

	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and Wellbeing</u>	
Cycle A	<p><u>TEAMS</u> Being kind R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>Together everyone achieves more R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to</p> <p>Making good choices H23. to identify what they are good at, what they like and dislike R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively</p>	<p><u>Digital wellbeing</u> Online/offline L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life</p> <p>Personal information H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L9. that not all information seen online is true</p> <p>True or false? L9. that not all information seen online is true</p> <p><u>VIP Families</u> H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for</p>	<p><u>Aiming High</u> Positive learners H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</p> <p>Going for goals H21. to recognise what makes them special H24. how to manage when finding things difficult L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs</p> <p>Looking forward H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special</p> <p><u>One world Environments</u> L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</p> <p>Resources L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p> <p>Plant protectors L2. how people and other living things have different needs; about</p>	<p><u>Diverse Britain</u> My country R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people</p> <p>British people R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</p> <p>What makes me proud of Britain? R25. how to talk about and share their opinions on things that matter to them L4. about the different groups they belong to</p> <p><u>Money matters</u> Money L10. what money is; forms that money comes in; that money comes from different sources</p> <p>Where money comes from? L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do</p> <p>Going shopping L11. that people make different choices about how to save and spend money</p>	<p><u>Safety first</u> Staying safe outside H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt</p> <p>Safe secret and surprises R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>People who help H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident</p>	<p><u>Think positive</u> It's your choice H1. about what keeping healthy means; different ways to keep healthy H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves R21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good</p> <p>Go Getters H11. about different feelings that humans can experience H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Let it out H11. about different feelings that humans can experience H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R25. how to talk about and share their opinions on things that matter to them</p>

	<p><u>Be yourself</u></p> <p>Feelings H12. How to recognise and name different feelings H13. How feeling can affect people's bodies and the way they behave H19. To recognise when they need help with feelings that it is important to ask for help and where to get this from.</p> <p>Uncomfortable feelings H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H15. To recognise that not everyone feels the same at the same time or feels the same about the same things R25. How to talk about and share their opinion on things that matter to them. H18. different things they can do to manage big feelings, to help calm themselves down and change their mood</p> <p>Speak up H23. To recognise what they are good at, what they like and dislike R25. How to talk about and share their opinion on things that matter to them.</p>	<p>them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Friends H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R6. about how people make friends and what makes a good friendship</p> <p>Falling out H23. to identify what they are good at, what they like and dislike R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R24. how to listen to other people and play and work cooperatively R25. how to talk</p>	<p>the responsibilities of caring for them L3. about things they can do to help look after their environment</p>		<p>and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><u>It's my body</u></p> <p>Can I eat it H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>I can choose H1. about what keeping healthy means; different ways to keep healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>My body, my business R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask</p>	<p><u>Growing</u></p> <p>Our bodies H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>Pink and blue H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others</p> <p>Changes H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H27. about preparing to move to a new class/year group</p>
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		about and share their opinions on things that matter to them			for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy	
Cycle B	<p>Teams</p> <p>A New Start H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages</p> <p>Together Everyone Achieves More R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Being Considerate R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,</p>	<p>Be yourself</p> <p>Pride H18. about everyday things that affect feelings and the importance of expressing feelings H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Feelings H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the</p>	<p>Aiming High</p> <p>Achievement L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Goals H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Always learning H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Diverse Britain</p> <p>Living in the British Isles H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Democracy L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7. to value the different contributions that people and groups make to the community</p> <p>Rules, Laws and Responsibilities</p>	<p>Safety first</p> <p>New responsibilities H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations</p> <p>Risks and Hazards H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Under pressure R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship</p>	<p>Think positive</p> <p>Happy minds, happy people H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Thoughts and feelings H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative</p>

	<p>kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><u>VIP's</u> Family and Friends R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with</p>	<p>importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R13. the importance of seeking support if feeling lonely or excluded</p> <p>Express Yourself H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><u>Digital Wellbeing</u> The Digital World H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Digital Kindness R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20.</p>	<p><u>One world</u> Chiwa and Kwende R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Chiwa's Dilemma 1 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Chiwa's Sugar L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities</p> <p><u>Money Matters</u> Where Does Money Come From? L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Ways to Pay L17. about the different ways to pay for things and the choices people have about this L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>Reasons to Borrow L20. to recognise that people</p>	<p>(online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>It's my body</u> Cough, splutter sneeze H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Fit as a Fiddle H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a</p>	<p>effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>Changes H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded</p> <p><u>Growing up</u> Relationship and families H26. that for some people gender identity does not correspond with their biologicalsex R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to</p>
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	<p>problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Fabulous Friends R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Falling Out R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> <p>Do I Know You? R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>		<p>make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>Good night/good day H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>
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