs of babies and toddlers
To understand that animals have different needs and how to care for them.
To identify ways to look after the school environment
To show respect when sharing ideas and opinions
To recognise how people help look after the school and local environments.
To recognise how people help look after the school and local environments.</td><td>1</td><td>What do babies and toddlers need?
Consider the different things children might need at different ages and stages, particularly focusing on babies and toddlers</td><td rowspan="6">Scenario responses
Ideas for how to look after the school environment
Speeches
Thank you cards</td></tr>
<tr><td>2</td><td>What do animals need?
Explore how different animals need humans to care for them – including wild animals (caring for the environment)</td></tr>
<tr><td>3</td><td>How can we look after our school environment?
Think about how different areas of the school need looking after. Whose job is it? How can the children help?</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can I share my ideas respectfully?
Think about an improvement you would like to see in school. Create a speech to persuade some to listen to your view. Be respectful in your speech and when listening.</td></tr>
<tr><td rowspan="2">Care
Need
Rule
Safe</td><td>5</td><td>Who helps look after our local environment?
Think about people who look after environments beyond the school. Make thank you cards.</td></tr>
<tr><td>6</td><td>How do rules help everyone?
Consider the purpose of rules and whether the same rules apply in different places.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do our needs change as we grow and change?</td><td colspan="3">Respectful children giving back to the community.</td></tr>
</table>

Big Question Link: Who can help me?
Unit grid: PSHE – Citizenship – How do people belong to a community and earn money?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

Prior unit: citizenship – How can I help others and the environment?</td><td rowspan="4">• To identify the communities that people belong to.
• To explain how people contribute to a community.
• To describe jobs people do to help my local community.
• To describe jobs people do to help my local community.
• To describe jobs people do to help my local community.
• To recognise different ways adults get money.</td><td>1</td><td>Where do we belong?
Explore different communities children might belong to and consider whether they chose to belong or not</td><td rowspan="4">Scenario responses
Community recipe
Jobs in the community fact files
Job detectives sheets</td></tr>
<tr><td>2</td><td>How can different people contribute to my community?
Consider how different groups of people can help in their communities</td></tr>
<tr><td>3</td><td>What jobs do people do in our local community?
Explore some of the different jobs people might do in the local community. Consider what communities would be like without these jobs</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>What other jobs might people do?
Think about different jobs people might do. They might be further away or require specialist skills. Why are they important?</td></tr>
<tr><td>Community
Skills
Job
Knowledge
Buy
Goods
Notes
Coins
Services
Money
Pay
Gift
Money
Support</td><td>5</td><td>What is money?
Explore different coins and notes. What is money used for? Link integrity to money.</td><td></td></tr>
<tr><td></td><td>6</td><td>Where does money come from?
Consider different ways in which adults can get money and what is the same/different. E.g. Job, Gift, Prize, Government benefit</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who can help me in my community?</td><td colspan="3">Wisdom – making wise choices in the community and with money</td></tr>
</table>

Big Question Link: Who can help me?
Unit grid: PSHE – My healthy self – How can we look after our bodies?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="2">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

Prior unit: My healthy self - how can we look after our emotions?</td><td rowspan="5">To describe how being active makes me feel.
To explain why sleep is important and how a bedtime routine can help.
To recognise and explain that fruits and vegetables help keep our bodies healthy.
To explain how healthy food and drink choices help the body and mind.
To identify ways to keep my teeth clean and healthy.
To identify ways to keep my teeth clean and healthy.</td><td>1</td><td>How does moving my body make me feel?
Consider activities which are active and not active. How do they make our bodies feel?</td><td rowspan="6">Scenario responses
Bedtime routine storyboard
Healthy habits timetables</td></tr>
<tr><td>2</td><td>Why is sleep important?
Think about why sleep is important. Consider bedtime routines which are helpful/unhelpful. Create a storyboard.</td></tr>
<tr><td rowspan="2">Key Vocabulary</td><td>3</td><td>What foods can help me stay healthy?
Consider the importance of fruit and vegetables and the 5-a-day rule. Sort foods in different ways. Identify how to get 5 portions in a day.</td></tr>
<tr><td>4</td><td>How can I make some healthy food and drink choices?
Consider which foods and drinks can be consumed often and which should be sometimes.</td></tr>
<tr><td rowspan="2">active
calm
dentist
exercise
five-a-day
healthy
healthy habits
protect</td><td>5</td><td>What can I do to keep my teeth clean and healthy?
Explore teeth cleaning and how it should be done properly. Why is it important?</td></tr>
<tr><td>6</td><td>How can I make healthy choices every day?
Consider different healthy habits. Make a healthy habits timetable.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can I help myself stay healthy?</td><td colspan="3">Wisdom – making wise choices for my health</td></tr>
</table>

Big Question Link: Are we there yet?
Unit grid: PSHE – Growing up - How can we look after and respect our bodies as we grow?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

Prior unit: My healthy self - how can we look after our emotions?
Prior unit: My healthy self – How can we look after our bodies?

Prior learning about trusted adults</td><td rowspan="6">To identify how we grow and change as we get older.
To describe what people can do as they grow older.
To express personal boundaries using simple language.
To talk about body parts correctly.
To talk about how to respect other people’s belongings and bodies.
To describe how to get help if you feel unsafe or uncomfortable.</td><td>1</td><td>How do we grow and change?
Consider some ways in which we change. Focus on physical changes e.g. height shoe size etc.</td><td rowspan="6">Scenario responses
Timelines
Role play
Trusted adult maps</td></tr>
<tr><td>2</td><td>How will I change as I grow up?
Consider how what we can do changes as we grow up.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>Do I make the rules about my own body?
Explore ways to communicate boundaries and show someone else what you are comfortable/uncomfortable with.</td></tr>
<tr><td rowspan="3">body
change
grow
nipples
penis
private parts
respect
scrotum
testicles
trusted adult
vagina
vulva</td><td>4</td><td>How can I talk about my body?
Understand which parts of our bodies are private and use the correct vocabulary. Underwear rule.</td></tr>
<tr><td>5</td><td>How can we show respect for each others bodies?
Explore respecting privacy through the use of scenarios and role play</td></tr>
<tr><td>6</td><td>Who can I talk to if I do not feel safe?
Consider the qualities that might make someone a trusted adult. Create trusted adult maps.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How long does it take us to be fully grown?</td><td colspan="3">Wisdom – making wise choices</td></tr>
</table>

Big Question Link: Are we there yet?
Unit grid: PSHE – Staying safe - How can I make safe choices in different places?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">ELG: PSED
Self-regulation statements
Managing self statements
Building relationships statements

Prior work on trusted adults
Prior unit – Growing up – How can we look after and respect our bodies as we grow

Y2 only:
Prior unit – Staying safe – How can I stay safe?
Prior unit – The online world – How can I stay safe online?</td><td rowspan="4">• To understand that my body is special and belongs to me.
• To recognise simple rules that help keep my body safe.
• To understand how to stay safe at home.
• To identify how to stay safe in different places.
• To understand what to do if I cannot find my trusted adult
• To recognise how to stay safe around water</td><td>1</td><td>What makes my body special?
Consider some of the amazing things our bodies can do. Focus on clean, safe and healthy when thinking about keeping our bodies safe.</td><td rowspan="7">Scenario responses
Role play</td></tr>
<tr><td>2</td><td>How can I keep my body safe?
Recap on the PANTS rule. Consider how our body might let us know if something makes us feel uncomfortable and what we should do if this happens.</td></tr>
<tr><td>3</td><td>How can I make safe choices at home?
Use scenarios to explore the two rules:
• Stop. Do not touch. Tell an adult
• Ask an adult before using.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can I stay safe in different places?
Play a game to explore how children can keep themselves safe in different places.</td></tr>
<tr><td>body
body clues
danger
emergency
harm
healthy
nipples
penis
private parts
rule

safe
safe adult
scrotum
testicles
trusted adult
uncomfortable
unsafe
vagina
vulva
999</td><td>5</td><td>What can I do if I cannot find my trusted adult?
Introduce children to the term safe adult. These are people we don’t know, so not trusted adults, but who are safe e.g. police, shop staff in uniform/with badges etc.</td></tr>
<tr><td></td><td>6</td><td>How can I stay safe around water?
Learn rules for staying safe near water. Look at scenarios to identify which rule is important in each case.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">How long does it take us to be fully grown?</td><td colspan="2">Wisdom – making wise choices</td></tr>
</table>

Lower Key Stage 2 (Years 3 and 4)

Big Question Link: What does it mean to be human?
Unit grid: PSHE – Connecting with others – What helps us feel safe and included?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">Y1&2
Connecting with others – How can I help myself and others feel happy and safe?
Connecting with others – How can I build safe, kind and caring relationship with others?</td><td rowspan="8">• To recognise what self-respect is and why it is important.
• To identify my personal boundaries.
• To identify how families can spend time together and support each other.
• To describe what makes a good friend.
• To explore fair ways to respond after a falling-out with a friend.
• To identify what bullying is and how it might make someone feel.</td><td>1</td><td>How can I respect myself?
Discuss what self-respect is. Think about ways we can show self-respect</td><td rowspan="8">Museum of me
Scenario responses
Role play
Friendship chains
Posters</td></tr>
<tr><td>2</td><td>What are personal boundaries?
Use scenarios and role play to explore communicating personal boundaries</td></tr>
<tr><td>3</td><td>What makes a family?
Use scenarios to consider different ways members of different families help and support each other</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can I be a good friend?
Explore the qualities of a good friend.</td></tr>
<tr><td rowspan="4">behaviour
boundaries
bullying
comfortable
communicate
falling-out
family
friendship
relationship
respect
self-respect
strengths
support
unfair
value</td><td>5</td><td>How can we repair a friendship after a falling-out?
Use scenarios to consider different ways of repairing a friendship after a falling out</td></tr>
<tr><td>6</td><td>What are the different types of bullying?
Explore physical, verbal and online bullying. What is the same and what is different. Explore what to do if children become aware of bullying. Make posters.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">How do friends support us in feeling safe?</td><td colspan="2">Wisdom – making wise choices</td></tr>
</table>

Big Question Link: What does it mean to be human?
Unit grid: PSHE – The online world – How should we communicate online?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y1&2
The online world: how do I spend time online?
The online world: how can we stay safe online?</td><td rowspan="4">• To identify ways people communicate online and in person.
• To describe respectful ways to communicate online.
• To explain how online communication can be misunderstood
• To understand how to respond safely to online bullying?
• To explain why we must be careful when communicating online.
• To explain and practice ways to stay safe online and seek help</td><td>1</td><td>How do we communicate online?
Explore different types of communication and whether they are used online, in person or both.</td><td rowspan="4">Discussion
Video
Scenario responses
Role play</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>How can we be respectful when we communicate online?
Consider what being respectful online looks like. How do we build trust online and how do we know who to trust online?</td></tr>
<tr><td>age
restriction
anonymous
block
communicate
report
respect
respectful
screenshot
trusted adult
online
internet</td><td>3</td><td>How can communication online sometimes be misunderstood?
Use concept cartoons to explore how things can be misunderstood online and what to do if you are unsure.</td></tr>
<tr><td></td><td>4</td><td>How should I respond to online bullying?
Learn how to take screenshots. Explore how to report online bullying.</td></tr>
<tr><td></td><td></td><td>5</td><td>Why do we need to be careful when communicating online?
Use scenarios to consider different ways sharing information online can be harmful.</td><td></td></tr>
<tr><td></td><td></td><td>6</td><td>How can I keep myself safe online?
Use role play to explore asking a trusted adult for help.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does human communication differ from other animals?</td><td colspan="3">Wisdom – making wise choices</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: PSHE – Citizenship – What careers do people choose and why?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Citizenship: How can I help others and the environment?
Citizenship: How do people belong to a community and earn money?</td><td rowspan="7">• To recognise a wider range of jobs available.
• To identifying their personal strengths and skills and considering how these relate to jobs.
• To recognise some common gender stereotypes, why they are unhelpful and how to challenge them.
• To recognise that people can change careers.</td><td>1</td><td>Awaiting content from KAPOW</td><td rowspan="7">Awaiting content from KAPOW</td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td></td></tr>
<tr><td rowspan="4">career
fair
job
respect
skills
unfair</td><td>4</td><td></td></tr>
<tr><td>5</td><td></td></tr>
<tr><td rowspan="2">6</td><td rowspan="2"></td></tr>
<tr><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do people use their skills in their jobs?</td><td colspan="3">Giving back to the community – which jobs give back to the community and how?</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: PSHE – Staying safe - What signs help me recognise what is safe or unsafe??
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Staying safe: How can I stay safe?
Staying safe: How can I make safe choices in different places?</td><td rowspan="4">• To identify warning signs that a situation may be unsafe.
• To respond to an uncomfortable situation safely.
• To identify common risks and explain how to stay safe when walking, cycling or scooting.
• To explain how to stay safe in, on and around water.
• To explain when drugs and medicines can be helpful or harmful.
• To recognise hazards and explain how thinking ahead reduces risk.</td><td>1</td><td>How can I tell if a situation is unsafe?
Work through a case file to find clues that a situation is unsafe</td><td rowspan="4">Casefile notes
Discussion
Scenario responses
Role play
Letters</td></tr>
<tr><td>2</td><td>What do I do if a situation feels unsafe?
Introduce a range of strategies children can use in different contexts to keep themselves safe. Explore these further through scenarios</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>How can I stay safe around traffic?
Identify hazards in a range of pictures based on a children walking to school. Learn what to do if you need to call 999.</td></tr>
<tr><td>alcohol
boundaries
cigarettes
crossing
current
hazard
inappropriate
operator
personal
space
pressure
risks
tide
vape</td><td>4</td><td>Why can water be dangerous?
Recap water safety rules. Play the ‘Hazard, danger, action!’ game</td></tr>
<tr><td></td><td></td><td>5</td><td>What drugs are safe or unsafe?
Consider medicines and how we know whether they are safe of not. How can we find out?</td><td></td></tr>
<tr><td></td><td></td><td>6</td><td>How can I prevent accidents?
Consider different contexts and the hazards that might be present. Write letters to people with ideas of how to make a context safer</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use our senses to keep us safe?</td><td colspan="3">Showing respect of surroundings to stay safe</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: PSHE – Connecting with others - How can we respect each other?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">Y1&2
Connecting with others: How can I keep myself and others happy and safe?
Connecting with others: How can I build safe, kind and caring relationships with others?</td><td rowspan="6">To use positive thoughts and words when things are challenging.
To practise being respectful in different settings.
To describe a range of ways to build trusting friendships.
To describe a range of ways to build trusting friendships.
To describe a range of ways to build trusting friendships.
To describe a range of ways to build trusting friendships.</td><td>1</td><td>How can I show self-respect?
Consider positive and negative self-talk and the emotions these can cause. Rehearse positive self-talk.</td><td rowspan="6">Discussion
Scenario responses
Role play
Friendship repair kit
Action badges</td></tr>
<tr><td>2</td><td>How can I show respect to others?
Use scenario role play to explore respectful behaviour towards others</td></tr>
<tr><td>3</td><td>How can I build trusting friendships?
Use case file scenarios to explore how trust can be built and broken in friendships.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can we solve friendship challenges?
Role play some scenarios and think about how to repair friendships. Develop a friendship repair kit.</td></tr>
<tr><td rowspan="2">assertive
bullying
compromise
disrespect
loneliness
manners
respect
self-respect
trust
trusted adult</td><td>5</td><td>How should I respond to bullying?
Discuss some strategies we might use if we see bullying. Think also about what to do if the first adult we tell doesn't listen. Make action badges</td></tr>
<tr><td>6</td><td>What is a stereotype?
Consider diversity and how, sometimes, this leads to stereotyping. Look at example statements. Why are they stereotyping? How could we make the statements fairer? Look at examples of people who have challenged stereotypes.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Consider hydration as part of having self-respect</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: PSHE – The online world: How can we decide what to trust online?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">Y1&2
The online world: How do we spend time online?
The online world: How can we stay safe online?
Y3&4
The online world: How should we communicate online?</td><td rowspan="6">• To recognise how the internet can be helpful and challenging.
• To recognise that not all online content is appropriate for children.
• To recognise that some online information can be misleading.
• To check whether online information is reliable.
• To evaluate multiple sources of online information.
• To recognise the importance of questioning online content.</td><td>1</td><td>How can the internet be helpful and challenging?
Use scenarios to consider the advantages and challenges of using the internet and online searches</td><td rowspan="6">Discussion
Scenario responses
Role play
Toolkits</td></tr>
<tr><td>2</td><td>Is all online content appropriate for me?
Use scenarios to consider age appropriate online content. Use role play to rehearse what to do if something doesn't feel right online</td></tr>
<tr><td>3</td><td>Why should we be careful what we trust online?
Use example online content to explore whether things are trustworthy, fake, exaggerated or outdated.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can we check if online information is reliable?
Use scenarios to consider reliability by looking at author, date and purpose of websites and pages to place information on a reliability scale.</td></tr>
<tr><td rowspan="2">age-restriction
online content
reliable
search engine
search result</td><td>5</td><td>How can we use multiple sources to check online information?
Consider using multiple sources to fact check – however acknowledge that finding a fact on more than one site does not automatically make something true. Link this to the prior session.</td></tr>
<tr><td>6</td><td>Why should we question what we see online?
Children create toolkits for using the internet safely.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can we know what is true about water in a world full of information?</td><td colspan="3">Wisdom – make wise choices when using the internet</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: PSHE – My healthy self – How can I take care of my mind and body?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="2">Y1&2
My healthy self: How can we look after our emotions?
My healthy self: How can we look after our bodies?</td><td rowspan="5">• To describe how emotions can affect our bodies.
• To recognise how others might be feeling using clues.
• To understand that our minds and bodies are connected.
• To understand why sleep is important and how we can sleep well.
• To identify strategies that may be helpful when experiencing strong emotions.
• To understand how to support ourselves and get help with our feelings.</td><td>1</td><td>How do emotions affect my body?
Use scenarios to investigate the different ways the six emotions affect our bodies and how we can experience these emotions</td><td rowspan="6">Discussion
Scenario responses
Role play
Pledges</td></tr>
<tr><td>2</td><td>How can I tell how someone else might be feeling?
Use scenarios to investigate how we can tell how someone else is feeling through their words and actions</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>How are my mind and body connected?
Consider how the mind and body are connected and how looking after our bodies can also look after our minds</td></tr>
<tr><td rowspan="2">body clues
bullying
emotions
face clues
feelings
health
mind
mood
respect
routine
safe
support
trust
trusted adult</td><td>4</td><td>How does sleep help my mind and body?
Consider some things that help or hinder sleep and create sleep champion pledges</td></tr>
<tr><td>5</td><td>What can I do when I experience strong emotions?
Explore what happens to the brain when we feel big emotions. Use notice, pause, choose to explore how we can react when we are feeling big emotions.</td></tr>
<tr><td colspan="2"></td><td>6</td><td>When should I ask an adult for emotional support?
Use scenarios to consider whether adult support would be needed. Consider general scenarios and then consider bullying specifically.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control of our emotions and reactions? s</td><td colspan="3">Wisdom – make wise about looking after ourselves</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: PSHE – Citizenship – What rights and responsibilities do we have?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="2">Y1&2
Citizenship: How can I help others and the environment?
Citizenship: How do people belong to a community and earn money?</td><td rowspan="8">To recognise that everyone has rights and responsibilities.
To recognise that children have rights and why they matter.
To understand how reducing what we use helps protect the environment.
To understand how reusing items helps protect the environment.
To recognise our responsibility to recycle at home, school and in the local area.
To recognise how local councils look after local communities.</td><td>1</td><td>What are human rights?
Explore the universal declaration of human rights.</td><td rowspan="8">Discussion
Scenario responses
Role play
Upcycled glass jars
Proposition</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>What rights should children have?
Explore the united nations convention on the rights of the child</td></tr>
<tr><td rowspan="6">budget
business
community
environment
human rights
local council
respect
responsibilities</td><td>3</td><td>How can we help the environment by reducing what we use?
Investigate different ways we can reduce our use of different natural resources</td></tr>
<tr><td>4</td><td>How can reusing items help the environment?
Explore upcycling as a way of reusing items.
Upcycle glass jars</td></tr>
<tr><td>5</td><td>Why is recycling important?
Explore what can be recycled locally and how/why?</td></tr>
<tr><td>6</td><td>How do local councils help look after their communities?
Consider the role of the local council. Make a proposition for a special project to improve the local area</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control of our rights and responsibilities?</td><td colspan="3">Respectful citizens giving back to the community – be responsible and respectful to improve the local area and community</td></tr>
</table>

Big Question Link: What lights up the world?
Unit grid: PSHE – Health protection – How can we prevent illness and injury and respond if they happen?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y1&2
Health protection: How can I protect myself and other in daily life?</td><td rowspan="4">• To understand how hygiene can help stop the spread of germs and prevent illness.
• To know how sun safety helps protect our health now and in the future.
• To understand how vaccination helps the immune system respond to some diseases.
• To identify when I can manage a health concern myself and when to ask for help.
• To recognise basic first aid responses for common injuries.
• To know how to get help in a medical emergency.</td><td>1</td><td>How can good hygiene help prevent illness?
Explore germs, infection and hygiene. Create a set of classroom rules to improve hygiene and help prevent illness.</td><td rowspan="7">Discussion
Scenario responses
Role play
Classroom hygiene rules
Posters</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>How can I protect myself from the sun?
Explore the 5 S’s for sun protection. Make posters.</td></tr>
<tr><td rowspan="2">999
allergy)
asthma
choking
disease
emergency
first aid
germs
hazard
hydrated/dehydrated
hygiene

illness
immunity
infection
injury
medicine
operator
pressure (physical)
prevent
protect
serious</td><td>3</td><td>How does my body protect itself from illnesses?
Consider disease and immunity, thinking about the different ways we can gain immunity. Play the immunity game.</td></tr>
<tr><td>4</td><td>When should I tell an adult if I am worried about my health?
Use scenarios to explore situations where we would try something then check, tell an adult or get an adult straight away.</td></tr>
<tr><td>5</td><td>What first aid might help with common injuries?
Explore first aid responses for simple injuries.
When should we get an adult straight away? When might we sort ourselves out?</td></tr>
<tr><td>6</td><td>How can I get help in a medical emergency?
Explore keeping ourselves safe in an emergency situation.
Discuss how to make a 999 call. Role play making a 999 call.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What can we do to keep the light in ourselves and others shining brightly?</td><td colspan="3">Wisdom – know when to seek help</td></tr>
</table>

Big Question Link: What lights up the world?
Unit grid: PSHE – My healthy Self – How can I make healthy choices?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2" rowspan="2">Y1&2
Health protection: How can I protect myself and others in daily life?
My healthy self: How can we look after our emotions?
My healthy self: How can we look after our bodies?
Y3&4
My healthy self: How can I take care of my mind and body?
Health protection: How can we prevent illness and injury and respond if they happen?</td><td rowspan="3">• To explore the importance of having a balanced diet.
• To investigate how physical activity affects the body.
• To examine how daily habits and choices can affect our energy levels.
• To recognise when someone may need support and how to seek help.
• To understand how a growth mindset helps us respond to challenges.
• To understand that being kind can help me too.</td><td>1</td><td>What is a balanced diet and why does having one matter?
Explore the five food groups and what their role is in a balanced diet. Create a healthy packed lunch</td><td rowspan="7">Discussion
Scenario responses
Role play
Packed lunches
Pledges</td></tr>
<tr><td>2</td><td>How can being active help my mind and body?
Explore the impact of physical exercise on the body and the mind.</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>3</td><td>How can I keep my energy up throughout the day?
Consider the importance of staying hydrated and how much water we should be drinking. Play the energy relay game.</td></tr>
<tr><td>active
balanced diet
dehydrated
exercise
fixed mindset
growth mindset
health
hydrated
lonely</td><td>mental health
mindset
nutrients
physical health
resilience
support
trust
trusted adult</td><td>4</td><td>How can I get support for myself or others?
Use scenarios to explore situations where we may need to get some help from a trusted adult. Which adult would be most appropriate and why?</td></tr>
<tr><td colspan="2" rowspan="3"></td><td>5</td><td>How can I respond when things feel hard?
Explore fixed and growth mindsets. Use role play to explore different possible responses in different situations.</td></tr>
<tr><td>6</td><td>Why is helping others good for me too?
Explore what it means to be kind to others and ourselves. Make kindness pledges.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What can we do to keep the light in ourselves and others shining brightly?</td><td colspan="3">Wisdom – know how to make healthy choices</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: PSHE – Citizenship – How can I spend my money wisely?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">Y1&2
Citizenship: How can I help others and the environment?
Citizenship: How do people belong to a community and earn money?
Y3&4
Citizenship: What rights and responsibilities do we have?</td><td rowspan="7">• To explore different ways to pay for things.
• To recognise how tracking money can help people make spending and saving decisions.
• To recognise how a budget can help support spending choices.
• To recognise how people decide if something is good value for money.
• To recognise the impact of spending choices.
• To recognise that money can impact how people feel.</td><td>1</td><td>How do people pay for things?
Consider the pros and cons of different types of payment methods. Think about which type of payment method is best in different situations.</td><td rowspan="7">Discussion
Scenario responses
Role play
Budget sheet</td></tr>
<tr><td>2</td><td>Why keep track of money?
Explore what a bank statement looks like. Use a bank statement to complete a simple budget sheet to keep track of money.</td></tr>
<tr><td>3</td><td>What does budgeting mean?
Explore what a budget is by working through a budget for a class party. Plan a budget for some shopping.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>What is value for money?
Use scenarios to explore value for money in different situations.</td></tr>
<tr><td rowspan="3">bank
budget
feelings
money
need
save
value</td><td>5</td><td>What happens when people spend money?
Use PEB (people, environment, both) to consider the impact of different purchasing choices.</td></tr>
<tr><td>6</td><td>How do people feel about money?
Consider how people may feel in different money based situations. Consider different possible responses thinking about safety, respect, immediate feeling and future problems.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Does the way we spend money impact people, the environment or both?</td><td colspan="3">Wisdom – how can I spend my money wisely?</td></tr>
</table>

Big Question Link: What is stronger – people or their environment?
Unit grid: PSHE – Growing up – How will my body and emotions change as I grow?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>Y1&2
Growing up: how can we look after and respect our bodies as we grow?</td><td rowspan="4">To explain what body boundaries are and how to communicate them.
To explore how bodies change during puberty.
To explain how to manage emotions and feelings during puberty.
To explain what a period is and what happens when you have one.
To describe how and why we should treat others with kindness and respect.
To identify trusted adults and explain how they can help with worries about growing up and change.</td><td>1</td><td>What are body boundaries?
Use scenarios to explore the importance of asking permission and communicating boundaries with respect to personal space.</td><td rowspan="4">Discussion
Scenario responses
Role play
Tool kits</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>How will I grow and change during puberty?
Consider some of the changes that occur during puberty for boys, girls and both.</td></tr>
<tr><td rowspan="2">boundaries
breasts
communicate
emotions
feelings
period
permission
physical changes
puberty
respect
trusted adult
uncomfortable</td><td>3</td><td>Which emotional changes could I experience when growing up?
Create toolkits for managing strong emotions.</td></tr>
<tr><td>4</td><td>What is a period?
Explore what periods are and how people manage them. Reassure the children that they are normal and that they can talk to any trusted adult at home or in school if they start their period.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do our choices or our environment have the biggest influence on who we become?</td><td colspan="3">Respect, dignity and acceptance</td></tr>
</table>

Upper Key Stage 2 (Years 5 and 6)

Big Question Link: How do you live?
Unit grid: PSHE – Connecting with others – Why are healthy relationships important?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">Y1&2
Connecting with others: how can I help myself and others feel happy and safe?
Connecting with others: how do I build safe, kind and caring relationships with others?
Y3&4
Connecting with others: what helps us feel safe and included?
Connecting with others: how can we respect each other?</td><td rowspan="3">• To describe how our identities are influenced by different factors.
• To understand what commitment means and how it is shown in family relationships.
• To identify different ways that families can support and protect each other.
• To evaluate healthy and unhealthy friendships.
• To develop and apply positive ways to respond to friendship challenges.
• To reflect on what assertive communication looks like and why it is important.</td><td>1</td><td>What makes me who I am?
Consider different things can affect our identity. Think about how our identity affects our choices and actions.</td><td rowspan="6">Discussion
Scenario responses
Role play
Tool kits</td></tr>
<tr><td>2</td><td>How do families show commitment to each other?
Explore different ways two adults can show commitment to each other. Consider how adults and children in a family can show commitment to each other. What can make commitment challenging?</td></tr>
<tr><td>3</td><td>How can families support and protect each other?
Explore different ways families can help and support each other – including speaking to a trusted adult if necessary.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>What helps us make and maintain healthy friendships?
Explore what can make healthy and unhealthy friendships. Discuss that we all make mistakes. Consider controlling, unreliable and untrustworthy.</td></tr>
<tr><td rowspan="2">civil partnership
commitment
influence
marriage</td><td>5</td><td>How can we manage challenges in friendships?
Use scenarios to explore a conflict resolution tool kit</td></tr>
<tr><td>6</td><td>How can I be assertive and respectful?
Use role play to rehearse being assertive but respectful. Give sentence starters where needed.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do you live healthily?</td><td colspan="3">Respect, dignity and acceptance</td></tr>
</table>

Big Question Link: How do you live?
Unit grid: PSHE – The online world – How am I influenced by what I see online?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
The online world: how do we spend time online?
The online world: how can we stay safe online?
Y3&4
The online world: how should we communicate online?
The online world: How can we decide what to trust online?</td><td rowspan="7">To analyse how online adverts influence what we click, buy or watch.
To explain how online adverts are targeted.
To recognise how different types of online content influence choices and behaviour.
To explain how online trends influence behaviour.
To analyse how opinions shared online can shape our views.
To recognise that online messages can be misleading.</td><td>1</td><td>How do adverts try to influence us online?
Consider the different purposes of adverts. Think about adverts in terms of what they encourage us to feel, think and do.</td><td rowspan="7">Discussion
Scenario responses
Role play</td></tr>
<tr><td>2</td><td>How are adverts chosen for me online?
Think about how adverts are targeted online: input, data tracking, prediction, output.
Consider the possible impact of targeted adverts</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>How else am I influenced online?
Consider how to question whether something online is trustworthy. Introduce #ad as a means of identifying when something is deliberately advertising</td></tr>
<tr><td>advert
fact
influence
mislead
opinion
scam
sponsored
targeted advert</td><td>4</td><td>How do online trends shape our choices offline?
Consider the impact of FOMO and peer pressure. Think about how things can affect confidence, safety, friendships and money.</td></tr>
<tr><td></td><td>5</td><td>How does what we see online influence our views?
Explore the difference between opinion, fact and opinion presented as fact.</td></tr>
<tr><td></td><td>6</td><td>How can some online messages be misleading?
Use role play to consider whether online messages are safe, suspicious or scams. Investigate online reporting tools.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How has technology affected how we live?</td><td colspan="3">Respect, dignity and acceptance</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: PSHE – Citizenship – How can we be in control of our money?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Citizenship: how can I help others and the environment?
Citizenship: how to people belong to a community and earn money?
Y3&4
Citizenship: what careers to people choose and why?
Citizenship: What rights and responsibilities do we have?
Citizenship: How can I spend my money wisely?</td><td rowspan="7">• To prioritise needs over wants.
• To create a weekly budget.
• To understand how borrowing and loans work.
• To explain risks when spending money online.
• To explain how money can be kept safe online and offline.
• To recognise the risks of gambling.</td><td>1</td><td>Why should people prioritise needs over wants?
Consider weekly budgets and needs and wants. Consider the impact of branded, non-branded and pre-loved.</td><td rowspan="7">Discussion
Scenario responses
Role play</td></tr>
<tr><td>2</td><td>What is a weekly budget?
Think more deeply about a weekly budget and rehearse calculating a weekly budget and making decisions.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>What is borrowing and lending?
Explore loans. Introduce the ideas of repayments, interest, charges and fees. Look at some worked examples.</td></tr>
<tr><td rowspan="4">budget
need
expenditure
income
loan
private information
gambling</td><td>4</td><td>What are the risks of handling money online?
Use scenarios to consider the risks associated with online spending.</td></tr>
<tr><td>5</td><td>How do people keep money safe?
Use scenarios to rehearse using the ‘keeping money safe on line’ toolkit</td></tr>
<tr><td>6</td><td>What are the risks of gambling?
Explore what gambling is and the risks associated with it. Consider the different possible consequences associated with risks.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you believe money brings happiness?</td><td colspan="3">Wisdom – making wise choices about where and how to spend money.</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: PSHE – Connecting with others – What does it mean to stand up for myself and others?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Connecting with others: how can I help myself and others feel happy and safe?
Connecting with others: how do I build safe, kind and caring relationships with others?
Y3&4
Connecting with others: what helps us feel safe and included?
Connecting with others: how can we respect each other?
Y5&6
Connecting with others: why are healthy relationships important?</td><td rowspan="3">• To make links between values and personal growth.
• To evaluate how to be respectful in different situations.
• To set and respect personal boundaries, including seeking and giving consent.
• To evaluate safe, respectful ways to challenge unfairness in everyday situations.
• To describe how to respond to bullying safely.
• To explain when to seek help for yourself or someone else.</td><td>1</td><td>How does self-respect help me?
Use a scenario to explore setting a personal growth goal and breaking that down into steps. Children set their own personal growth goals.</td><td rowspan="7">Discussion
Scenario responses
Role play
Personal growth goals</td></tr>
<tr><td>2</td><td>How can I be respectful in different situations?
Complete a diamond nine activity thinking about how respectful actions are. Once complete, add some context to some actions. Does this change the ordering?</td></tr>
<tr><td>3</td><td>How can I set and respect boundaries?
Discuss consent. Consider whether everyone has the same boundaries. Explore communicating boundaries and that it is ok to change your mind.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>How can we challenge unfairness?
Use scenarios and ‘agree, build, challenge’ to explore issues of discrimination and stereotyping. Use conscience alley to go deeper.</td></tr>
<tr><td rowspan="3">bystander
consent
discrimination
empathy
self-esteem
stereotype
threat
upstander</td><td>5</td><td>How should we work together to stop bullying?
Use scenarios and ‘feel, think, do’ to explore the impact of bullying on wellbeing and to consider what harm could be caused. Consider the roles of bystanders and upstanders.</td></tr>
<tr><td>6</td><td>When and how should I seek help?
Use scenarios to consider whether situations can be self-managed safely or whether adult support should be sought. Think about who are trusted adults in school and out of school. What could you do if you cannot reach a trusted adult?</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do your beliefs shape your personal boundaries?</td><td colspan="3">Respect – showing respect of people’s boundaries</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: PSHE – The online world – How do I feel about the things I see online?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">Y1&2
The online world: how do we spend time online?
The online world: how can we stay safe online?
Y3&4
The online world: how should we communicate online?
The online world: How can we decide what to trust online?
Y5&6
The online world: how am I influenced by what I see online?</td><td rowspan="3">To understand how online platforms engage users and recognise ways to manage online activity.
To recognise why some online gaming can be risky and how to make safe choices.
To analyse how online content can influence how people think and feel.
To recognise and respond to harmful online behaviours.
To understand how what we share online can affect ourselves and others.
To recognise the impact of online experiences on wellbeing and how to respond positively.</td><td>1</td><td>How do online platforms keep users engaged?
Consider the different purposes and features of online platforms. Children design their own online game platforms.</td><td rowspan="6">Discussion
Scenario responses
Role play
Online game platform designs</td></tr>
<tr><td>2</td><td>How can I make safe choices if I am gaming online?
Consider how games wanting payments create a risk. Consider questions which could be asked to evaluate the risk.</td></tr>
<tr><td>3</td><td>Is online content always realistic?
Think about filters and why people might use them. Are people likely to post things that do not go well online? Consider how #ad might impact a post. What can be the impact on someone of seeing lots of unrealistic posts?</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>What is harmful online behaviour?
Use scenarios to explore what online bullying can look like, the impact it can have and how to respond to it.</td></tr>
<tr><td rowspan="2">harmful
online bullying
online reputation
realistic
unrealistic
upstander</td><td>5</td><td>Does what we post online matter?
Investigate how online reputation is built and the impact our online reputation can have.</td></tr>
<tr><td>6</td><td>How does being online make me feel?
Consider how things online can impact our feelings and behaviour. Look at how things online can cause chains. Consider strategies for breaking chains.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can we use online content to find out about other cultures, present and historic, and what makes them amazing?</td><td colspan="3">Respect – how can we be respectful online?</td></tr>
</table>

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: PSHE – Staying safe – How can I stay safe as I grow up?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y1&2
Connecting with others: how can I help myself and others feel happy and safe?
Staying safe: how can I stay safe?
The online world: how can I stay safe online?
Staying safe: how can I make safe choices in different places?
Y3&4
Staying safe: what signs help me recognize what is safe or unsafe?
The online world: how can we decide what to trust online?</td><td rowspan="3">• To describe how to keep myself safe when I am at home without adult support.
• To predict and plan for risks outside the home.
• To explain how to stay safe near railways.
• To manage risk in, on and around water by following the water safety code.
• To recognise and respond to peer pressure.
• To recognise the risks of drug misuse and how to make safe choices.</td><td>1</td><td>How can I stay safe on my own at home?
Use scenarios to explore how we can keep ourselves safe when we are at home alone.</td><td rowspan="3">Discussion
Scenario responses
Role play</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>How can I stay safe outside on my own?
Consider different strategies to minimise risk when children are outside without an adult. Explore the role of planning carefully in helping to maintain safety.</td></tr>
<tr><td>addictive
bystander
cautious
coastguard
consent
current
drugs
emergency services
hazard
illegal
legal
peer pressure
public transport
threat
upstander
violence</td><td>3</td><td>How can I travel safely on my own?
Think about different ways to travel. Consider some strategies to stay safe on public transport. Focus in on railways.</td></tr>
<tr><td></td><td></td><td>4</td><td>How can I stay safe in, on and around water?
Explore the water safety code. Use a diamond nine activity to think about this more deeply.</td><td></td></tr>
<tr><td></td><td></td><td>5</td><td>How can I stay safe when I feel peer pressure?
Investigate the difference between direct and indirect peer pressure and between a bystander and upstander.</td><td></td></tr>
<tr><td></td><td></td><td>6</td><td>How can I stay safe around drugs?
Discuss that both legal and illegal drugs can be addictive. Discuss why some adults may choose to use drugs e.g. caffeine (perceived benefits. How can we make informed choices and not give in to peer pressure?</td><td></td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">How did the choices people made help the Maya civilisation to thrive?</td><td colspan="2">How can wisdom, responsibility and respect help us make choices that enable ourselves and others to flourish?</td></tr>
</table>

Big Question Link: Evacuee or refugee?
Unit grid: PSHE – My healthy self – How can I support my mind and body as I grow?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
My healthy self: how can we look after our emotions?
My healthy self: how can we look after our bodies?
Y3&4
My healthy self: how can I take care of my mind and body?
My healthy self: how can I make healthy choices?</td><td rowspan="6">• To explore how food labels can help in making healthier choices.
• To reflect on how active I am.
• To compare the impact of different physical activities on the body.
• To recognise a range of complex feelings.
• To recognise and respond to strong and complex feelings.
• To recognise how to look after mental health.</td><td>1</td><td>What do food labels really tell us?
Investigate traffic light labels on food and how they can help us make informed choices.</td><td rowspan="6">Discussion
Scenario responses
Role play
Movement trackers</td></tr>
<tr><td>2</td><td>How active am I and how can I move more?
Consider different types of movement – rest and relaxation, structured movement and everyday movement. Complete movement trackers. Make the link between exercise and endorphins.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>What are the different types of physical activity and how do they affect us?
Explore the benefits of different types of exercise.</td></tr>
<tr><td>active
emotions
exercise
feelings
light activity
mental health
moderate activity
nutrients
regulate
response
vigorous activity</td><td>4</td><td>How can I recognise complex feelings?
Investigate the body clues associated with different emotions. Go deeper by identifying the physical clues that would be present in different scenarios and choosing the most appropriate feeling word.</td></tr>
<tr><td></td><td>5</td><td>How can I respond to strong and complex feelings?
Explore some different ways to regulate strong emotions.</td></tr>
<tr><td></td><td>6</td><td>How can we tell when someone might need support with their mental health?
Using scenarios, explore different people who can support with mental health. Focus in on their situations – identify specific people who can help with mental health</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How might evacuees and refugees feel at different points of their journeys? What physical clues might there be?</td><td colspan="3">Being respectful when feeling strong emotions</td></tr>
</table>

Big Question Link: Evacuee or refugee?
Unit grid: PSHE – Citizenship – How can we make a difference in our communities and beyond?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><th>Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr>
<td rowspan="2">Y1&2
Citizenship: How can I help others and the environment?
Citizenship: How do people belong to a community and earn money?
Y3&4
Citizenship: What careers do people choose and why?
Citizenship: what rights and responsibilities do we have?
Citizenship: How can I spend money wisely?
Citizenship: How can we be in control of our money?</td>
<td rowspan="7">• To recognise how to show care for others.
• To recognise how individuals and groups can contribute to a community.
• To recognise how the UK Government works.
• To understand the role of a local councillor.
• To recognise the role of pressure groups.
• To recognise how people can influence decisions made by the government.</td>
<td>1</td>
<td>How can we show care for others?
Thing about things we care about and issues we care about and how we show care. Make a plan for a small next step</td>
<td rowspan="7">Discussion
Scenario responses
Role play
Circles of care</td>
</tr>
<tr>
<td>2</td>
<td>How do people contribute to the community?
Consider different ways people contribute to the community. Children build a plan to set up a community group for a particular issue. Link to social action – support children to set up their groups if they wish to move beyond the lesson</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>3</td>
<td>How does the UK Government work?
Consider how ministers are chosen and what their jobs involve. Think about where government comes from and the principles that should guide spending. Role play as ministers.</td>
</tr>
<tr>
<td rowspan="2">budget
campaign
citizen
councillor
democracy
government
influence
issue
local council
Member of Parliament
national
tax</td>
<td>4</td>
<td>What is the role of a local councillor?
Identify the local councillor. Role-play a local council surgery. Think about issues they would raise with a local councillor. Invite a local councillor in to speak to the children about their role and to hear about their concerns</td>
</tr>
<tr>
<td>5</td>
<td>What are pressure groups?
Identify what pressure groups are. Focus in on the ‘Keep Britain Tidy’ pressure group. Consider hoe impactful different campaign actions may be.</td>
</tr>
<tr>
<td>6</td>
<td>How can people influence the decisions made by the government?
Consider the difference between local and national issues and how this will affect the actions people take to try and influence decision makers.</td>
</tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">Consider the role of the government in supporting evacuees and refugees. Take care here as this is a sensitive and emotive topic.</td><td colspan="2">Giving back to the community.</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: PSHE – Growing up – How can I manage the changes to my body and emotions as I grow up?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Growing up: How can we look after and respect our bodies as we grow?
Y3&4
Growing up: How will my body and emotions change as I grow up?
Y5&6
My healthy self: How can I support my mind and body as I grow?</td><td rowspan="4">• To discuss the physical and emotional changes that happen during puberty.
• I can explain how good hygiene helps me look after my body, including my private parts.
• To recognise how to treat others with kindness during puberty.
• To identify emotions that may change during puberty and know who to talk to for support.
• To describe what a period is and how to manage it.
• To recognise personal boundaries and know how to respond when they are crossed.</td><td>1</td><td>How will my body grow during puberty?
Sort some puberty myths and facts. Introduce the terms erection and wet dream and explain what they are.</td><td rowspan="7">Discussion
Scenario responses
Role play</td></tr>
<tr><td>2</td><td>How can I keep my private parts clean and hygienic?
Explore the sequence for cleaning the vulva and the penis. Look at some products to help with personal hygiene</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>How can we treat others with kindness during puberty?
Consider how puberty might make people feel. Think about the terms self-conscious and insecure. Use scenarios to explore how we can be kind to people during puberty.</td></tr>
<tr><td>egg
erection
genitals
hormones
hygiene
menstrual cup
period pad
period pants
self-conscious
sensitive
tampon
wet dream
womb/uterus</td><td>4</td><td>How can I manage my emotions and feelings during puberty?
Hormones can affect our feelings during puberty and make us more sensitive. Use scenarios to consider how we can respond and support.</td></tr>
<tr><td></td><td>5</td><td>What happens during a period?
Recap prior learning about periods. Explore period protection more deeply and learn how to use pads.</td></tr>
<tr><td></td><td>6</td><td>How can I challenge behaviour which crosses personal boundaries?
Recap personal boundaries. Use scenarios to explore this more deeply.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How far can our words and actions travel, both online and offline?</td><td colspan="3">Dignity – treat people with dignity during puberty</td></tr>
</table>

Big Question Link: How far can you go?
Unit grid: PSHE – My healthy self – How do my choices today shape my future health?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
My healthy self: how can we look after our emotions?
My healthy self: how can we look after our bodies?
Y3&4
My healthy self: how can I take care of my mind and body?
My healthy self: how can I make healthy choices?
Y5&6
My healthy self: how can I support my mind and body as I grow?</td><td rowspan="3">• To understand how daily habits protect long-term dental health.
• To interpret nutritional information to help make informed choices about food.
• To describe how habits can influence long-term health.
• To recognise and regulate strong and complex feelings.
• To explain how our mindset can affect our personal growth.
• To understand how my actions can impact myself and others.</td><td>1</td><td>Why do healthy teeth matter for the future?
Consider how to brush and floss teeth correctly. Consider the importance of regular dentist visits. Potential here to invite a dentist or hygienist into school</td><td rowspan="7">Discussion
Scenario responses
Role play</td></tr>
<tr><td>2</td><td>How can I eat for a healthier future?
Learn about calories. Link to prior learning about traffic light labels on food. Use a food diary to explore healthy diet.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>What habits might support my future health?
Think about what makes something a habit. Consider how habits linked to food, sleep and exercise can impact our futures.</td></tr>
<tr><td>active
bullying
calories
dental
hygiene
fixed mindset
flossing
growth mindset
long-term
mental health
mindset
nutrients
regulate
resilience
self-esteem
short-term
support
tooth decay</td><td></td><td>4</td><td>How can I recognise and regulate complex feelings?
Explore how prior experiences impact feelings. Use scenarios to explore this and to consider the role of regulation and some regulation strategies</td></tr>
<tr><td></td><td>5</td><td>How does my mindset affect my personal growth?
Consider possible outcomes to different situations based on our mindset. Children apply this to challenges they have faced or are facing.</td></tr>
<tr><td></td><td>6</td><td>How can I support self-esteem for myself and others?
Consider the impact of bullying on self-esteem. Think about why people might be bullies. How can both bullies and bullied be supported?</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How far can our words and actions travel, both online and offline?</td><td colspan="3">Wisdom – make wise choices now for the future</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: PSHE – Citizenship – How can we protect everyone's rights?
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Y1&2
Citizenship: How can I help others and the environment?
Citizenship: How do people belong to a community and earn money?
Y3&4
Citizenship: What careers do people choose and why?
Citizenship: what rights and responsibilities do we have?
Citizenship: How can I spend money wisely?
Citizenship: How can we be in control of our money?
Y5&6
Citizenship: how can we make a difference in our community and beyond?</td><td rowspan="3">• To explain how rights and responsibilities work together.
• To understand how to make fair decisions that balance rights and responsibilities.
• To investigate the importance of the right to education.
• To recognise and challenge prejudice and discrimination.
• To explore how to challenge stereotypes.
• To investigate what happens when laws are broken.</td><td>1</td><td>How do rights and responsibilities work together?
Explore the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child in relation to freedom of speech. What do these rights mean? What responsibilities come with them?</td><td rowspan="7">Discussion
Scenario responses
Role play
Persuasive argument
Mock trial</td></tr>
<tr><td></td><td>2</td><td>How can I balance my rights and responsibilities?
Look at the FAIR pneumonic. Use some dilemmas to practice putting FAIR into action.</td></tr>
<tr><td></td><td>3</td><td>Why should children have a right to education?
Investigate Malala's story. Use Malala's story to create an argument for everyone having a right to education.</td></tr>
<tr><td>Key Vocabulary</td><td></td><td>4</td><td>Why is it important to challenge prejudice and discrimination?
Consider the roles of bystanders and upstanders in challenging prejudice and discrimination and effecting change.</td></tr>
<tr><td>bystander
discrimination
human rights
illegal
laws
prejudice
protected characteristics
racism
responsibilities
stereotype
upstander</td><td></td><td>5</td><td>How can stereotypes limit people's choices?
Use scenarios to investigate the impact of stereotyping. Consider how they might respond in each situation.</td></tr>
<tr><td></td><td></td><td>6</td><td>How are our rights protected by the law?
Consider laws and what it means if something is illegal. Think about criminal and civil laws. Learn about the justice system through a mock trial.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How is voting used to make fair decisions?</td><td colspan="3">Wisdom – make wise choices which reflect our responsibilities</td></tr>
</table>

Big Question Link: What would you vote for?

Unit grid: PSHE – Sex education – How do people become parents and carers (**NB right to withdraw applies to this unit)**

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">Y1&2
Y1&2
Growing up: How can we look after and respect our bodies as we grow?
Y3&4
Growing up: How will my body and emotions change as I grow up?
Y5&6
Growing up: How can I manage the changes to my body and emotions and I grow up?</td><td rowspan="4">• To use the correct scientific vocabulary to name private body parts respectfully.
• To describe how a baby is made using scientific vocabulary.
• To understand the stages of pregnancy and the different ways babies are born.
• To recognise that families can be formed in different ways.
• To consider some of the responsibilities of having a baby.
• To understand what consent means.</td><td>1</td><td>Which words can we use to describe our private body parts?
Learn the correct names for internal and external private body parts.</td><td rowspan="7">Discussion
Scenario responses
Role play
Storyboards</td></tr>
<tr><td>2</td><td>How are babies made?
Explain scientifically how babies are made. Create storyboards for conception.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>What happens in pregnancy and how are babies born?
Introduce terms foetus and embryo and explore what happens during different phases of pregnancy. Explore different wats babies can be born.</td></tr>
<tr><td>conception
consent
ovary
pregnant
sexual intercourse
sperm</td><td>4</td><td>How are families formed?
Explore different ways families can be made as well as giving birth.</td></tr>
<tr><td></td><td>5</td><td>How does life change after having a baby?
Use scenarios to investigate the impact of babies upon the lifestyle of adults.</td></tr>
<tr><td></td><td>6</td><td>What is consent?
Explore different ways people can give consent, what consent means and the factors that influence our decision to give consent. What should we do if someone ignores us when we do not give consent?</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you think the voting age and age of consent are right?</td><td colspan="3">Wisdom – make wise choices for ourselves and others</td></tr>
</table>