



PSHE Education Planning Toolkit for key stages 1 and 2

PSHE
Association

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Section 1

INTRODUCTION

PSHE Education Planning Toolkit

ABOUT THIS RESOURCE

This PSHE education planning toolkit has been designed to be used alongside the [PSHE Association Programme of Study](#).

No two schools organise PSHE education in exactly the same way and no two PSHE education leads will face exactly the same challenges in designing their schemes of work. This toolkit will enable PSHE education subject leaders to review, design and develop their own scheme of work, based on best practice curriculum design, tailored for the context of the school and needs of the pupils.

In this introductory section you will find:

- Information about the overarching concepts, essential skills and attributes PSHE education seeks to develop, and the importance of planning for these throughout the school curriculum
- How to develop your school's PSHE education scheme of work: guidance on how to use the PSHE Association Programme of Study, together with the medium term planning grids provided in this toolkit
- An overview of the medium term planning grids, providing the learning opportunity code (from the Programme of Study), grid name; topic; and key words to summarise the learning content and help you locate relevant grids when searching the toolkit
- Guidance on assessment in PSHE education – why assessment is an important aspect of planning, teaching, learning and evaluation of the school PSHE education programme

In the main section of the toolkit you will find:

- Medium term planning grids for every year group across key stage one and key stage two, directly related to the learning opportunities outlined in the Programme of Study. These will be required both for the medium-term planning of your scheme of work and for short-term lesson planning by teachers

In the appendices section you will find:

- Examples of pupils' baseline assessment activities and how these have been repeated or revisited to demonstrate progress
- Guidance on teaching about FGM (Female Genital Mutilation) and forced marriage at primary level

The overarching concepts, essential skills and attributes developed through PSHE education

For a school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of the PSHE Association Programme of Study. These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils *about* the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to *manage such* issues should they encounter them. When planning a scheme of work for PSHE education, it is important that a balance of these overarching concepts is included.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

The essential skills and attributes detailed below have been added to the medium-term planning grids where appropriate, enabling schools who wish to use the [PSHE education character planning toolkit](#) to plan their scheme of work, to have a framework to do so, but also for teachers to clearly see the skills and attributes being developed through the PSHE lessons.

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

¹ A growth mindset refers to the work of Carol Dweck. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

HOW TO DEVELOP YOUR PSHE EDUCATION SCHEME OF WORK

Stage 1 – Using the PSHE Association Programme of Study – long term planning

Before embarking on the development of your school's scheme of work, consider the needs of the pupils, the aims and ethos of the school, the local community and the local environment in which the school is situated. It is helpful to also look at Public Health data to help identify the particular or specific issues that might affect the lives, health and wellbeing of the pupils and their families in the local area (both now and in the future). This will also help to provide a meaningful context for short term planning, helping to ensure PSHE lessons are meaningful and interesting for pupils.

The [PSHE Association Programme of Study](#) sets out a number of learning opportunities that can be covered across key stages one to five in PSHE education. These have been divided into three core themes: Health and Wellbeing; Relationships; Living in the Wider World. It is not intended that all of these will be covered in each year group or that all schools will want to cover all of them. PSHE education subject leaders can begin by selecting the relevant learning opportunities that are most appropriate for the context of their school. At this stage, it may be decided that some, all or most of these should be covered.

Stage 2 – Using the Programme of Study and Primary Planning Tool Kit to build a whole school overview – long term planning

The next step is to decide in which year group or groups the learning opportunity will be covered (this will be further detailed in the medium term planning). One idea is to copy and cut out each of the learning opportunities (for key stage one and key stage two) and to place these under headings: Year 1; Year 2, Year 3, Year 4, Year 5 and Year 6. Whilst you will probably introduce learning opportunities in one year group and revisit and further develop them in subsequent year groups, it is not necessary (or advised) that every learning opportunity is covered in every year group.

The important thing is to build a 'spiral curriculum', meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. It must be ensured that learning in PSHE education is not delivered as a one-off experience. It is likely that many of the learning opportunities in key stage two will be covered in both lower key stage two (years three and four) and upper key stage two (years five and six) where they can be further developed. If you are not sure in which year group to locate a certain learning opportunity, it is worth checking the corresponding medium term planning grid, in the primary planning toolkit, as these provide further detail about what might be taught to different age groups and will help you to make a decision.

When completed, this will provide the broad overview of learning for each year group and the broad PSHE education curriculum across the school.

Once it is clear which learning opportunities will be covered in each year group, it may be the case that similar learning opportunities are naturally grouped together into 'topics', 'modules' and/or 'terms'.

In the primary planning toolkit, the learning opportunities for each core theme have been grouped together into topics as a guide for planning (see the grid below). However, as it is likely that learning opportunities from across the three core themes have been grouped together, PSHE education subject leaders will possibly prefer to choose their own topic titles.

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Suggested topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	Suggested topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Suggested topic areas: Rights and Responsibilities Taking Care of the Environment Money

Stage 3 – Using the primary PSHE planning toolkit - medium term planning

A medium term planning grid has been designed for all or most² of the learning opportunities from the Programme of Study in every year group. This means that no matter in which year group you include a particular learning opportunity, there is a planning grid providing age-appropriate learning objectives, learning outcomes and further guidance for teaching. This allows the planning toolkit to be an entirely flexible resource for schools to plan their scheme of work.

The planning grids relate directly to the learning opportunities in the Programme of Study, for example: Key Stage 2, Core Theme: Health and Wellbeing, H3 is available as a planning grid in each year group (i.e. Year three: H3; Year four: H3, Year 5: H3; Year 6: H3). No matter which year group/s a PSHE education subject leader decides to cover learning opportunity H3, there are appropriate learning objectives and outcomes specific to that year group. PSHE education subject leaders can then direct teachers of specific year groups to the learning opportunities and medium term planning grids (from the toolkit) required to teach the chosen aspects of the whole school curriculum to their class.

Stage 4 – Using the primary toolkit planning grids – short term planning

At this stage the teacher will need access to the appropriate medium term planning grids they are expected to use as a planning guide for the term or year. When the teacher comes to plan their PSHE education lessons (for the week, term or year), they simply go to the relevant planning grid or grids as a starting point to plan the lesson

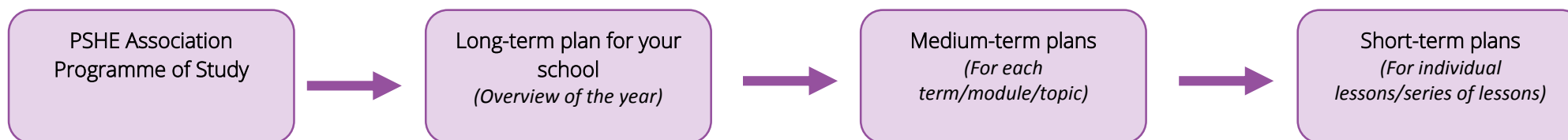
² It is suggested that some learning opportunities are taught in year five and/or year 6 only

or series of lessons. It is important teachers start from the learning objectives and outcomes and then plan relevant activities to meet these. They may choose to draw on additional resources to support their planning and pupil learning.

Each medium term planning grid includes:

- Suggested **learning objectives** (what we intend the learners *to learn*) and intended **learning outcomes** (what they *will be able to do* as a result of the learning) for each session or series of sessions. Where these are expressed in fairly general terms, it is because the precise nature of the outcomes will depend on the specific teaching and learning activities and the context decided upon by the class teacher.
- The **essential skills and attributes** (personal effectiveness, interpersonal and social effectiveness, managing risk and decision-making) that pupils can develop, use and apply through each learning opportunity. There may be additional or alternative skills on which, with knowledge of the specific needs of the class, you may choose to focus.
- A suggested **number of sessions** for each grid. The time available and pupil requirements for these sessions will differ from school to school, but suggestions in the toolkit are based on one-hour sessions. The number and length of sessions should be adjusted according to the pupils' needs.
- **Additional guidance** or things to remember before teaching. Where appropriate, links across the curriculum or to different activities have been included, as have suggestions for useful websites or children's literature.

Diagram of how to use the PSHE Programme of Study and Primary Planning Tool Kit to review, develop and design a scheme of work for PSHE education

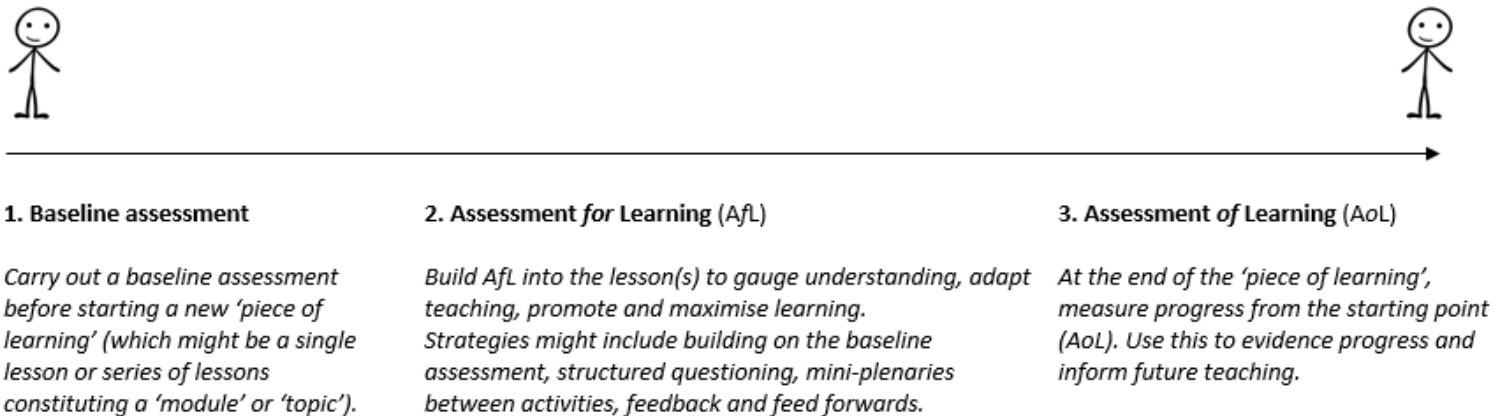


ASSESSMENT

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning and assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents³, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



³ Progress in PSHE education should be recorded and reported to parents in line with all other non-core curriculum subjects

Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below.

The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive.

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/'working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes

Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

Using baseline activities as the basis for the end point activity

Baseline assessment activity	End point activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.

Role-play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Additional ideas for end point activities to demonstrate learning at the end of a series of lessons:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. However, you might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the pupils' work against.

These might take the form of 'I can...' statements, or a set of descriptors for 'working towards...', 'working at... /attaining...' or 'working beyond.../exceeding' the intended learning outcome. The terminology is less important than the process and will differ from school to school. The learning outcomes included in the medium term planning grids will be useful for measuring and recording attainment. *For examples of pupil assessment activities, see Appendix 1*

Section 2

MEDIUM TERM PLANNING GRIDS

Overview of planning grids

YEAR 1

This table provides an ‘at a glance’ overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage one. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1	Healthy Lifestyles	health, wellbeing, healthy eating, physical activity, sleep, dental health	20
H2	Healthy Lifestyles	health, likes, dislikes, choices	21
H3	Growing and Changing	achievements, strengths, goals, target-setting	22
H4	Healthy Lifestyles	feelings, managing feelings	23
H5	Growing and Changing	change, loss	24
H6 / H7	Healthy Lifestyles	hygiene, cleanliness, germs	25
H8 / H9	Growing and Changing	growing, changing, young to old, independence	26
H10	Growing and Changing	correct terminology, body parts, external genitalia	27
H11	Keeping Safe	medicines, household products, safety, risk	28
H12	Keeping Safe	safety, road, water rail, fire, online, rules	29
H13 / H14 / H15	Keeping Safe	asking for help	30
H16	Keeping Safe	privacy, respecting privacy	31

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
R1	Feelings and Emotions	communicating, feelings, empathy	33
R2 / R4 / R12	Feelings and Emotions	behaviour, fair/unfair, right/wrong,	34
R3	Healthy Relationships	secrets, surprises, safety	35
R5	Valuing Difference	sharing, discussion, views, opinions	36
R6 / R7	Healthy Relationships	cooperating, resolving arguments	37
R8	Valuing Difference	people, similarities, differences	38
R9	Healthy Relationships	special people, caring	39
R10	Healthy Relationships	physical contact, touch, acceptable, unacceptable	40
R11	Feelings and Emotions	feelings, bodies, hurt, comfortable, teasing, bullying	41

R13 / R14	Feelings and Emotions	teasing, bullying	42
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Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1 / L2	Rights and Responsibilities	classroom rules	44
L3	Rights and Responsibilities	rights, responsibilities, needs	45
L4	Rights and responsibilities	groups, communities, roles	46
L5	Taking Care of the Environment	environment	47
L6 / L7	Money	money, spending, saving, safety	48
L8	Rights and Responsibilities	everybody, individual, unique, special	49
L9	Rights and Responsibilities	people, similarities, commonalities	50
L10	Rights and Responsibilities	community, special people, help, emergencies	51

Medium term planning grids

CORE THEME 1: HEALTH AND WELLBEING

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year One

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1).*

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)

Learning outcomes:

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation
- describe how physical activity and sleep helps their bodies to grow and them to feel well
- describe how they can take care of their dental health

Key questions:

- What do we need to do to keep ourselves healthy?
- What do we do during our day that keeps us healthy?
- What do we think healthy people do and don't do?
- What things can we do when we feel good and healthy?

Additional Guidance: During key stage one, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy' food and 'not-so healthy' food, rather than 'good food' and 'bad food'. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.

Aim of these sessions: *To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objective:

To learn:

- about making healthy choices

Learning outcomes:

The learner will be able to:

- describe what they like and what they dislike
- recognise what a choice is
- identify some choices they can make to help improve how they feel
- recognise choices have consequences, and that these may be good or not so good

Key questions:

- What do we like to do that makes us feel good?
- What choices can we make during our day that can help us to feel good?
- What if someone chooses something else?
- How can this make them feel?

Additional Guidance: This lesson could be linked with Core Theme: Health and Wellbeing – learning opportunity H1) To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. An *informed choice* means using what the pupil already knows to inform their choice or decision. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.

Aim of these sessions: *To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- to recognise what they are good at and set simple goals

Learning outcomes:

The learner will be able to:

- identify what they are good at
- explain what they are learning / getting better at
- identify what they need help with
- set simple targets
- identify ways of celebrating achievements and how this feels

Key questions:

- What can I do for myself?
- What am I good at? How do I know?
- How does it feel to be good at something?
- What am I getting better at?
- What would I like to be able to do?
- What do I need help with?

Additional Guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. Use stories where characters achieve a goal; have their own special strength or attributes.

Aim of these sessions: *To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses)

Learning objectives:

To learn:

- about different kinds of feelings
- simple strategies to manage feelings

Learning outcomes:

The learner will be able to:

- name feelings they have had, both good and not so good
- explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key questions:

- What makes us feel good?
- What makes us feel not so good?
- How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?
- What do people look like when they feel... happy, sad, nervous, excited etc?
- What can we do when we have feelings that are not so good?

Additional Guidance: Ensure ground rules or a working agreement is in place. If there are indications a pupil is vulnerable or at risk, safeguarding protocols should be actioned. Children's stories can be used as a starting point and to 'distance' the learning. See also Core Theme: Relationships – Learning opportunity R1) For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about how it feels when there is change or loss

Learning outcomes:

The learner will be able to:

- give examples of times when people experience change (eg: new baby brother or sister, moving to a new class)
- identify how this can feel
- explain how it feels to lose something special (such as special toy or gift) and how this can make someone behave
- describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss

Key questions

- What are the things that we treasure the most?
- How do we take care of them?
- How do we feel/ behave if we lose them or they get ruined?
- How do people that we know behave when they lose things?
- What can we do to help someone who has lost something feel better?

Additional Guidance: Loss/change at year 1 will usually focus on things that may be lost, but that may be found again such as keys or toys. Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other, such as *Elmer and the Lost Teddy* by David McKee or *Knuffle Bunny* by Mo Willems. Teachers will need to be aware of pupils who may be experiencing change or loss and demonstrate sensitivity when setting the context of these lessons.

Aim of these sessions: *To learn the importance of and how to maintain personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Self-organisation (including time management)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about basic personal hygiene routines and why these are important

Learning outcomes:

The learner will be able to:

- identify how infections (such as coughs and colds) can be spread
- describe some basic personal hygiene routines
- recognise why this is important
- describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)

Key questions:

- What can we do to help keep our bodies healthy and well?
- What do we keep clean at home/at school?
- How can germs be passed from one person to another?
- What can we do to help stop germs and diseases spreading?
- What are we responsible for?

Additional Guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.

Aim of these sessions: *To learn about the process of growing from young to old and how people's needs change (H8). To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring (H9).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- about growing, changing and becoming more independent

Learning outcomes:

The learner will be able to:

- describe changes that have happened to them since they were a baby
- describe some things they can do now that they could not do before
- explain how their needs have changed since they were babies

Key questions:

- How do we know we are growing?
- What do we think made us grow? Who helped us grow?
- What can we do now that we couldn't do when we were babies?
- What can we do on our own now?
- What do we need to do now that we can do things on our own?
- How do we feel about growing up?

Additional Guidance: Stories about growing up and how needs change, such as *Once There Were Giants* by Martin Waddell or *Wilfred Gordon MacDonald Partridge* by Mem Fox can be used. Pupils could bring in photographs showing the changes that have occurred since their birth (adapt or omit where there are pupils who do not have photos of themselves as babies). Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways, as well as for pupils that have experienced a great deal of change in their personal lives. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'.

Aim of these sessions: *To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- the correct names for the main parts of the body of boys and girls

Learning outcomes:

The learner will be able to:

- identify physical similarities between boys and girls
- compare physical differences between boys and girls
- recognise and use the correct names for main parts of the body including external genitalia

Key questions:

- What parts of our bodies can we see?
- What are the names of all the different parts of our bodies?
- How are people's bodies similar?
- How are people's bodies different?

Additional Guidance: Before teaching, refer to school's RSE policy. Use stories and information books, anatomically correct dolls, outline drawing and picture cards. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To learn that household products, including medicines, can be harmful if not used properly (H11).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objective:

To learn:

- that household products, including medicines, can be harmful if not used correctly

Learning outcomes:

The learner will be able to:

- identify what goes on to and into people's bodies and how this can make people feel
- recognise that household products (including medicines) can be harmful if not used correctly
- describe ways of keeping safe around household products (including medicines)
- identify people we can trust to tell us to put things onto and into our bodies

Key questions:

- What goes into and *on to* bodies?
- How does it make people feel?
- Which things are safe, not so safe or dangerous?
- When should we say 'no', 'don't do that', 'I need to ask' or 'I'll tell'?
- How can we keep safe?

Additional Guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. School nurses could be invited in as a classroom visitor as part of this learning opportunity. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).*

Suggested number of sessions: 3-4

Essential skills and attributes developed:

Strategies or identifying and accessing help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about rules for keeping safe (in familiar and unfamiliar situations)

Learning outcomes:

The learner will be able to:

- demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'
- identify rules for keeping safe in a range of familiar situations, such as crossing the road
- describe the things they do in school or at home to keep themselves and others safe
- identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations
- explain what they can say or do if they feel unsafe or think something is not safe

Key questions:

- What do we think we have to keep safe from and how do we do this?
- Are these real dangers or pretend dangers?
- Who are the people who keep us safe and what do they do to keep us safe?
- How can we help them to keep us safe?
- Who can we ask for help and if we tell, will we get into trouble?

Additional Guidance: Young children may feel unsafe in their 'real' world (e.g. road use, visiting unknown places) or in their 'imagined' world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.) and have an understanding that they should listen to these feelings and tell someone about them. Refer to 'protective behaviours' guidelines if staff training has taken place. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15).*

Suggested number of sessions: 1 (plus see Additional Guidance)

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- how to ask for help if they are worried about something

Learning outcomes:

The learner will be able to:

- identify the people who look after them in school and outside of school (immediate family or wider family networks)
- explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell')
- identify whom they can go to if they are worried about something
- demonstrate ways they can attract the attention of people who care for them and make sure they are listened to
- recognise that it is very important to tell someone if they are worried about something

Key questions:

- Who looks after us?
 - Who helps us to keep safe?
 - Who and what can help us when we feel worried or unsafe?
 - What do we need to do if we feel unsafe?
- Who can we ask for help?

Additional Guidance: Although this may be taught as an individual lesson, these concepts should be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. See also Core theme: Relationships – Learning opportunity R3) the difference between secrets and surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Use stories where characters have difficulty in making their opinion known, especially where this would have given the situation a positive outcome, such as *Not Now Bernard* by David McKee. Role-play scenarios where pupils can try to overcome feeling unsafe may be useful, for example: being frightened to go into a party because of feeling shy and taking a deep breath and giving it a go. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school.

Aim of these sessions: *To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Empathy and compassion (including impact on decision-making and behaviour)

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about privacy in different contexts

Learning outcomes:

The learner will be able to:

- explain what is meant by 'keeping something private'
- identify when people might want (or need) to keep something private
- recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)

Key questions:

- How do people keep things private?
- How do we know when someone wants to keep things private?
- Should we keep everything private?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe. It will be important to discuss when privacy should be broken. See also Core Theme: Health and Wellbeing – Learning opportunity H15) to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year One

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:
Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about recognising how other people are feeling
- about sharing feelings their own feelings with others

Learning outcomes:

The learner will be able to:

- give examples of feelings
- demonstrate how faces and bodies show different feelings
- use simple descriptions to describe how they, or others are feeling
- recognise it is important to share feelings and give examples of appropriate ways of doing so
- suggest ways they can make themselves and others feel better
- recognise that we can affect how others feel

Key questions:

- How do we feel today?
- How do we show/tell people how we are feeling?
- How do others show their feelings?
- How can we help if someone is feelings unhappy?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Children's stories can be used as a starting point and to 'distance' the learning. It is best to talk about feelings in terms of being comfortable or uncomfortable, and that no feeling is 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H4) to learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).*

Suggested number of sessions: 1-2 (plus see Additional Guidance)

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about different types of behaviour and how this can make others feel

Learning outcomes:

The learner will be able to:

- give examples of when something was fair or unfair and say why
- give examples of acts of kindness
- reflect on the impact of kind/unkind actions
- explain what is meant by right and wrong (in terms of their own behaviour)
- recognise how someone's behaviour can affect others in different situations, at home or at school
- identify what they can do if they (or others) experience unhelpful behaviour
- recognise the importance of telling someone (when to do this and who to tell)

Key questions:

- When people talk about 'behaviour' what do they mean?
- When have we been kind to someone and how did it make them/us feel?
- How does it feel to do the right thing?
- How does it feel to do the wrong thing?

Additional Guidance: This is learning that pupils also need reminding about on a regular basis. Guidance from the school's behaviour policy can be included in the lessons. It is worth reinforcing here the importance of pupils understanding that we can be affected by others' behaviour on the 'outside' ("*I got punched on the arm and got a bruise*") and affected on the 'inside' ("*I am now scared to go out onto the playground*").

Aim of these sessions: *To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid

Learning outcomes:

The learner will be able to:

- explain what a secret is and what it means to keep a secret
- explain what a surprise is and what it means to surprise someone
- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else
- identify who they can go to in school if they are worried about a surprise or a secret

Key questions:

- Do we have to keep promises and secrets if someone says so?
- When should we tell someone else?
- Who can we tell?
- Will we get into trouble if we tell?
- What should someone do or say if they are asked to keep a secret they feel unsure about?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Puppets could be used to help to ‘distance’ the learning. Pupils should have opportunities for practising saying ‘no’ assertively in various ways. The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it’s fine not to tell if Granny says ‘Don’t tell Mummy we’ve bought her some perfume for her birthday’ but it’s not fine, and we *should* tell, if a grown-up says ‘you must keep this secret and never tell anyone’. Be familiar with school’s safeguarding and child protection policies, especially protocols in the event of disclosures.

Aim of these sessions: *For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5).*

Suggested number of sessions: see additional guidance

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objectives:

To learn:

- to share their views and opinions with others

Learning outcomes:

The learner will be able to:

- listen to the ideas and thoughts of others
- discuss things that matter to them
- take turns when giving opinions and views
- participate in discussions with peers in pairs, small groups or the whole class

Key questions:

- Why should we let others know of our ideas and thoughts?
- Why is it important to listen to the ideas and thoughts of others?
- What if these are different to ours?

Additional Guidance: This can be but does not have to be separately taught as a lesson, as these objectives and outcomes can be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the sessions in the Programme of Study.

Aim of these sessions: *To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6) To learn to offer constructive support and feedback to others (R7).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:
Empathy and compassion (including impact on decision-making and behaviour)

Active listening and communication (including assertiveness skills)

Learning objectives:

To learn:

- about listening to others and playing cooperatively

Learning outcomes:

The learner will be able to:

- describe what it feels like to be listened to/not listened to
- describe or demonstrate how to listen to other people
- suggest things we can do to help get on with other people in class and on the playground
- demonstrate how to play cooperatively with others
- describe how it feels when others offer kind and helpful support
- give examples of when they might offer this kind of support

Key questions:

- How do we know when someone is listening to us?
- What does playing nicely look like?
- What is it like when we play together well?
- How can we play better together?
- Who helps us at home or at school? How does it feel?
- How can we help others?

Additional Guidance: This session could be taught at the beginning of the autumn term. It makes links with classroom charter, playground rules, behaviour and conduct. Stories where there is some form of conflict between two characters which is resolved to a happy conclusion could be used to 'distance' the learning.

Aim of these sessions: *To identify and respect the differences and similarities between people (R8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objectives:

To learn:

- about the importance for respect for the differences and similarities between people

Learning outcomes:

The learner will be able to:

- identify similarities between themselves and others
- identify differences between themselves and others
- describe basic differences and similarities between class members
- recognise that we all have things in common with other people, even if we think we are very different
- recognise that everyone is equal

Key objectives:

- How are we similar to others?
- How are we different to others?
- In which ways are we all equal?

Additional Guidance: This session could include basic learning about stereotypes – for example, stereotypes about boys and girls.

Aim of these sessions: *To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Clarifying own values

Learning objective:

To learn:

- about special people in their lives

Learning outcomes:

The learner will be able to:

- identify special people in their lives
- describe what makes them special
- describe ways people care for each other
- suggest some ways they can help special people to care for them

Key questions:

- Who are our special people?
- What makes them special to us?
- How do people look after each other?
- How can we help the people who look after us?

Additional Guidance: 'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc. Pupils could bring photographs or mementos from their special people (an awareness and sensitivity to pupils' family circumstances is needed). See also reference to Core Theme: Relationships - learning opportunity R3) To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

Aim of these sessions: *To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Build and maintain healthy relationships of all kinds

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about appropriate and inappropriate touch

Learning outcomes:

The learner will be able to:

- identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable

Key questions:

- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us?
- How do our bodies react when we don't want to be touched?
- If something is happening that we do not like, what can we say or do?
- How else can we say 'no' to being touched?
- Who should we tell if we feel uncomfortable, worried or confused

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. It is important for pupils to practice and rehearse saying 'no' along with alternatives to 'no' such as, 'I'll tell'. See NSPCC – The Underwear Rule for lesson plans and resources.

Aim of these sessions: *To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- that bodies and feelings can be hurt

Learning outcomes:

The learner will be able to:

- recognise that both bodies and feelings can be hurt
- describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel
- describe occasions when someone's feelings have been hurt and how this can make them feel
- identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally)

Key questions:

- Can someone's feelings be hurt as well as their body?
- When might this happen?
- How might someone behave if their feelings get hurt?
- Who can people ask for help if their feelings are hurt?
- Who can people ask for help if they are physically hurt?
- How can someone make sure they are listened to if they are feeling hurt?

Additional Guidance: Describe what our bodies do when we feel uncomfortable - our shoulders may go up, we may look away or down, we might turn away or even hide, On the *inside* we might feel a bit 'funny in our tummies' or not want to speak to someone - help pupils understand that these are our brain's way of telling us something is 'wrong' and that we should be wary if anyone tells us we are being silly. It is important that pupils know who they can go to for help, and how to keep telling them until they listen. It is helpful to use stories where characters share their worries and feelings with adults who listen and help them.

Aim of these sessions: *To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13) To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- that hurtful teasing and bullying is wrong
- what to do if teasing and bullying is happening

Learning outcomes:

The learner will be able to:

- identify what might be happening if someone is being teased or bullied
- describe feelings that people may have if they are being teased or bullied
- recognise that it is never acceptable to behave hurtfully or bully
- identify whom to go to, what to say/how to tell if they are being teased or bullied
- identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour

Key questions:

- What does being a good friend look like?
- What is teasing?
- What is bullying?
- How can it feel for a person if they are being teased or bullied?
- What should we do if someone tries to make us bully or tease someone else?
- What should we do if we are being teased or bullied, or see someone else being teased or bullied?
- Who can help us in and out of school?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling.

Medium term planning grids

CORE THEME 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money)

Year One

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To learn how they can contribute to the life of the classroom and school (L1) To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:
Self-organisation (including time management)

Empathy and compassion (including impact on decision-making and behaviour)

Team working

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about group and class rules and why they are important

Learning outcomes:

The learner will be able to:

- describe how they would like their classroom to be
- explain who or what they are responsible for in their classroom
- explain what 'rules' mean and how they help all of us
- give suggestions for what could be included in class rules and explain why they are important
- explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out
- identify when this might be more difficult or challenging and what to do in these situations

Key questions:

- What jobs/responsibilities does our teacher have in the classroom?
- How can we help our teacher?
- What are our jobs/responsibilities in the classroom?
- How can we help each other?
- What are rules and why do we have them?

Additional Guidance: This session could be taught during transition times, or used as an opportunity to review class charter to include sharing, turn taking and manners. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos.

Stories where characters carry out their responsibility and where they neglect their responsibility and have to deal with the consequences are useful as a starting point.

Aim of these sessions: *To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).*

Suggested number of sessions: 1

Essential skills and attributes developed:
Self-organisation (including time management)

Empathy and compassion (including impact on decision-making and behaviour)

Team working / Leadership skills

Learning objective:

To learn:

- about respecting the needs of ourselves and others

Learning outcomes:

The learner will be able to:

- explain that people (and animals) need to be looked after and cared for
- identify some of the needs of all living things (including themselves and/or pets/animals)
- describe some ways of looking after themselves and others
- explain why need to be able to take turns and share things and places; return things that are borrowed
- identify who to tell if they are worried that needs are not being met

Key questions:

- What needs to we all share?
- Who is responsible for meeting our needs?
- Does everyone in our class/on our table have the same needs?
- Would rules help us to be responsible for other people's needs?
- Do we help with anyone's needs at home?

Additional Guidance: See also Core Theme: Relationships R2) to recognise their behaviour can affect other people; R4) to recognise what is fair and unfair, kind and unkind, what is right and wrong; R6) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

Aim of these sessions: *For pupils to learn that they belong to various groups and communities such as family and school (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objectives:

To learn:

- about groups and communities that they belong to

Learning outcomes:

The learner will be able to:

- identify the different groups they belong to (e.g. friends, class, year group, faith)
- identify the different roles within them (e.g. friend, pupil, member, leader)
- describe what it is like to be a part of the group (special people, special places what they do there or when they are with group)
- explain what is special about the groups they belong to

Key Questions:

- What groups do we belong to (friendship groups, place of worship etc.)
- What do you do there / with the group?
- What makes it special?

Additional Guidance: Pupils can bring in resources/evidence of their special people or of the groups/communities that they belong to. Take care that stereotypical resources are not used (including for different types of families).

Aim of these sessions: *To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).*

Suggested number of sessions: 1-2

Essential skills and attributes:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Empathy and compassion (including impact on decision-making and behaviour)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about looking after the local environment

Learning outcomes:

The learner will be able to:

- identify what the local environment is like
- describe what makes the local environment pleasant / not so pleasant
- identify what can harm different environments
- suggest some ways people can care for the environment
- identify what they can do / not do to help care for the environment

Key questions:

- What is around us? Our home? Our school?
- Who or what lives in our local environment?
- What do we like/dislike about our environment?
- What damages our environment?
- What could be done to environment?
- What can we do?

Additional Guidance: Local council resources may be useful or community projects. In key stage one the focus might be the school environment or places close to the school.

Key Stage 1 Core Theme 3: Living in the Wider World Year One: L6/L7 Topic: Money

Aim of these sessions: *To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Self-organisation

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about where money comes from and what it is used for
- about how to keep money safe

Learning outcomes:

The learner will be able to:

- recognise what money looks like
- identify how money is obtained (won, borrowed, found, earned, presents)
- give some examples of some of the ways that money can be used (saved as well as spent)
- identify what might make someone want to spend or save their money
- explain where money can be stored to keep it safe

Key Questions:

- Have we ever received money and where did it come from?
- What did we do with our money?
- Where do other people get money from?
- Where can we safely keep our money when we are at home/out and about?
- Why do people save money?

Additional Guidance: Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a 'swap'), or can be given freely, such as in gifts or charity. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things for them). Be sensitive to pupils who have parents/carers who may not be in employment. See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic.

Aim of these sessions: *To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objectives:

To learn:

- that everybody is unique

Learning outcomes:

The learner will be able to:

- explain (in simple terms) that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world
- recognise that this means every single person is special and valuable just as they are
- recognise they are unique – there is no-one exactly like them
- identify things they think are unique or special about themselves

Key questions:

- What does it mean if we say something is 'unique'?
- Is every person unique?
- In which ways are you are unique?
- What is special about everybody?

Additional Guidance: Discussions around what it means for something (and someone) to be unique, should incorporate the idea that when something is unique, it is special, valuable, highly regarded, celebrated, loved, treasured and respected: each individual person is unique and so, should be treated the same way.

Aim of these sessions: *To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).*

Suggested number of sessions: 1

Essential skills and attributes:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Valuing and respecting diversity

Learning objectives:

To learn:

- about the ways we are the same as other people

Learning outcomes:

The learner will be able to:

- recognise some of the things they have in common in others, including physical similarities
- recognise that there are other similarities between people that are not immediately obvious (eg: the same birthday month)
- identify common likes / dislikes between themselves and others
- explain what they share in common with someone else, even if, at first they thought they were only differences

Key questions:

- Who looks similar to me?
- Who likes the same things as me?
- In what ways are the children in our class the same?

Additional Guidance: See also Core Theme: Relationships R8) to identify the similarities and differences between people.

Key Stage 1 Core Theme 3: Living in the Wider World Year One: L10 Topic: Rights and Responsibilities

Aim of these sessions: *About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:
Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- about the people who work in their community
- how to get their help, including in an emergency

Learning outcomes:

The learner will be able to:

- name a range of different jobs that people in the local community do
- describe the work they do and how it helps others
- identify who could help them in different places
- explain what they could do to attract attention or to ask for help in different situations
- identify that 999 is an emergency number and can be dialled to get help in an emergency

Key questions:

- What sort of jobs do people do in the local community?
- Who helps us to stay safe (and/or healthy) in different places?
- How can we ask for help from different people and in different places?
- When might someone dial 999?

Additional Guidance: This is a good opportunity to invite community workers to the classroom, (over a number of shorter sessions) such as workers from the police, fire, ambulance services, council and volunteers. The teacher must follow the school's protocol for inviting external agencies into the classroom, and ensure the lesson is clearly and carefully planned, led predominantly by the class teacher themselves and that the visitor is clear of their role in the lesson.

Overview of planning grids

YEAR 2

This table provides an 'at a glance' overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage one. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1	Healthy Lifestyles	health, wellbeing, healthy eating, physical activity, sleep, dental health	55
H2	Healthy Lifestyles	health, likes, dislikes, choices	56
H3	Growing and Changing	achievements, strengths, goals, target-setting	57
H4	Healthy Lifestyles	feelings, managing feelings	58
H5	Growing and Changing	change, loss	59
H6 / H7	Healthy Lifestyles	hygiene, cleanliness, germs	60
H8 / H9	Growing and Changing	growing, changing, young to old, independence	61
H10	Growing and Changing	correct terminology, body parts, external genitalia	62
H11	Keeping Safe	medicines, household products, safety, risk	63
H12	Keeping Safe	safety, road, water rail, fire, online, rules	64
H13 / H14 / H15	Keeping Safe	asking for help	65
H16	Keeping Safe	privacy, respecting privacy	66

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
R1	Feelings and Emotions	communicating, feelings, empathy	68
R2 / R4 / R12	Feelings and Emotions	behaviour, fair/unfair, right/wrong,	69
R3	Healthy Relationships	secrets, surprises, safety	70
R5	Valuing Difference	sharing, discussion, views, opinions	71
R6 / R7	Healthy Relationships	cooperating, resolving arguments	72
R8	Valuing Difference	people, similarities, differences	73
R9	Healthy Relationships	special people, caring	74
R10	Healthy Relationships	physical contact, touch, acceptable, unacceptable	75

R11	Feelings and Emotions	feelings, bodies, hurt, comfortable, teasing, bullying	76
R13 / R14	Feelings and Emotions	teasing, bullying	77

Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1 / L2	Rights and Responsibilities	classroom rules	79
L3	Rights and Responsibilities	rights, responsibilities, needs	80
L4	Rights and responsibilities	groups, communities, roles	81
L5	Taking Care of the Environment	environment	82
L6 / L7	Money	money, spending, saving, safety	83
L8	Rights and Responsibilities	everybody, individual, unique, special	84
L9	Rights and Responsibilities	people, similarities, commonalities	85
L10	Rights and Responsibilities	community, special people, help, emergencies	86

Medium term planning grids

CORE THEME 1: Health and Wellbeing

(Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe)

Year Two

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1).*

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)

Learning outcomes:

The learner will be able to:

- describe what being healthy means
- recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth
- identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth
- identify the impact on people don't look after their bodies
- describe different ways in which they can help keep themselves healthy

Key questions:

- How do we think healthy people look and feel?
- What do people need to do more/less of to keep healthy?
- What do healthy people do some of the time? All of the time? Never?
- What do we do in and out of school that keeps us healthy?
- What else do we know about keeping healthy?

Additional Guidance: During key stage one, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy' food and 'not-so healthy' food, rather than 'good food' and 'bad food'. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.

Aim of these sessions: *To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about making healthy choices

Learning outcomes:

The learner will be able to:

- identify choices they can make about their health and wellbeing
- identify some of the consequences of different choices, both good and not so good
- identify who or what helps them make a choice
- describe how it feels to make a choice that is good for our bodies

Key questions:

- What does being healthy mean to us?
- Who tells us what choices we have?
- When can we choose for ourselves?
- What helps us to choose?
- What/who helps us to keep to our decisions or change our minds?

Additional Guidance: This lesson could be linked with Core Theme: Health and Wellbeing – learning opportunity H1) To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. An *informed choice* means using what the pupil already knows to inform their choice or decision. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.

Aim of these sessions: *To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset)

Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- to recognise what they are good at and set simple goals

Learning outcomes:

The learner will be able to:

- describe what they are good at and how they know
- explain what they need help with
- recognise that it is ok to make mistakes and that they are part of learning
- review their own targets and set themselves realistic but challenging personal goals
- describe how their achievements are celebrated

Key questions:

- What do I like doing? Am I good at it? How do I know?
- Can someone like doing something but not be good at it?
- How does it feel to make a mistake?
- What would I like to be able to do that I can't do now?
- Who can help me?

Additional Guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. Use stories where characters achieve a goal; have their own special strength or attributes.

Aim of these sessions: *To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (H4).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about different kinds of feelings
- simple strategies to manage feelings

Learning outcomes:

The learner will be able to:

- name a range of feelings
- describe different feelings (both good and not so good) and where these are felt in the body
- recognise that some feelings may feel stronger than others
- describe when people might experience different feelings and how this can affect their behaviour
- identify strategies to help manage different feelings, especially when feeling not so good

Key questions:

- What feelings do we have?
- Where in our bodies do we feel these feelings?
- How can feelings change behaviour?
- What can we do about different feelings we have?

Additional Guidance: Ensure ground rules or a working agreement is in place. If there are indications a pupil is vulnerable or at risk, safeguarding protocols should be actioned. Children's stories can be used as a starting point and to 'distance' the learning. See also Core Theme: Relationships – learning opportunity R1) For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about how it feels when there is change or loss

Learning outcomes:

The learner will be able to:

- describe different kinds of change or loss that they or others may have experienced
- identify feelings people might have about different kinds of change or loss
- describe how this can make someone behave
- identify some ways to manage feelings associated with change and loss
- recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss

Key questions:

- How do we feel when something special gets broken or lost?
- How do we feel when friendships are broken?
- How might people feel if someone special to them leaves or goes away?
- What can we do to help ourselves and others feel better?

Additional Guidance: Stories where characters lose and find things, or lose and learn to live with the loss of the object are useful to 'distance' the learning. The class teacher will need to carefully choose the context of the lessons such as losing a pet or moving house. Teachers will need to be aware of pupils who may be experiencing change or loss and demonstrate sensitivity when setting the context of these lessons.

Aim of these sessions: *To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation (including time management)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about basic personal hygiene routines and why these are important

Learning outcomes:

The learner will be able to:

- describe daily personal hygiene routines
- identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained
- recognise how some diseases can be spread and that these can be controlled by personal hygiene practices
- explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene
- recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication

Key questions:

- What do we do to keep our bodies healthy and clean? Each day? Each week?
- When in the day do we have to think about keeping clean especially?
- How will keeping clean and healthy help us as we grow up?
- What happens if we do not keep clean?
- When and why do people have injections?
- What should we do to help keep other people healthy?

Additional Guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.

Aim of these sessions: *To learn about the process of growing from young to old and how people's needs change (H8). About growing and changing and new opportunities and responsibilities that increasing independence may bring (H9).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- about growing, changing and becoming more independent

Learning outcomes:

The learner will be able to:

- describe ways they have grown and changed
- identify ways they are more independent now from when they were younger
- describe additional responsibilities they have now (in class, school and at home)
- identify how people's needs change as they grow older

Key questions:

- What has changed since we were babies, toddlers, in year 1?
- What things can we do on our own now? With help?
- What new responsibilities do we have in school or at home that we didn't have before?
- Why do we have to have new responsibilities?
- How do we feel about growing up?

Additional Guidance: Stories about growing up and how needs change, such as *Once There Were Giants* by Martin Waddell or *Wilfred Gordon MacDonald Partridge* by Mem Fox can be used. Pupils could bring in photographs showing the changes that have occurred since their birth (adapt or omit where there are pupils who do not have photos of themselves as babies). Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways, as well as for pupils that have experienced a great deal of change in their personal lives. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'.

Aim of these sessions: *To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- the correct names for the main parts of the body of boys and girls

Learning outcomes:

The learner will be able to:

- identify the physical similarities and differences between boys and girls
- recognise the male and female sex parts
- recognise and use the correct names for main parts of the body including external genitalia

Key questions:

- What are the names of all the different parts of our bodies?
- In what ways are boys and girls the same?
- How are boys and girls different?

Additional Guidance: Before teaching, refer to school's RSE policy. Use stories and information books, anatomically correct dolls, outline drawing and picture cards. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To understand that household products, including medicines, can be harmful if not used properly (H11).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objective:

To learn:

- that household products, including medicines, can be harmful if not used correctly

Learning outcomes:

The learner will be able to:

- explain how some household products are used and for what reasons medicines are taken
- recognise that most household products and medicines have a specific and an individual use
- identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)
- explain how to keep safe when taking medicines and around other household substances
- explain that household products and medicines can be harmful if used incorrectly

Key questions:

- What kinds of household products and medicines are there?
- How are different household products and medicines used?
- Why are there safety rules for different household products and medicines?
- What are the safety rules?
- What might happen if the safety rules about medicines are not followed?

Additional Guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. School nurses could be invited in as a classroom visitor as part of this learning opportunity. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).*

Suggested number of sessions: 3-4

Essential skills and attributes:

Strategies or identifying and accessing help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about rules for keeping safe (in familiar and unfamiliar situations)

Learning outcomes:

The learner will be able to:

- recognise they have a right to 'be safe on the outside' and 'feel safe on the inside'
- describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire)
- identify ways of keeping safe online
- identify potential unsafe situations and steps they can take to avoid or remove themselves from them
- demonstrate ways they can ask for help from people whose job it is to keep them safe

Key questions:

- What do we have to keep safe from?
- Is it something we do that makes them dangerous?
- When or where do we need to take extra care?
- Who has the job of keeping us safe?
- Who can we ask to help us?

Additional Guidance: Young children may feel unsafe in their 'real' world (e.g. road use, visiting unknown places) or in their 'imagined' world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.) and have an understanding that they should listen to these feelings and tell someone about them. Refer to 'protective behaviours' guidelines if staff training has taken place. See PSHE Association Quality Assured resources for further guidance for teaching.

Aim of these sessions: *To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- how to ask for help if they are worried about something

Learning outcomes:

The learner will be able to:

- identify the people who look after them and explain how they care for them
- recognise how they can help the people who look after them
- explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell')
- identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts
- demonstrate how to ask for help (and keep asking until they are listened to)
- identify what might happen next if someone asks for help
- explain why it is very important to tell someone if they are worried about something

Key questions:

- How can we keep ourselves and others safe?
- Who helps me?
- What do they do to care for me and make me feel safe and happy?
- How do we know whom to ask for help?
- How can we attract the attention of people that we want to help us?

Additional Guidance: Although this may be taught as an individual lesson, these concepts should be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. See also Core theme: Relationships – Learning opportunity R3) the difference between secrets and surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Use stories where characters have difficulty in making their opinion known, especially where this would have given the situation a positive outcome, such as *Not Now Bernard* by David McKee. Role-play scenarios where pupils can try to overcome feeling unsafe may be useful, for example: being frightened to go into a party because of feeling shy and taking a deep breath and giving it a go. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school.

Aim of these sessions: *What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Empathy and compassion (including impact on decision-making and behaviour)

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about privacy in different contexts

Learning outcomes:

The learner will be able to:

- explain what is meant by privacy or 'keeping something private'
- identify why it is important to keep some things private, for example passwords (online safety)
- recognise times when they and others want or have the right to privacy
- recognise that it is important to respect someone's privacy
- recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)

Key questions:

- What sorts of things might people keep private?
- How do we know when someone wants to keep things private?
- How might other people feel if things they wanted to keep private are shared?
- In what different ways do people keep things private?
- When might we need to break privacy?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe. It will be important to discuss when privacy should be broken. See also Core Theme: Health and Wellbeing – Learning opportunity H15) To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Healthy Relationships; Feelings and Emotions; Valuing Difference)

Year Two

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about recognising how other people are feeling
- about sharing feelings their own feelings with others

Learning outcomes:

The learner will be able to:

- list a range feelings people experience
- use descriptive vocabulary to explain how they are feeling
- describe some different ways that people how they are feeling
- recognise that it is important to share feelings with others
- give examples of helpful/not helpful ways to communicate feelings
- identify some ways to respond sensitively to how others are feeling

Key questions:

- How can we describe different feeling?
- How many words do we know to say we are feelings happy / sad / nervous?
- If we grouped those words together, which words go together?
- How do people show how they are feeling?
- What do they say? What do they do? What do they look/sound like?
- How can we help others with their feelings?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk: safeguarding protocols should be actioned if required. Children's stories can be used as a starting point and to 'distance' the learning. It is best to talk about feelings in terms of being comfortable or uncomfortable, and that no feeling is 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H4) To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).*

Suggested number of sessions: 1-2 (plus see Additional Guidance)

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about different types of behaviour and how this can make others feel

Learning outcomes:

The learner will be able to:

- describe what fair and unfair / right and wrong means to them
- describe acts of kindness and the effect it on the person and on other people
- recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell
- identify how someone's behaviour can affect how they feel and how others feel
- give examples of how to behave to affect others positively
- describe or demonstrate simple strategies to help manage their own behaviour

Key questions:

- Can one person's behaviour affect another person or lots of other people?
- How can someone make others feel?
- When is something fair or unfair?
- Who can we go to if behaviour is wrong?

Additional Guidance: This is learning that pupils also need reminding about on a regular basis. Guidance from the school's behaviour policy can be included in the lessons. It is worth reinforcing here the importance of pupils understanding that we can be affected by others' behaviour on the 'outside' (*"I got punched on the arm and got a bruise"*) and affected on the 'inside' (*"I am now scared to go out onto the playground"*).

Aim of these sessions: *To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid

Learning outcomes:

The learner will be able to:

- give examples of surprises that are nice to keep secret (until everyone finds out about them)
- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt
- identify whom they can go to in school if they are worried about a surprise or a secret
- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried

Key questions:

- Do we have to keep promises and secrets if someone says so?
- When should we tell someone else?
- Who can we tell if we feel uncertain, uncomfortable or worried?
- What could we say and do to attract the attention of an adult when we want to tell them something?
- What can we say to help us explain?
- How can someone say 'no' if they are asked to keep a secret they feel unsure about?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Puppets could be used to help to 'distance' the learning. Pupils should have opportunities for practising saying 'no' assertively in various ways. The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we *should* tell, if a grown-up says 'you must keep this secret and never tell anyone'. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures.

Aim of these sessions: *To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objectives:

To learn:

- to share their views and opinions with others

Learning outcomes:

The learner will be able to:

- listen attentively to the ideas and thoughts of others
- share their ideas and thoughts, opinions and views with a partner, small group or the whole class
- give reasons for their opinions and views
- take part in a simple debate about topical issues

Key questions:

- What do we think about _____ ?
- What do other people think about _____?
- Why should we listen to other people?
- Can we talk about what we think?
- Have we changed our minds about anything?

Additional Guidance:

This can be a separate lesson but the objectives and outcomes can also be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the lessons in the Programme of Study.

Aim of these sessions: *To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6). To learn to offer constructive support and feedback to others (R7).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

Learning objectives:

To learn:

- about listening to others and playing cooperatively

Learning outcomes:

The learner will be able to:

- describe or demonstrate how to listen to others
- give examples of, or demonstrate, how to work and play cooperatively
- give reasons why it is important work and play well together
- describe or demonstrate strategies they can use to resolve simple arguments or disagreements
- describe occasions when they have been offered/given support and feedback in and how it helped them
- identify ways to offer support to others in class time and on the playground
- suggest good and not so good ways to let others know when we don't want support

Key questions:

- How can people tell that we are listening to them?
- What helps a group to work cooperatively?
- Do people always see things the same way?
- What are some ways we can stop arguments starting with our friends?
- Who gives us support and encouragement at home or at school? How does it feel?
- When have we given others encouragement or support?

Additional Guidance: This session could be taught at the beginning of the autumn term. It makes links with classroom charter, playground rules, behaviour and conduct. Stories where there is some form of conflict between two characters which is resolved to a happy conclusion could be used to 'distance' the learning.

Aim of these sessions: *To learn to identify and respect the differences and similarities between people (R8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objectives:

To learn:

- about the importance of respect for differences and similarities between people

Learning outcomes:

The learner will be able to:

- identify some things that contribute to their identity
- describe some of the ways in which they are similar/different to other class members
- find things they have in common with their peers, or others
- describe or demonstrate ways of showing respect to people who are different to them
- explain that everyone is equal and valued

Key questions:

- Who are we?
- What makes us who we are?
- How are we all the same?
- In what ways are we different?
- What makes us all equal?

Additional Guidance: This session could include basic learning about stereotypes – for example, stereotypes about boys and girls.

Aim of these sessions: *For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another (R9).*

Suggested number of sessions: 1

Essential skills and attributes:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Clarifying own values

Learning objective:

To learn:

- about special people in their lives

Learning outcomes:

The learner will be able to:

- explain what they mean by their 'special people'
- explain why special people are important in their lives
- describe how special people help others
- describe the various groups and communities that their special people belong to
- describe the different kinds of ways people care for each other

Key Questions:

- What things do our special people help us with?
- What do we help them with?
- What do we say and do to let our special people know that they are special to us?

Additional Guidance: 'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc. Pupils could bring photographs or mementos from their special people (an awareness and sensitivity to pupils' family circumstances is needed). See also reference to Core Theme: Relationships - learning opportunity R3) To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

Aim of these sessions: *To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Build and maintain healthy relationships of all kinds

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about appropriate and inappropriate touch

Learning outcomes:

The learner will be able to:

- describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise there are parts of their body that are private
- recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable
- explain that it is important to tell an adult they trust if they are worried or upset about this

Key questions:

- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us?
- How do our bodies react when we don't want to be touched?
- If something is happening that we do not like, what can we say or do?
- How else can we say 'no' to being touched?
- Who should we tell if we feel uncomfortable, worried or confused?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. It is important for pupils to practice and rehearse saying 'no' along with alternatives to 'no' such as, 'I'll tell'. See NSPCC – The Underwear Rule for lesson plans and resources.

Aim of these sessions: *To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- that bodies and feelings can be hurt

Learning outcomes:

The learner will be able to:

- describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt
- describe the differences and similarities between being hurt physically and being hurt emotionally
- identify people they can go to if they are feeling uncomfortable or hurt
- explain how they can let these people know they are feeling uncomfortable or hurt

Key questions:

- Can feelings hurt as much as being physically hurt? Or, are there similar feelings?
- What do our bodies do when we feel hurt or uncomfortable?
- How do we feel inside when we feel hurt or uncomfortable?

Additional Guidance: Describe what our bodies do when we feel uncomfortable - our shoulders may go up, we may look away or down, we might turn away or even hide, On the *inside* we might feel a bit 'funny in our tummies' or not want to speak to someone. Help pupils understand that these are our brain's way of telling us something is 'wrong' and that we should be wary if anyone tells us we are being silly. It is important that pupils know who they can go to for help, and how to keep telling them until they listen. It is helpful to use stories where characters share their worries and feelings with adults who listen and help them.

Aim of these sessions: *To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13). To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- that hurtful teasing and bullying is wrong
- what to do if teasing and bullying is happening

Learning outcomes:

The learner will be able to:

- recognise that although teasing might sometimes be funny, it can sometimes also be hurtful
- identify what is meant by bullying and why this is wrong
- identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words)
- suggest ways they can be supportive of children who have been or feel they have been teased/bullied
- identify people in school/at home whom they can talk to if they are worried about teasing/bullying

Key questions:

- What are the differences between joking, hurtful teasing and bullying?
- How might each of these make people feel?
- How can we support someone who might have been hurt by teasing or bullying?
- Should we help someone if they say they don't want our help?
- Why do some people do things that they know are wrong?
- Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling.

Medium term planning grids

CORE THEME 3: LIVING IN THE WIDER WORLD

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money Matters)

Year Two

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To learn how they can contribute to the life of the classroom and school (L1). To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).*

Suggested number of sessions: 1

Essential skills and attributes:

Self-organisation (including time management)

Empathy and compassion (including impact on decision-making and behaviour)

Team working

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about group and class rules and why they are important

Learning outcomes:

The learner will be able to:

- give reasons for why it is a shared responsibility to contribute to the classroom and school life
- identify the different contributions that pupils make and how this affects the classroom
- explain how class/group rules help them to learn and make the classroom a safe place
- construct and agree classroom rules together
- give reasons for the rules that have been agreed
- identify what can happen if class/group rules are not followed

Key questions:

- What can we do to help our classroom and school be a happy place?
- Do our actions always have a positive effect?
- Why is it important we all take responsibility for our school?
- Why do we need rules in the classroom and in school?
- Why is it important that we make up their own rules?
- What could happen if the rules are not followed?

Additional Guidance: This session could be taught during transition times, or used as an opportunity to review class charter to include sharing, turn taking and manners. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos.

Stories where characters carry out their responsibility and where they neglect their responsibility and have to deal with the consequences are useful as a starting point.

Aim of these sessions: *To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).*

Suggested number of sessions: 1

Essential skills and attributes:

Self-organisation (including time management)

Empathy and compassion (including impact on decision-making and behaviour)

Team working / Leadership skills

Learning objective:

To learn:

- about respecting the needs of ourselves and others

Learning outcomes:

The learner will be able to:

- identify that needs all living things have rights or needs (e.g. pets or animals)
- identify some needs (rights) of pupils in the classroom
- describe some of the different responsibilities to support the needs of others
- describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others)
- explain what happens if our responsibilities are not carried out
- identify who to talk to if responsibilities are not being carried out and rights are not being met

Key questions:

- What do we do at home to help or support our grown-ups or others who live with us?
- How can we help others in the classroom?
- What do we do at school that shows that we can be responsible?
- What are our classroom rights?
- How does it feel if responsibilities are not carried out?

Additional Guidance: See also Core Theme: Relationships R2) to recognise their behaviour can affect other people; R4) to recognise what is fair and unfair, kind and unkind, what is right and wrong; R6) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

Aim of these sessions: *For pupils to learn that they belong to various groups and communities such as family and school (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Valuing and respecting diversity

Learning objectives:

To learn:

- about groups and communities that they belong to

Learning outcomes:

The learner will be able to:

- identify the range of groups they belong to (friends, class, year group, faith)
- explain their own and others roles within the groups
- describe how it feels to be a member of a group and what they do
- describe the different rights and responsibilities they have in the groups they belong to
- explain how group members make sure everyone feels included

Key questions:

- What groups do we belong to (friendship groups, place of worship etc.)?
- How does it feel to be a part of this group?
- What is your role in the group? What roles do others have?
- How can we make sure that everyone feels included in a group?

Additional Guidance: Pupils can bring in resources/evidence of their special people or of the groups/communities that they belong to. Take care that stereotypical resources are not used (including for different types of families).

Aim of these sessions: *For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Empathy and compassion (including impact on decision-making and behaviour)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about looking after the local environment

Learning outcomes:

The learner will be able to:

- describe what makes an environment pleasant to live in
- give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.)
- give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)
- explain the shared responsibility we have to take care of our environments for others
suggest some steps they could take as an individual and as a class to improve their local environment

Key questions:

- What is our environment like?
- What is good about our environment?
- What makes these places not so good?
- Whose responsibility is it to look after the environment?
- What could we do to improve our local environment?
- Will this make a difference? Who for?

Additional Guidance: Local council resources may be useful or community projects. In key stage one the focus might be the school environment or places close to the school.

Aim of these sessions: *To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Self-organisation

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about where money comes from and what it is used for
- about how to keep money safe

Learning outcomes:

The learner will be able to:

- describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online)
- explain how money is obtained
- give examples of some of the choices they might have about spending or saving money and what helps them decide
- identify how people keep track of what money is spent or saved and why this is important
- explain the importance of keeping money safe and some ways of doing this

Key questions:

- How do we get money? How do other people get money?
- Why might people save money?
- How can having or not having money make us feel?
- What can we do to keep our money safe?
- Who decides what we can spend our money on?
- What helps us choose how to spend money?

Additional Guidance: Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a 'swap'), or can be given freely, such as in gifts or charity. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things for them). Be sensitive to pupils who have parents/carers who may not be in employment. See Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic.

Aim of these sessions: *To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objectives:

To learn:

- that everybody is unique

Learning outcomes:

The learner will be able to:

- describe what being 'unique' means (that there is only one of something, and not one thing exactly the same exists anywhere in the world)
- explain that everyone is unique in their own way
- describe what makes them special

Key questions:

- What does it mean if we say something is 'unique'?
- What is special about everyone?

Additional Guidance: Discussions around what it means for something (and someone) to be unique, should incorporate the idea that when something is unique, it is special, valuable, highly regarded, celebrated, loved, treasured and respected: each individual person is unique and so, should be treated the same way.

Aim of these sessions: *To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).*

Suggested number of sessions: 1

Essential skills and attributes:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Valuing and respecting diversity

Learning objectives:

To learn:

- about the ways we are the same as other people

Learning outcomes:

The learner will be able to:

- describe how we can find out if we have things in common with someone else
- identify similarities with others, including things not immediately obvious, such as looks
- identify common likes / dislikes or other similarities between themselves and others
- explain what they share in common with someone else, even if, at first they thought they were only differences

Key questions:

- How am I similar to others?
- In what ways are the children in our class the same?

Additional Guidance: See also Core Theme: Relationships R8) to identify the similarities and differences between people.

Aim of these sessions: *About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:
Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- about the people who work in their community
- how to get their help, including in an emergency

Learning outcomes:

The learner will be able to:

- identify people who work in the community and what their roles are
- explain the ways they help others
- explain how to ask for help and how to ask for help in a range of different situations
- demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency

Key questions:

- What sort of jobs do people do in the local community?
- Who helps us to stay safe (and/or healthy) in different places?
- How can we ask for help from different people and in different places?
- What should someone do in an emergency?

Additional Guidance: This is a good opportunity to invite community workers to the classroom, (over a number of shorter sessions) such as workers from the police, fire, ambulance services, council and volunteers. The teacher must follow the school's protocol for inviting external agencies into the classroom, and ensure the lesson is clearly and carefully planned, led predominantly by the class teacher themselves and that the visitor is clear of their role in the lesson.

Overview of planning grids

YEAR 3

This table provides an ‘at a glance’ overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage two. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1 / H2	Healthy Lifestyles	balanced lifestyles, choices, health, wellbeing	90
H3	Healthy Lifestyles	balanced diet, choices, food, influences	91
H4	Healthy lifestyles	media, images, reality/fantasy, true/false	92
H5	Growing and Changing	achievements, aspirations, goals, strengths target-setting	93
H6 / H7	Growing and Changing	conflicting emotions, feelings, managing feelings	94
H8	Growing and Changing	change, transitions, loss, separation, divorce, bereavement	95
H9 / H10 / H11	Keeping Safe	risk, danger, hazard, responsibility, safety	96
H12	Healthy Lifestyles	bacteria, viruses, hygiene routines	97
H13 / H14	Keeping Safe	pressure, managing pressure, influences, media, peer	98
H15	Keeping Safe	emergency aid, help, safety, rules	99
H16	Healthy Lifestyles	habits	100
H17	Healthy Lifestyles	drugs, alcohol, tobacco, medicines, caffeine	101
H18	Growing and Changing	puberty, physical and emotional changes	102
H21	Keeping Safe	safety, roads, cycle, rail, water, fire	103
H22 / H25	Keeping Safe	safety, online, personal information, passwords, images	104
H23	Keeping Safe	advice, support, asking for help	105

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
R1	Feelings and Emotions	feelings, empathy, recognising others' feelings	107
R2 / R4	Healthy Relationships	friendships, families, couples, positive relationships	108
R7	Healthy Relationships	actions, behaviour, consequences	109
R8	Healthy Relationships	physical contact, touch, acceptable, unacceptable	110

R9	Feelings and Emotions	confidentiality, secrets, surprises, personal safety	111
R10	Valuing Difference	listening, viewpoints, opinions, respect	112
R11	Healthy Relationships	collaborative working, shared goals	113
R12	Healthy Relationships	disputes, conflict, feedback, support, negotiation, compromise	114
R13	Valuing Difference	people, identity, similarities, differences, equality	115
R14 / R18	Valuing Difference	bullying, discrimination, aggressive behaviour	116
R15	Feelings and Emotions	dares, challenges	117
R16	Valuing Difference	stereotypes	118
R21	Healthy Relationships	privacy, sharing, personal boundaries	119

Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1	Rights and Responsibilities	discussion, debate, topical issues, problems, events	121
L2	Rights and Responsibilities	rules, laws, making and changing rules	122
L3 / L4	Rights and Responsibilities	human rights, children's rights,	123
L6	Rights and Responsibilities	anti-social behaviour, aggression, bullying, discrimination	124
L7	Rights and Responsibilities / Taking Care of the Environment	rights, duties, home, school, environment	125
L8	Rights and Responsibilities	resolving difference, points of view, decisions, choices,	126
L9 / L10	Rights and Responsibilities	communities, volunteers, pressure groups, health, wellbeing	127
L11	Rights and Responsibilities	people, difference, diversity, identity, UK	128
L12	Rights and Responsibilities	people, places, values, customs	129
L13	Money	money, spending, saving, budgeting	130
L14	Money	money, interest, loan, tax, debt	131
L15	Money / Taking Care of the Environment	resources, sustainability, economics, choices, environment	132
L16	Money	enterprise, enterprise skills, entrepreneurs	133
L17 / L18	Rights and Responsibilities	media, social media, information, forwarding	134

Medium term planning grids

CORE THEME 1: HEALTH AND WELLBEING

(Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe)

Year Three

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about what makes a 'balanced lifestyle'
- about making choices in relation to health

Learning outcomes:

The learner will be able to:

- identify different ways to help maintain good health
- recognise what is meant by a 'balanced lifestyle'
- describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives
- describe choices that have positive consequences on health and those which may have more negative effect
- describe what helps people to make a positive choice

Key questions:

- What do people do to help keep themselves healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy?
- How do people decide what to do? Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

Additional Guidance: An *informed choice* means using what the pupil already knows to inform their choice or decision. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. Be sensitive to the possibility that some pupils may have family members who have physical/mental health problems.

Aim of these sessions: *To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Making decisions

Learning objectives:

To learn:

- about what makes up a balanced diet
- about opportunities they have to make their own choices about food
- about what influences their choices about food

Learning outcomes:

The learner will be able to:

- recognise what makes a balanced diet
- identify what food they think should be eaten regularly to maintain good health
- identify what or who helps them decide what to eat and drink
- recognise when they have opportunities to make choices about food and drink
- explain what they need to consider when making these choices

Key questions:

- What does a balanced diet look like?
- What do we know about healthy eating and how it can help keep our bodies healthy?
- Who makes the choices for us about what we eat and drink?
- What choices are we able to make for ourselves?
- Are these always the right choices?
- What helps us to choose?

Additional Guidance: Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as ‘unhealthy’, ‘fattening’, ‘good’ or ‘bad’ foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices. It is important that pupils are made aware of what influences their choices about food.

Aim of these sessions: *To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- that images in the media do not necessarily reflect reality

Learning outcomes:

The learner will be able to:

- recognise that images in the media can be changed, altered or adapted and therefore may not represent the 'true' image
- identify how an image can influence someone's view about a place or product
- recognise why an image might be changed, such as to sell something, including an idea to others
- identify how or when this might become an issue for people (such as if something they purchase is not the same as the image presented)

Key questions:

- Are all photographs true to life?
- Are all adverts true to life?
- What do different images makes people think or feel?

Additional Guidance: See also Core Theme: Living in the Wider World – Learning opportunity L17) To explore and critique how the media present information and L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. At year 3 and 4 the context might be focused more on images seen in adverts, recipe books, holiday brochures etc. If choosing to use images of people, teachers should carefully read the following guidance before teaching this lesson: [*PSHE Association guidance on teaching about body image*](#)

Aim of these sessions: *For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- to recognise their achievements and set personal targets for the future

Learning outcomes:

The learner will be able to:

- reflect on their achievements and describe what they are proud of
- describe the different ways achievements can be celebrated
- describe aspirations for the end of term/school year and how they will know if they have achieved them
- describe steps they can take to improve
- explain how making mistakes along the way can help them to learn

Key questions:

- What have we achieved that we are most proud of?
- How do we celebrate achievements?
- How does it feel to try something new?
- How does it feel to do something difficult?
- How does it feel to make a mistake?
- What would we like to achieve by the end of year 3?

Additional Guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. Use stories where characters achieve a goal; have their own special strength or attributes or achieve something such as *Michael* by Tony Bradman, *Little by Little* by Amber Steward; stories where characters show confidence or self-esteem.

Aim of these sessions: *For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about a wider range of feelings, both good and not so good
- that people can experience conflicting feelings at the same time
- about describing their feelings to others

Learning outcomes:

The learner will be able to:

- describe a range of different feelings (good and not so good)
- use a scale of intensity to help describe different feelings
- describe how different feelings are experienced in their bodies
- recognise that people can also have lots of different feelings all at once (such as at times of change)
- recognise the importance of sharing their feelings
- identify some positive ways of doing this

Key questions:

- How many ways can we describe different feelings?
- How can we describe feeling not so good, feeling very good, feeling somewhere in-between?
- How do different feelings feel in our bodies?
- Can we feel different emotions all at once?
- How can we acknowledge our feelings?
- What can we do to feel better when we have not so good feelings?

Additional Guidance: 'Feelings bottle', emotions barometer, emotions continuums are all practical ways of talking about strong feelings. Use of dilemma scenarios provides an interactive way for pupils to use distancing techniques to talk about strong emotions. See also Core Theme: Relationships - Learning opportunity R1) to communicate their feelings to others, to recognise how others show feelings and how to respond.

PSHE Association lesson plans on teaching about mental health and emotional wellbeing

Aim of these sessions: *To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about the kinds of change that happen in life and the feelings associated with this

Learning outcomes:

The learner will be able to:

- give examples of when someone might experience change (at school)
- recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)
- identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better
- recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this
- show empathy towards others

Key questions:

- What types of change happens in people's lives?
- Does change always feel good?
- What sorts of feelings can change or loss bring?
- How can we help ourselves to feel ok?
- How can we help others to feel better?

Additional Guidance: Stories about change, loss and death need to be chosen with great care and should be chosen as a piece of children's literature rather than be a story specifically written for the issue. Some examples are *I'll Always Love You* by Hans Wilhelm, *Badger's Parting Gifts* by Susan Varly or *Seal Surfer* by Michael Foreman. The class teacher will need to carefully choose the context of the lessons e.g. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or they may be content to listen to the thoughts and opinions of their peers.

Aim of these sessions: *To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about managing risk in familiar situations and keeping safe

Learning outcomes:

The learner will be able to:

- give examples of what is meant by risk, danger and hazard
- identify potential risk in different familiar situations
- identify whether a risk is appropriate for them to manage themselves
- describe or demonstrate how to manage risk safely (e.g. crossing the road)
- identify where they can get help if they feel a situation is risky or dangerous

Key questions:

- How do we keep safe?
- What does unsafe or uncertain feel like?
- What is our responsibility?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils.

Pupils should develop a vocabulary for different levels of risk, for example: something dangerous will hurt you (such as a fire), while something hazardous *could* hurt you (like bleach or scissors) - it depends what you do with it. Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things *will* hurt. Preventable accidents: if you run, someone may fall over and get hurt – if we walk we will prevent an accident. Some accidents can be prevented by how the pupils behave; some can be prevented by other people.

These sessions could include visits from individuals or organisations in the locality who are concerned with people's safety.

Aim of these sessions: *To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- that simple hygiene routines can prevent the spread of bacteria and viruses

Learning outcomes:

The learner will be able to:

- explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses
- explain how bacteria and viruses can be passed on from one person to another
- describe simple hygiene routines that reduce the spread of bacteria and viruses
- explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health

Key questions:

- What are germs, bacteria and viruses?
- What can we do to help stop viruses and bacteria from spreading to others?
- What daily routines help this?
- Where or when is it especially important to keep good hygiene standards?

Additional Guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.

Stories such as *Germs* by Ross Collins or *Don't You Feel Well, Sam?* by Amy Hest can be good starting points.

Aim of these sessions: *How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about feeling negative pressure and how to manage this

Learning outcomes:

The learner will be able to:

- recognise that pressure to do something can come from others or from within themselves
- recognise that there can be positive and negative pressure
- explain that negative pressure is when someone feels pressured to do something that is or may become unhealthy, dangerous or that feels wrong
- identify ways that negative pressure can be resisted
- identify when they might need to ask for help and who they can ask

Key questions:

- Do we have to do something that we think may be dangerous or risky?
- What could someone do if something dangerous or frightening happened?
- How can we say 'no' to something that we are not happy about doing?
- What does unsafe or uncertain feel like?
- How can we say 'no'?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pressure can come from themselves and/or the need for approval: an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'. They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you'. See also Core Theme: Relationships R15) to learn to recognise and manage 'dares'.

Aim of these sessions: *To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about the importance of school rules for health and safety
- about how to get help in an emergency

Learning outcomes:

The learner will be able to:

- identify school rules about health and safety
- give reasons for having school rules about health and safety
- describe what could happen if health and safety rules are not followed
- explain what an emergency is
- explain where and how to get help if they feel a situation is unsafe or in an emergency

Key questions:

- Who is responsible for us at school?
- Why are there rules at school and why do we need to adhere to them?
- What are our responsibilities for keeping safe at school?
- What should we do if we feel unsafe or uncertain at school?
- What is an emergency?
- Where do we get help from?

Additional Guidance: Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H21) to develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).

Aim of these sessions: *To learn what is meant by the term 'habit' and why habits can be hard to change (H16)*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what is meant by a habit
- how habits can be hard to change

Learning outcomes:

The learner will be able to:

- identify what a habit is
- identify habits that help us and habits that do not
- identify some examples of healthy habits
- recognise that although it can be difficult, unhelpful habits can be changed or stopped

Key questions:

- Can habits be good or not so good for us?
- How can habits make us feel?
- Can habits be stopped?

Additional Guidance: Ensure ground rules are clearly in place before teaching. This session could be taught as part of a focus on drug and alcohol education or in a wider context.

Aim of these sessions: *To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)*

Suggested number of sessions: 2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Making decisions

Learning objectives

To learn:

- about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)

Learning outcomes

The learner will be able to:

- recognise what is meant by 'a drug' (give a definition of 'drug')
- recognise that drugs change the way people feel (for example, more relaxed or more energised)
- identify some of the risks associated with drugs common in everyday life
- recognise there are laws relating to drugs seen in everyday life
- identify why someone might choose or not choose to use a drug
- recognise when a drug can become harmful
- identify how to ask for help or support if they are worried about someone and drugs

Key questions:

- What sorts of things (other than food) do people put into their body?
- How does it make them feel?
- Is it dangerous? What are the risks?
- How can I ask for help if I am worried about someone?

Additional Guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. See PSHE Association Quality Assured resources for further guidance for teaching. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH. Drugs common to everyday life could include coffee, energy drinks, tobacco, e-cigarettes/e-shisha and alcohol.

Aim of these sessions: *For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – see Additional Guidance.*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objectives:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for year 3) - see Additional Guidance

The learner will be able to:

- recognise that everyone grows and changes through the human life cycle
- identify 'puberty' as the time when a child grows into an adolescent (ages 8-17)
- recognise there are physical changes that happen to adolescents' bodies at this time
- identify some of the physical changes that occur (e.g. body shape, voice getting deeper)
- recognise there are also emotional changes and that adolescents may act or behave differently to before or want more privacy
- recognise that everyone goes through puberty but that it can feel different for everyone

Key questions:

- What happens to people as they grow up?
- Does everyone's body change?
- What happens?
- How do people feel when their body grows and changes?

Additional Guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).*

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about keeping safe in the local environment

Learning outcomes:

The learner will be able to:

- recognise there is advice and guidance to help keep people safe in different places and situations
 - identify some of the risks that may occur
 - describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks)
- identify who can help if something is, seems or may become unsafe

Key questions:

- Why are there safety rules?
- What do people do to keep safe – near roads, railways, water, where there is fire/fireworks?
- Who or what helps keep us safe in different places?
- If a person tried to make you do something you feel is unsafe, what could you do?
- Who can we ask for help?

Additional Guidance: This is a good opportunity to invite visitors such as transport, safety and rescue teams to the classroom. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H15) To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.

Aim of these sessions: To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about keeping safe online

Learning outcomes:

The learner will be able to:

- recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online
- give examples of online safety rules and practices
- recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others)
- recognise the sorts of images that are ok to photograph to share with others and what might not be appropriate
- recognise that an image (or text) might be shared to many people, even though it was only sent to one person
- identify who to tell and how to report it if they see something upsetting or something feels unsafe when online

Key questions:

- Why are there online safety rules?
- Who or what helps keep us safe online?
- If a person tried to make you do something you feel is unsafe, what could you do?
- Who can we ask for help?

Additional Guidance: Online safety school guidelines should be regularly reinforced with pupils. Ensure pupils know how to report incidents online as well in person. Adults and children can report incidents to CEOP or ChildLine. Age appropriate teaching resources include NSPCC Share Aware.

Aim of these sessions: *To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about people who help them stay healthy and safe

Learning outcomes:

The learner will be able to:

- identify people who help them to stay healthy and stay safe
- give examples of how they are helped to stay healthy and stay safe in a variety of places and situations
- give examples of how they help to keep themselves (or others) safe
- recognise that they should always report things that mean they or others may not be safe
- identify different ways asking for help – including online
- identify appropriate people to tell or talk with about their concerns

Key questions:

- Who is responsible for keeping us safe and healthy – at school, at home and outdoors?
- How do these people help us to keep safe and healthy?
- What can we help them to do this?
- What does being responsible for ourselves mean?

Additional Guidance: Although this may be taught as an individual lesson, these concepts should also be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school. This is a good opportunity to invite visitors to the classroom to discuss their roles, including health professionals, council workers, school staff or fire and rescue teams.

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year Three

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To be able to recognise and respond appropriately to a wider range of feelings in others (R1).*

Suggested number of sessions: 1

Essential skills and attributes developed:
Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- to recognise a wider range of feelings in others
- about responding to how others are feeling

Learning outcomes:

The learner will be able to:

- give examples of a wider range of feelings (*building on learning in years 1 and 2*)
- identify how people's bodies and faces can show their feelings
- describe how different feelings can make people behave
- suggest how to respond to others to help them with their feelings
- identify when someone might need help with their feelings and who to talk to

Key questions:

- How do other people show their feelings?
- Can we tell what they are feeling even if they don't say anything?
- What can we do to help other people?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Use film clips and stories to 'distance' the learning. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H6) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of feelings to others. *PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth*

Aim of these sessions: *To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).*

Suggested number of sessions: 1-2

Essential skill and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Build and maintain healthy relationships of all kinds

Learning objectives:

To learn:

- about what makes a positive, healthy relationship, including friendships
- how to maintain good friendships

Learning outcomes:

The learner will be able to:

- identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)
- describe how people in different relationships show they care for and value each other
- describe how people can make friends with others
- identify what makes a friendship good and how they know
- identify peaceful ways to solve problems that might arise in friendships

Key questions:

- Who might be included in someone's network of special people?
- How do people show they value and care for each other?
- What makes a good friend?
- How do we feel when we fall out with our special people?
- What strategies can we use to solve problems in our relationships? Win-win? Giving in?

Additional Guidance: Use stories about characters who show love and care for others; have strong friendships or loving relationships or when things go wrong in friendships such as *I'm not invited?* By Dian Cain Bluthenthal to 'distance' the learning. Teachers will need to have an awareness/sensitivity of pupil's family circumstances.

Aim of these sessions: *To learn that their actions affect themselves and others (R7).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objective:

To learn:

- how actions can affect ourselves and others

Learning outcomes:

The learner will be able to:

- describe how one person's actions can affect another person, or a group of people
- identify actions that would affect others positively
- identify actions that would affect others negatively
- describe how a person's actions can affect the person themselves
- identify why it is important to 'think before we act'

Key questions:

- Who will this affect?
- How might it affect them?
- Will this be positive or negative?
- What might happen if we 'think before we act'?

Additional Guidance: It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. Whilst this learning opportunity can be taught as a discrete lesson links with many of the other learning opportunities across the programme of study and should therefore be referred to in a variety of PSHE lessons.

Aim of these sessions: *To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Build and maintain healthy relationships of all kinds

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the difference between acceptable and unacceptable physical contact
- how to respond to unacceptable physical contact

Learning outcomes:

The learner will be able to:

- identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us
- explain that everyone has a right to have their 'body space' respected and that they should respect others body space
- explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like
- recognise physical contact that is aggressive or hurtful is not acceptable
- explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused

Key questions:

- How do we feel when someone is in our body space?
- Does it depend on *who* is in our body space?
- How does our body/mind warn us when someone gets too close?
- How can we tell when others are feeling comfortable or uncomfortable about their body space?
- What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. It is important for pupils to practice and rehearse saying 'no' along with alternatives to 'no' such as, 'I'll tell'. See NSPCC – The Underwear Rule for lesson plans and resources.

Aim of these sessions: *To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ (R9)*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret

Learning outcomes:

The learner will be able to:

- identify what it means to keep something confidential or secret
- identify times when confidentiality might be important
- recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so
- explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher
- recognise that even if they have agreed, they can and should still tell a teacher

Key questions:

- How do we feel when someone is in our body space?
- Does it depend on *who* is in our body space?
- How does our body/mind warn us when someone gets too close?
- How can we tell when others are feeling comfortable or uncomfortable about their body space?
- What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Puppets could be used to help to ‘distance’ the learning. Pupils should have opportunities for practising saying ‘no’ assertively in various ways. The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it’s fine not to tell if Granny says ‘Don’t tell Mum we’ve bought her some perfume for her birthday’ but it’s not fine, and we *should* tell, if a grown-up says ‘you must keep this secret and never tell anyone’. Be familiar with school’s safeguarding and child protection policies, especially protocols in the event of disclosures.

Aim of these sessions: *To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10).*

Suggested number of sessions: See Additional Guidance

Essential skills and attributes developed:

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objectives:

To learn:

- how to listen and respond respectfully to a wide range of people
- about sharing their points of view

Learning outcomes:

The learner will be able to:

- describe what good listening looks like
- recognise some ways they can express their own viewpoints constructively
- identify how to respond sensitively if they do not agree with what is being said by others
- demonstrate working and discussing in groups and ensuring everyone's view is included

Key questions:

- How can we show that we value and respect people?
- How do we listen respectfully?
- What can we do if someone says something we don't agree with?

Additional Guidance: Although this might be taught in a stand-alone lessons pupils should have the opportunities to practise these skills regularly throughout their PSHE lessons. This concept should be included when negotiating ground rules / class charter / class agreement for PSHE lessons.

Aim of these sessions: *To work collaboratively towards shared goals (11).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- about working collaboratively toward shared goals

Learning outcomes:

The learner will be able to:

- describe what a shared goal means in terms of group and class shared goals
- give examples of skills needed by individuals to co-operate when working with others in groups
- demonstrate essential attributes that are needed to work collaboratively

Key questions:

- What helps groups to work well together?
- How do people need to behave to work well together?
- What skills does each member of the group need?

Additional Guidance: This session could be taught at the beginning of Autumn term. This learning opportunity may be taught as a discrete lesson but could also be taught with sessions on creating a classroom charter, playground rules, behaviour and conduct. Stories where characters work together, in partnerships or groups, to achieve a goal can be a useful starting point. This learning opportunity could include the use of team building games. These are skills that the pupils will need to practise regularly.

Aim of these sessions: *To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).*

Suggested number of sessions: 1-2 (and see Additional Guidance)

Essential skills and attributes:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Learning objective:

To learn:

- about solving disputes and conflict amongst themselves and their peers

Learning outcomes:

The learner will be able to:

- give examples of causes of arguments in the classroom, playground or other
- describe feelings when disputes and conflicts occur
- identify what can help and not help when trying to arguments
- demonstrate strategies for solving arguments with peers
- give examples of when they have helped give useful feedback or support to others

Key questions:

- Does it matter if not everyone agrees?
- Does the subject of the dispute always matter?
- What if someone feels very strongly about something – does this affect their behaviour?
- Would it help to try to see thing from someone else's point of view?
- What strategies can we use to help solve a conflict?

Additional Guidance: Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute.

In addition to PSHE lessons about these concepts, pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation.

Aim of these sessions: *To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objective:

To learn:

- about differences and similarities between people, but understand everyone is equal

Learning outcomes:

The learner will be able to:

- describe some of the factors in which peers can be the same/different in the context of favourite music, TV programmes, stories, food, sports, family, culture, ethnicity
- describe how we might be different in one way, but similar in others
- recognise that we are all similar/ in that we are part of a human family

Key questions:

- Is everyone worth the same?
- What makes us the same?
- What makes us different?
- How do we show that we value people?

Additional Guidance: Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective. See also Core Theme: Relationships – Learning opportunity R16) To recognise and challenge stereotypes and Core Theme: Living in the Wider World – Learning opportunity L11) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Aim of these sessions: *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- to recognise bullying
- how to respond and ask for help

Learning outcomes:

The learner will be able to:

- describe what changes when 'joking' or 'playful teasing' becomes hurtful to another
- give a definition of 'bullying'
- identify how, where and when where hurtful teasing and bullying can happen (including online)
- describe how teasing, bullying and aggression can make someone feel
- describe some ways of responding if they experience or witness bullying
- explain the importance of telling someone if they know (or think they know) this is happening
- identify who to ask for help or report to, what to say and what will happen next

Key questions:

- Is being angry with someone or not liking someone the same as bullying?
- How do we recognise bullying?
- How might the words we use make someone feel bullied?
- How could being bullied affect someone and their special people?
- How could being a bully affect someone and their special people?
- What could we do if we think bullying is happening, even if we are not sure?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling. See also Core Theme 3: Living in the Wider World – Learning opportunity L6) To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

Aim of these sessions: *To learn to recognise and manage 'dares' (R15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Learning objective:

To learn:

- to recognise and manage dares

Learning outcomes:

The learner will be able to:

- explain what a 'dare' is
- describe feelings they may have about being given a 'dare' or daring someone else
- suggest 'dares' that are ok and explain when 'dares' may not be ok
- identify persuasive language that might be used if someone is daring someone else to do something
- demonstrate how to say 'No' to a dare they feel unsure about
- identify who they can go to /talk to if they are worried

Key questions:

- How do our bodies react when we feel uncertain, unsafe or worried?
- Who might people try to persuade others to do something they feel uncertain about?
- What can someone do they feel under pressure to do something they feel uncertain about?
- Who can help?

Additional Guidance: See also Core Theme: Health and Wellbeing H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media and H14) To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

Aim of these sessions: *To recognise and challenge stereotypes (R16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objective:

To learn:

- about what is meant by 'stereotypes'

Learning outcomes:

The learner will be able to:

- give a simple definition of what is meant by 'stereotype'
- recognise some different kinds of stereotypes (such as gender stereotypes)
- give examples of when stereotypes are challenged
- identify why stereotyping can lead to problems

Key questions:

- What do people say that girls / boys like / like to do? How they are?
- Are all girls / boys like that?
- Is it true only boys do some things and girls do other?
- What jobs would we like to do when we are older?
- Why do we need to challenge stereotypes?

Additional Guidance: Stories that challenge traditional stereotypes such as *The Story of Ferdinand* by Munro Leaf, *The Paper Bag Princess* by Robert Munsch or *Prince Cinders* by Babette Cole can be useful. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

Aim of these sessions: *To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the importance of keeping personal boundaries and the right to privacy

Learning outcomes:

The learner will be able to:

- give examples of the sorts of things that people want share with others
- identify things people might want to keep private
- identify times when people want and need privacy
- identify why it is important to respect someone's privacy
- identify how people can keep privacy in different contexts (including online)

Key questions:

- What sorts of things do people like sharing together?
- What do people need or want to keep private?
- When do people tend to prefer privacy, or to keep something to themselves?
- How can people explain to others that something is private?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe.

Medium term planning grids

CORE THEME 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money)

Year Three

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (L1).*

Suggested number of sessions: 1 (plus see Additional Guidance)

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- to discuss and debate issues concerning health and wellbeing

Learning outcomes:

The learner will be able to:

- give examples of issues about health and wellbeing
- discuss health and wellbeing issues that affect themselves and others (e.g. healthy eating, sleep, being active, etc.)
- give their opinions and views about how to take care of own and others' health and wellbeing

Key questions:

- What is important for people's health and wellbeing?
- What do we think about...?
- What can people do about...?
- What helps people / doesn't help people?
- What would help?
- What happens / might happen if...?

Additional Guidance: Opportunities to cover this aim should be provided to pupils throughout the PSHE education programme and on a variety of topics.

For a specific lesson use local or national current affairs on health and wellbeing issues as a context or liaise with local council/Health Improvement Team about key issues in the local area. This learning opportunity could also be covered as part of a 'Healthy Living' whole school focus week and include working with parents/carers.

Aim of these sessions: *For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (L2).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Objectives:

To learn:

- about the ways in which rules and laws keep people safe
- to take part in making and changing rules

Learning outcomes:

The learner will be able to:

- give reasons and practical examples for why different rules are needed in different situations
 - give reasons for why rules and laws are made and why they are important
 - identify what might happen if rules and laws are broken
- work with others to develop and agree rules

Key questions:

- Why do we have rules (in school / at home / at the swimming pool)?
- Why are there laws?
- What could happen if people don't follow the rules / laws?
- What rules are important for us in different places (e.g. in class / on the football pitch / on the roads)?

Additional Guidance: This session could be taught during transition times, or used as an opportunity to review a class charter/agreement. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom/school/community ethos. Pupils could be involved in making rules for different aspects of school life.

Aim of these sessions: *To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- that everyone has human rights (and that children have their own set of human rights)
- about the UN declaration on the Rights of the Child

Learning outcomes:

The learner will be able to:

- explain that human rights are there to protect everyone and this is why they exist
- identify some of the rights of the child (UN Declarations of the Rights of the Child)
- describe how some of the Rights of the Child relate to their daily lives
- explain why they think the Rights of the Child are important
- recognise the importance of people speaking out about human rights

Key questions:

- What is a basic human right?
- Why are human rights important?
- Why do children have special human rights?

Additional Guidance: The teacher should choose the context for this, such as right to education or health care etc. A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf. Teachers should be aware of individual pupil's circumstances, for example refugee or looked after children.

Aim of these sessions: *To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- what anti-social behaviour is and how it can affect people
- how to get help or support

Learning outcomes:

The learner will be able to:

- give examples of what might be termed anti-social behaviour (see Additional Guidance¹)
- identify how it might affect people
- explain what people should do if they experience or witness anti-social behaviours

Key questions:

- What behaviours could be called anti-social?
- What could someone do if they think this type of behaviour is happening?

Additional Guidance: Anti-social behaviours may include bullying behaviours: teasing, name calling, being spiteful unkind, 'leaving people out'; aggressive behaviour, intimidating people or causing personal or environmental damage. The teacher will need to set the context for the lesson. Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required. Should a pupil disclose serious anti-social behaviour or threats in relation to issues such as domestic violence, gangs, for example, this should be reported to the school safeguarding lead in line with school policy. See also Core Theme: Relationships – Learning opportunities R14) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help and R18) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Aim of these sessions: *To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation (including time management)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about their responsibilities, rights and duties (home, school and the environment)

Learning outcomes:

The learner will be able to:

- identify who is responsible for things at school, at home and in the environment
- identify rights and responsibilities they have in the context of school, home and the environment
- recognise the skills required to carry out their responsibilities
- describe how to feel to be responsible
- give suggestions of how they can make a difference to local and world-wide environment issues

Key questions:

- How, at home or school, are we increasingly responsible for ourselves?
- How do we feel about our responsibilities?
- How should people behave about their rights and responsibilities?

Additional Guidance: School staff could be invited to talk to the pupils about their rights/responsibilities/duties in the context of the school.

Aim of these sessions: *To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

Learning objectives:

To learn:

- about resolving differences – agreeing and disagreeing

Learning outcomes:

The learner will be able to:

- identify situations where people might think or feel differently from their friends
- explain that disagreeing with your friends doesn't mean you don't like them or care for them
- explain the importance of seeing and respecting others' points of view and how we show we are doing this
- recognise that sometimes you may not be able to reach an agreement – it is ok to disagree
- describe skills they could-use to resolve a difference

Key questions:

- Do people always think the same as each other?
- Do good friends always think the same about things?
- How does it feel when someone disagrees with us?
- How can people show they are still friends even though they have different views on something?
- If we disagree with someone, does it mean that we don't like them?

Additional Guidance: The teacher will need to set the context of the lesson. At year 3 or 4 this could include things like a football match and two friends disagreeing about whether a player is offside, for example.

Aim of these sessions: *To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10)*

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about being part of a community
- about who works with the local community

Learning outcomes:

The learner will be able to:

- give a definition what 'community' means
- give examples of different communities they belong to
- identify people in the community who help (parent/friends of the school committees, voluntary helpers)
- identify why people may volunteer to do things for their community
- identify how their help makes a difference to other members of the community

Key questions:

- Who is part of our school / local / other / wider communities?
- Who are the people in our school/community who help make it a good place for everyone?
- What do they do?
- What difference does this make?

Additional Guidance: The teacher should set the context for the lesson, such as within the school setting, or local community. This is an opportunity to recognise and celebrate the help that members of the community offer the setting and local community and to invite outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom.

Aim of these sessions: *To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- To appreciate difference and diversity (people living in the UK)

Learning outcomes:

The learner will be able to:

- identify that people living in the UK come from different origins
- recognise that people have moved to the UK from all around the world at different times and for different reasons
- recognise that people also move from the UK to other places in the world
- identify some of the different religious and ethnic identities of people living in the UK
- participate in celebrating the range of different identities and cultures in the UK

Key questions:

- How can we tell that there are many kinds of people in our community?
- How can we celebrate the rich diversity of the UK?

Additional Guidance: Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs. Could link to celebrations such as Refugee Week. It is important to be very aware of stereotyping regarding resources relating to different cultures and customs. Work on valuing difference and diversity needs to take place across the school and not just in specific lessons, for it to be effective.

Aim of these sessions: *To consider the lives of people living in other places, and people with different values and customs (L12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Respect for others' right to their own beliefs, values and opinions

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the values and customs of people around the world

Learning outcomes:

The learner will be able to:

- give an examples of their own family/community customs or traditions
- explain why these are important or special
- identify different traditions that relate to birth, growing up and food
- compare their own traditions to those of people in other places and say how they are similar or different
- identify how we show respect for the views and beliefs of others

Key questions:

- What traditions are special to people?
- Do different people share the same or similar traditions?
- How can we show respect for other's customs and traditions?

Additional Guidance: Pupils can bring in evidence of their own family customs and traditions. Stories from other cultures which evidence customs and traditions can be used as a starting point, such as, *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* by Selby Beeler. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Be very aware of stereotyping when looking at different cultures and traditions.

Aim of these sessions: *For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation (including time management)

Making decisions

Learning objectives:

To learn:

- about the role of money
- ways of managing money (budgeting and saving)

Learning outcomes:

The learner will be able to:

- explain why we need money
- explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically, online)
- identify how people can keep track money such as by keeping financial records (to know how much they have saved or spent) and how this can help them budget (know how much they have left to save or spend)
- identify that people can choose what to buy / where and how to save money
- identify what helps people think or know they are getting the best deal

Key questions:

- Why might individuals or families need or choose to spend their money in different ways?
- How do people keep track of their money?
- What is the best deal?

Additional Guidance: At year 3 and 4, pupils are beginning to understanding being a critical consumer – activities such as comparing the cost of similar products might be useful to help them articulate what they see as a 'good deal'. See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Aim of these sessions: *To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about what is meant by 'interest' and 'loan'

Learning outcomes:

The learner will be able to:

- give reasons for why it may not be possible for people to have everything they want straight away, if at all
- identify that if money is saved in a bank/building society it can earn 'interest'
- recognise that money can be borrowed if someone doesn't have enough money or to help purchase big items (car, house) and that borrowed money is called a 'loan'
- recognise that borrowed money is usually charged regular 'interest' (payment for borrowing) which means we have to pay back more than we borrow
- identify some of the feelings a person might have when saving or borrowing money

Key questions:

- Other than earning, how can people get money?
- Why might someone want to save money?
- Why might someone want to borrow money?
- What should someone think about before they borrow money?

Additional Guidance: See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Key Stage 2 Core Theme 3: Living in the Wider World Year Three: L15 Topic: Taking Care of the Environment

Aim of these sessions: *To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the sustainability of the environment across the world

Learning outcomes:

The learner will be able to:

- identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.)
- identify that there is a limited supply of the earth's resources
- recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment
- describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)

Key questions:

- What do we mean by the earth's resources?
- How might lack of care for the environment affect people – now and in the future?
- What choices can people make that positively affect the sustainability of the environment?

Additional Guidance: Stories and documentary clips where lack of care for the environment has negative effects could be used as a starting point. This learning outcome also links to whole school focus for care of the school environment and the resources that the school uses. This also links to work on FairTrade.

Aim of these sessions: *To learn what is meant by enterprise and begin to develop enterprise skills (L16).*

Suggested number of sessions: 1 (as required for enterprise projects)

Essential skills and attributes developed:

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- What it means to be 'enterprising'

Learning outcomes:

The learner will be able to:

- recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so
- give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)
- describe or demonstrate some of the skills that are needed to help to raise / make money at these events

Key questions:

- What skills do people have that help them make money or help others?

Additional Guidance: See Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Stories about young entrepreneurs who have started with a small loan are a good way to learn about enterprise, such as *One Hen* by Katie Smith Milway. This learning opportunity links to holding a whole school enterprise sale or challenge where the pupils to raise money for the school or the local community.

Aim of these sessions: *To explore and critique how the media present information (L17) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Recognising, evaluating and utilising strategies for managing influence

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Learning objectives:

To learn:

- that information presented in the media can be misleading

Learning outcomes:

The learner will be able to:

- identify how people find out information and news, about people, places and events
- recognise that not everything they see/read is true
- give examples of when things might seem like they must be true may not be (e.g. internet scams, 'really good deals', advertising, gossip, stories)
- explain why we need to be cautious about things we read or hear in the media

Key questions:

- How do we find out information?
- Is it always 'true', 'correct', 'accurate'?

Additional Guidance: Use advertisements from television and in print, compare with other sources of information.

Overview of planning grids

YEAR 4

This table provides an ‘at a glance’ overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage two. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1 / H2	Healthy Lifestyles	balanced lifestyles, choices, health, wellbeing	138
H3	Healthy Lifestyles	balanced diet, choices, food, influences	139
H4	Healthy lifestyles	media, images, reality/fantasy, true/false	140
H5	Growing and Changing	achievements, aspirations, goals, strengths target-setting	141
H6 / H7	Growing and Changing	conflicting emotions, feelings, managing feelings	142
H8	Growing and Changing	change, transitions, loss, separation, divorce, bereavement	143
H9 / H10 / H11	Keeping Safe	risk, danger, hazard, responsibility, safety	144
H12	Healthy Lifestyles	bacteria, viruses, hygiene routines	145
H13 / H14	Keeping Safe	pressure, managing pressure, influences, media, peer	146
H15	Keeping Safe	emergency aid, help, safety, rules	147
H16	Healthy Lifestyles	habits	148
H17	Healthy Lifestyles	drugs, alcohol, tobacco, medicines, caffeine	150
H18	Growing and Changing	puberty, physical and emotional changes	151
H21	Keeping Safe	safety, roads, cycle, rail, water, fire	152
H22 / H25	Keeping Safe	safety, online, personal information, passwords, images	153
H23	Keeping Safe	advice, support, asking for help	154

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
R1	Feelings and Emotions	feelings, empathy, recognising others' feelings	156
R2 / R4	Healthy Relationships	friendships, families, couples, positive relationships	157
R7	Healthy Relationships	actions, behaviour, consequences	158
R8	Healthy Relationships	physical contact, touch, acceptable, unacceptable	159

R9	Feelings and Emotions	confidentiality, secrets, surprises, personal safety	160
R10	Valuing Difference	listening, viewpoints, opinions, respect	161
R11	Healthy Relationships	collaborative working, shared goals	162
R12	Healthy Relationships	disputes, conflict, feedback, support, negotiation, compromise	163
R13	Valuing Difference	people, identity, similarities, differences, equality	164
R14 / R18	Valuing Difference	bullying, discrimination, aggressive behaviour	165
R15	Feelings and Emotions	dares, challenges	166
R16	Valuing Difference	stereotypes	167
R21	Healthy Relationships	privacy, sharing, personal boundaries	168

Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1	Rights and Responsibilities	discussion, debate, topical issues, problems, events	170
L2	Rights and Responsibilities	rules, laws, making and changing rules	171
L3 / L4	Rights and Responsibilities	human rights, children's rights,	172
L6	Rights and Responsibilities	anti-social behaviour, aggression, bullying, discrimination	173
L7	Rights and Responsibilities / Taking Care of the Environment	rights, duties, home, school, environment	174
L8	Rights and Responsibilities	resolving difference, points of view, decisions, choices,	175
L9 / L10	Rights and Responsibilities	communities, volunteers, pressure groups, health, wellbeing	176
L11	Rights and Responsibilities	people, difference, diversity, identity, UK	177
L12	Rights and Responsibilities	people, places, values, customs	178
L13	Money	money, spending, saving, budgeting	179
L14	Money	money, interest, loan, tax, debt	180
L15	Money / Taking Care of the Environment	resources, sustainability, economics, choices, environment	181
L16	Money	enterprise, enterprise skills, entrepreneurs	182
L17 / L18	Rights and Responsibilities	media, social media, information, forwarding	183

Medium term planning grids

CORE THEME 1: HEALTH AND WELLBEING

(Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe)

Year Four

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).*

Suggested number of sessions: 2-3

Essential skills and attributes:

Resilience (including self-motivation, perseverance and adaptability)

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about what makes a 'balanced lifestyle'
- about making choices in relation to health

Learning outcomes:

The learner will be able to:

- explain what is meant by a 'balanced lifestyle'
- describe the potential short and long term consequences that people's choices can have on maintaining good health
- identify what can influence people's choices about their health
- identify steps that help make an informed choice

Key questions:

- How do we feel when we've had too much (eg: sweets) or too little of something (eg: physical activity, water)?
- What does it mean to live a 'balanced' lifestyle?
- What/who helps people make healthy choices? What doesn't help so much?
- Do we always have to believe/trust what people tell us about health choices?
- How do we decide what is best for us?

Additional Guidance: An *informed choice* means using what the pupil already knows to inform their choice or decision. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. Be sensitive to the possibility that some pupils may have family members who have physical/mental health problems.

Aim of these sessions: *To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Making decisions

Learning objectives:

To learn:

- about what makes up a balanced diet
- about opportunities they have to make their own choices about food
- about what influences their choices about food

Learning outcomes:

The learner will be able to:

- explain what is meant by a balanced diet for health and wellbeing
- describe who or what influences their choices about food
- explain what people might consider when making decisions about what to eat and drink
- identify when they have opportunities to make choices about food and drink

Key questions:

- How can we eat for health?
- What do we need to know about the food that we choose?
- What can people do to help them make a healthy choice in different situations?

Additional Guidance: Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as ‘unhealthy’, ‘fattening’, ‘good’ or ‘bad’ foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices. It is important that pupils are made aware of what influences their choices about food.

Aim of these sessions: *To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- that images in the media do not necessarily reflect reality

Learning outcomes:

The learner will be able to:

- explain that images in the media can be changed, altered or adapted and this means therefore they may not represent the 'true' image
- identify why an image might be changed, such as to sell something, including an idea to others
- describe the different thoughts an image of a place or product can make someone think about
- identify how this might influence their viewpoint or actions

Key questions:

- Are the images we see in the media always 'real'?
- Why might people change an image or photograph?
- Does it matter?
- What do different images makes people think or feel?

Additional Guidance: See also Core Theme: Living in the Wider World – Learning opportunity L17) To explore and critique how the media present information and L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. At year 3 and 4 the context might be focused more on images seen in adverts, recipe books, holiday brochures etc. If choosing to use images of people, teachers should carefully read the following guidance before teaching this lesson: [*PSHE Association guidance on teaching about body image*](#)

Aim of these sessions: *For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- to recognise their achievements and set personal targets for the future

Learning outcomes:

The learner will be able to:

- recognise their worth by identifying positive things about themselves and what they are proud of
- identify aspirations for the end of term/school year
- identify personal strengths that will help them achieve their goals
- identify what personal actions they can take to improve
- describe how learning from mistake and working with others can help them to achieve their goals

Key objectives:

- What makes us feel good about ourselves?
- How do others make us feel good about ourselves?
- What are our strengths?
- How does it feel to overcome a problem or achieve something?
- What would we like to achieve by the end of year 4?

Additional Guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. Use stories where characters achieve a goal; have their own special strength or attributes or achieve something such as *Michael* by Tony Bradman, *Little by Little* by Amber Steward; stories where characters show confidence or self-esteem.

Aim of these sessions: *For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about a wider range of feelings, both good and not so good
- that people can experience conflicting feelings at the same time
- about describing their feelings to others

Learning outcomes:

The learner will be able to:

- describe a range of different feelings (good and not so good)
- describe feelings according to their intensity
- identify when feelings (good or not so good) might be overwhelming and describe how this can feel
- explain that people can also feel lots of different emotions all at once (such as at times of change)
- explain the importance of noticing different feelings
- describe some positive ways of sharing feelings, recognising that this can help manage them

Key questions:

- How can we describe different feelings?
- How does it feel when someone is overwhelmed with feelings?
- What can make people feel like that?
- What are good ways of coping with these feelings?
- What can we do to help ourselves when we experience strong emotions?

Additional Guidance: 'Feelings bottle', emotions barometer, emotions continuums are all practical ways of talking about strong feelings. Use of dilemma scenarios provides an interactive way for pupils to use distancing techniques to talk about strong emotions. See also Core Theme: Relationships - Learning opportunity R1) to communicate their feelings to others, to recognise how others show feelings and how to respond. *PSHE Association guidance and lesson plans on teaching about mental health and emotional wellbeing*

Aim of these sessions: *To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about the kinds of change that happen in life and the feelings associated with this

Learning outcomes:

The learner will be able to:

- describe changes that happen at school, and in life
- recognising that change is a natural part of life
- describe the feelings that might be associated with change and loss
- describe some ways people express feelings when there is change, and of sadness and loss
- explain what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better
- demonstrate empathy towards others and their feelings

Key questions:

- When might people experience change or loss?
- How does it feel to break up with friends?
- How does it feel to be separated from people we love because they may go away or die?
- What can people do to feel better?
- Why is it important to take notice of and express our feelings about loss and change?
- What can we do to help others feel better?

Additional Guidance: Stories about change, loss and death need to be chosen with great care and should be chosen as a piece of children's literature rather than be a story specifically written for the issue. Some examples are *I'll Always Love You* by Hans Wilhelm, *Badger's Parting Gifts* by Susan Varly or *Seal Surfer* by Michael Foreman. The class teacher will need to carefully choose the context of the lessons e.g. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or they may be content to listen to the thoughts and opinions of their peers.

Aim of these sessions: *To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9) To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10) To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about managing risk in familiar situations and keeping safe

Learning outcomes:

The learner will be able to:

- explain what is meant by risk, danger and hazard
- identify risk in a range of situations
- describe steps that can be taken to reduce the risk or avoid danger
- assess whether they are able to manage the risk themselves and if not, who is responsible
- identify if, when and how to report potential risks, dangers and hazards to others

Key questions:

- What do we mean when we say something is a danger or a hazard?
- What is the worst / best thing that can happen?
- How can we change our behaviour to reduce risk and help prevent accidents? At home? At school? Outdoors?
- Whose responsibility is it to keep us safe?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pupils should develop a vocabulary for different levels of risk, for example: something dangerous will hurt you (such as a fire), while something hazardous *could* hurt you (like bleach or scissors) - it depends what you do with it. Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things *will* hurt. Preventable accidents: if you run, someone may fall over and get hurt – if we walk we will prevent an accident. Some accidents can be prevented by how the pupils behave; some can be prevented by other people. These sessions could include visits from individuals or organisations in the locality who are concerned with people's safety.

Aim of these sessions: *To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- that simple hygiene routines can prevent the spread of bacteria and viruses

Learning outcomes:

The learner will be able to:

- explain what bacteria and viruses are, how they can affect health and how they are spread
- explain how people can help prevent the spread of bacteria and viruses
- describe a range of simple, everyday hygiene routines
- recognise the shared responsibility for maintaining a clean environment

Key questions:

- What are germs, bacteria and viruses?
- How do they affect health?
- What daily / weekly routines help prevent infection?
- When is it especially important to keep good hygiene standards?

Additional Guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.

Stories such as *Germs* by Ross Collins or *Don't You Feel Well, Sam?* by Amy Hest can be good starting points.

Aim of these sessions: How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about feeling negative pressure and how to manage this

Learning outcomes:

The learner will be able to:

- recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous
- recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others
- describe some different ways to manage or resist pressure
- identify who they can talk to if feeling under pressure

Key questions:

- When do we need to listen to our feelings and do what they tell us?
- How can we recognise a threat?
- What should someone do if they feel threatened?
- Who can we ask for help, opinions or advice?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pressure can come from themselves and/or the need for approval: an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'. They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you'. See also Core Theme: Relationships R15) To learn to recognise and manage 'dares'.

Aim of these sessions: *To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about the importance of school rules for health and safety
- about how to get help in an emergency

Learning outcomes:

The learner will be able to:

- identify school rules about health and safety
- explain why we need to have different health and safety rules in different places
- give examples of emergencies (and non-emergencies)
- explain what is helpful and unhelpful in emergency situations
- identify sources of help in emergencies and how to alert them

Key questions:

- What are the rules and risks different in different situations?
- What is an emergency? When is something not an emergency?
- What can someone do in a dangerous or emergency situation?
- How do we alert the emergency services?

Additional Guidance: Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H21) To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).

Aim of these sessions: *To learn what is meant by the term 'habit' and why habits can be hard to change (H16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what is meant by a habit
- how habits can be hard to change

Learning outcomes:

The learner will be able to:

- explain what a habit is
- identify habits that help us and habits that do not
- identify strategies for developing helpful habits
- recognise that although it can be difficult, unhelpful habits can be changed or stopped
- suggest ways that less helpful habits can be changed or stopped

Key questions:

- How are habits good or not so good for us?
- How can habits make us feel?
- How can people develop good habits?
- How do we recognise not so good habits?
- What helps people to 'break' a habit?

Additional Guidance: Ensure ground rules are clearly in place before teaching. This session could be taught as part of a focus on drug and alcohol education or in a wider context.

Aim of these sessions: *To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Making decisions

Learning objectives

To learn:

- about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)

Learning outcomes

The learner will be able to:

- explain what a drug is (give a definition of 'drug')
- describe how drugs change the way people feel (for example, more relaxed or more energised)
- identify some of the risks associated with drugs common in everyday life
- identify some of the laws relating to drugs seen in everyday life
- explain someone might choose or not choose to use a drug
- identify alternatives to using drugs
- identify different behaviours around drug use and when a drug can become harmful
- identify where people can get help and support (e.g. smoking cessation services)

Key questions:

- How does a drug change how someone feels?
- What are some drugs we see in everyday life?
- How do people use drugs?
- Why do people use drugs?

Additional Guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. See PSHE Association Quality Assured resources for further guidance for teaching. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH. Drugs common to everyday life could include coffee, energy drinks, tobacco, e-cigarettes/e-shisha and alcohol.

Aim of these sessions: *For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – See Additional Guidance.*

Suggested number of sessions: 3-4

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for years 4 and/or 5) - see Additional Guidance

The learner will be able to:

- identify changes in the human life cycle
- identify puberty as a time in everyone's life when their bodies grow and change from children to young adults
- identify that the changes are ongoing and usually happen between the ages of 8-17 years
- recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults
- use the correct names of female and male reproductive organs
- describe the effects of puberty on male and female bodies – how bodies grow and change
- explain what happens during periods (menstruation) and ejaculation and how to manage both
- explain why it is important and how to keep themselves clean during puberty
- explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
- describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them
- identify where to get help and support about the changes that happen at puberty

Key questions:

- What happens to people's bodies when they grow up?
 - Do these changes happen to everyone at the same time?
 - What do we need to know about the changes?
 - How can people feel about growing up?
- Who can we talk to about the changes we might experience?

Additional Guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be

familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about keeping safe in the local environment

Learning outcomes:

The learner will be able to:

- explain why there rules about safety in different places
- recognise potential consequences of safety rules not being followed
- give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations
- describe and demonstrate how to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks)
- identify when, how and who to alert if there is danger

Key questions:

- What ways do we keep safe in different places?
- Why are safety rules important to follow?
- What could go wrong if safety rules are not followed?
- When is it more challenging to remember to follow safety rules?
- When should we listen to our feelings about safety?
- What should we do if we feel unsafe?

Additional Guidance: This is a good opportunity to invite visitors such as transport, safety and rescue teams to the classroom. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H15) To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.

Aim of these sessions: To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about keeping safe online

Learning outcomes:

The learner will be able to

- explain that there are rules to help keep people safe online and the importance of following these
- recognise potential consequences of online safety rules not being followed
- explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others)
- identify the sorts of images that are ok to photograph to share with others and what might not be appropriate
- recognise that an image (or text) might be shared to many people, even though it was only sent to one person
- explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust

Key questions:

- Why are online safety rules important to follow?
- What could go wrong if safety rules are not followed?
- What should we do if something does not feel ok?

Additional Guidance: Online safety school guidelines should be regularly reinforced with pupils. Ensure pupils know how to report incidents online as well in person. Adults and children can report incidents to CEOP or ChildLine. Age appropriate teaching resources include NSPCC Share Aware <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware>

Aim of these sessions: *To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about people who help them stay healthy and safe

Learning outcomes:

The learner will be able to:

- explain the different roles that people in school and the wider community have to help them stay healthy and safe
- describe the different ways they receive help to stay healthy and safe
- identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe
- recognise their responsibility to report things that mean they or others may not be safe
- give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust

Key questions:

- Whose job is it to keep us safe when we are out and about?
- What can we do to make their job easier?
- What does being responsible mean for me?
- Who can we trust? Who can't we trust? Why would we trust them?

Additional Guidance: Although this may be taught as an individual lesson, these concepts should also be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school. This is a good opportunity to invite visitors to the classroom to discuss their roles, including health professionals, council workers, school staff or fire and rescue teams.

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year Four

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To be able to recognise and respond appropriately to a wider range of feelings in others (R1).*

Suggested number of sessions: 1

Essential skills and attributes developed:
Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- to recognise a wider range of feelings in others
- about responding to how others are feeling

Learning outcomes:

The learner will be able to:

- describe a wide range of different feelings
- give examples of how to recognise feelings in others
- describe how feelings can affect thoughts and behaviour
- explain what makes feelings better or worse/what helps/doesn't help
- discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)

Key questions

- How can we tell how other people are feeling?
- What signs do people give that suggest how they are feeling?
- What can we do about other people's feelings?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Use film clips and stories to 'distance' the learning. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H6) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of feelings to others. *PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth*

Aim of these sessions: *To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Build and maintain healthy relationships of all kinds

Learning objectives:

To learn:

- about what makes a positive, healthy relationship, including friendships
- how to maintain good friendships

Learning outcomes:

The learner will be able to:

- identify different types of relationships they have and know about
- explain what makes friends and other people they care about (family or 'special people') important to them
- describe the qualities of a good friendship
- describe how problems that might arise in friendships can be approached in a positive way
- identify the responsibilities we share in maintaining positive friendships
- identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day)

Key questions:

- How do we choose our friends?
- How are relationships celebrated?
- How do people show they care for and value each other?
- How can we approach it when difficulties in friendships arise?

Additional Guidance: Use stories about characters who show love and care for others; have strong friendships or loving relationships or when things go wrong in friendships such as *I'm not invited?* By Dian Cain Bluthenthal to 'distance' the learning. Teachers will need to have an awareness/sensitivity of pupil's family circumstances.

Aim of these sessions: *To recognise that their actions affect themselves and others (R7).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- how actions can affect ourselves and others

Learning outcomes:

The learner will be able to:

- explain how their actions or choices can hurt others on the outside and on the inside
- explain steps that can be taken to solve problems where actions have impacted on others
- identify and demonstrate behaviours and actions that show respect for self and others
- explain why it is important to 'think before we act'

Key questions:

- Who is responsible for our behaviour?
- How might our actions and choices affect other people on the outside? On the inside?
- How can we show that we respect ourselves and other people?
- What steps can we take to solve problems that our actions may have caused?

Additional Guidance: It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. Whilst this learning opportunity can be taught as a discrete lesson links with many of the other learning opportunities across the programme of study and should therefore be referred to in a variety of PSHE lessons.

Aim of these sessions: *To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Build and maintain healthy relationships of all kinds

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the difference between acceptable and unacceptable physical contact
- how to respond to unacceptable physical contact

Learning outcomes:

The learner will be able to:

- recognise that physical contact that is aggressive or hurtful is not acceptable
- explain that everyone has a right to have their 'body space' respected and that they should respect others body space
- explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like
- explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused

Key questions:

- How do we feel when someone is in our body space?
- Does it depend on *who* is in our body space?
- How does our body/mind warn us when someone gets too close?
- How can we tell when others are feeling comfortable or uncomfortable about their body space?
What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. It is important for pupils to practice and rehearse saying 'no' along with alternatives to 'no' such as, 'I'll tell'. See NSPCC – The Underwear Rule for lesson plans and resources.

Aim of these sessions: *To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret

Learning outcomes:

The learner will be able to:

- explain what it means to keep something confidential or secret
- give reasons for when we should/should not agree to keeping something confidential/secret
- describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about
- explain why no one should ask us to keep a secret we feel uncomfortable about keeping
- identify strategies for speaking up if a secret should not be kept
- give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence

Key questions:

- Do we have to keep other people's secrets?
- How might someone feel to be asked to keep a secret that worries them, they are unsure or feel uncomfortable about?
- Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Pupils should have opportunities for practising saying 'no' assertively in various ways. The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mum we've bought her some perfume for her birthday' but it's not fine, and we *should* tell, if a grown-up says 'you must keep this secret and never tell anyone'. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures.

Aim of these sessions: *To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view (R10).*

Suggested number of sessions: See Additional Guidance

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objectives:

To learn:

- how to listen and respond respectfully to a wide range of people
- about sharing their points of view

Learning outcomes:

The learner will be able to:

- describe what it means to listen well to others
- explain why it is important to consider other people's point of view
- recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree
- identify ways to constructively challenge other people's points of view

Key questions:

- How do people show others that their views, ideas and feelings are valued?
- How might someone feel if they think their views, ideas and feelings have been ignored?
- What is the benefit of trying to see things from someone else's point of view?
What if we don't agree with other people's points of view?

Additional Guidance: Although this might be taught in a stand-alone lessons pupils should have the opportunities to practise these skills regularly throughout their PSHE lessons. This concept should be included when negotiating ground rules / class charter / class agreement for PSHE lessons.

Aim of these sessions: *To work collaboratively towards shared goals (R11).*

Suggested number of sessions: **1**

Essential skills and attributes developed:

Skills for employability, including:

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- about working collaboratively toward shared goals

Learning outcomes:

The learner will be able to:

- explain what a 'goal' is and why having a clear goal can be helpful
- demonstrate negotiating a shared goal or working collaboratively
- explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading)
- explain practical steps that can be taken to include others in our groups/work co-operatively
- identify ways of managing conflict or disagreements that might arise

Key questions:

- What makes a good goal?
- How can everyone come to a shared decision?
- How will it look / be if people are all working well together?
- How can people manage or overcome disagreements that might arise in a team?

Additional Guidance: This session could be taught at the beginning of Autumn term. This learning opportunity may be taught as a discrete lesson but could also be taught with sessions on creating a classroom charter, playground rules, behaviour and conduct. Stories where characters work together, in partnerships or groups, to achieve a goal can be a useful starting point. This learning opportunity could include the use of team building games. These are skills that the pupils will need to practise regularly.

Aim of these sessions: *To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).*

Suggested number of sessions: 1-2 (and see Additional Guidance)

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Learning objective:

To learn:

- about solving disputes and conflict amongst themselves and their peers

Learning outcomes:

The learner will be able to:

- explain what means to negotiate
- give examples of compromise that occur in school and home
- demonstrate negotiating a 'win-win' outcome
- give examples of where strategies have worked well/not worked in class/the playground
- describe or demonstrate how to give someone feedback and support

Key questions:

- How can people negotiate and compromise?
- Are there times when someone shouldn't compromise?
- What can someone do to calm down when they feel angry, sad or frustrated?
- How can we help others?

Additional Guidance: Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute. In addition to PSHE lessons about these concepts, pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation.

Aim of these sessions: *To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Valuing and respecting diversity

Learning objective:

To learn:

- about differences and similarities between people, but understand everyone is equal

Learning outcomes:

The learner will be able to:

- explain what contributes to someone's identity
- describe some of the ways in which people are similar
- describe some of the ways in which people are different
- explain that we may have things in common with others that we did not immediately realise and that this can help build friendships
- describe ways in which we are all similar / part of a human family

Key questions:

- What makes up our identity?
- What things look or seem the same / different to others?
- Do we have things in common with those we think are different to us?
- In what ways are we all the same?

Additional Guidance: Work on valuing difference needs to take place across the school and not just in specific lessons, for it to be effective. See also Core Theme: Relationships – Learning opportunity R16) To recognise and challenge stereotypes and Core Theme: Living in the Wider World – Learning opportunity L11) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Aim of these sessions: *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- to recognise bullying
- how to respond and ask for help

Learning outcomes:

The learner will be able to:

- differentiate between playful teasing, hurtful behaviour and bullying
- recognise that bullying and aggressive can be online as well as occurring in physical life
- recognise what is meant by discrimination and some types of discrimination that exist
- identify how this can negatively affect people (e.g. their feelings and aspirations)
- explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied
- explain where people can get advice and help

Key questions:

- How might the words/names that people use make someone feel bullied?
- What can we do if we witness bullying online or in person?
- Why might it sometimes be difficult to tell someone if we are being bullied or if someone else is being bullied?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling. See also Core Theme 3: Living in the Wider World – Learning opportunity L6) To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

Aim of these sessions: *To recognise and manage 'dares' (R15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Learning objective:

To learn:

- to recognise and manage dares

Learning outcomes:

The learner will be able to:

- explain how to recognise a 'dare'
- give reasons why people might dare others to do things
- explain whether dares always put someone under pressure
- explain why no one should ever feel the need to agree to do a dare
- explain what they can do if they have witnessed someone else being given a dare
- identify people they can talk to/go to if they are worried

Key questions:

- How does it feel to be dared by another person or a group of people?
- Is it ever ok to give someone a dare?
- Is it fair to give someone a dare?
- How can people handle being given a dare?

Additional Guidance: See also Core Theme: Health and Wellbeing H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media and H14) To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

Aim of these sessions: *To recognise and challenge stereotypes (R16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Learning objective:

To learn:

- about what is meant by 'stereotypes'

Learning outcomes:

The learner will be able to:

- explain what is meant by stereotyping
- give some examples of stereotypes (such as gender stereotyping)
- identify when stereotypes are challenged and explain how this helps to break down the stereotype
- explain why it is important for stereotypes to be challenged

Key questions:

- What (gender) stereotypes are there?
- Why is it important to recognise stereotypes?
- What tells us that the 'stereotype' is not true?
- How are stereotypes challenged?

Additional Guidance: Stories that challenge traditional stereotypes such as *The Story of Ferdinand* by Munro Leaf, *The Paper Bag Princess* by Robert Munsch or *Prince Cinders* by Babette Cole can be useful. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

Aim of these sessions: *To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).*

Suggested number of sessions: 1

Essential skills and attributes developed :

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the importance of keeping personal boundaries and the right to privacy

Learning outcomes:

The learner will be able to:

- give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)
- identify things / times when people might want or need to keep privacy
- explain why it is important to respect privacy
- describe ways people can keep personal boundaries / privacy in different contexts (including online)
- recognise what happens when a privacy may need to be broken and when this would be important

Key questions:

- What sorts of things do people like sharing together – with whom?
- Is this the same for everyone?
- When is it more (or less or never) important for privacy to be kept?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe.

Medium term planning grids

CORE THEME 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money)

Year Four

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 3 and 4. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1).*

Suggested number of sessions: 1 (plus see Additional Guidance)

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Skills for employability, including:

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- to discuss and debate issues concerning health and wellbeing

Learning outcomes:

The learner will be able to:

- identify issues for others (including people their age) concerning health and wellbeing (e.g. healthy eating, sleep, being active, etc.)
- share their views and opinions on issues concerning health and wellbeing
- suggest what would help the issues discussed
- give advice to others on taking care of health and wellbeing

Key questions:

- What is in the news currently regarding health and wellbeing? (eg: Stop smoking day / Change4Life campaign)
- What do we think about it?
- What decisions about our health and wellbeing are people able to make?
- What advice would we give someone about looking after their health and wellbeing?
- What can /should other people (adults / school / councils / governments) do about...?

Additional Guidance: Opportunities to cover this aim should be provided to pupils throughout the PSHE education programme and on a variety of topics.

For a specific lesson use local or national current affairs on health and wellbeing issues as a context or liaise with local council / Health Improvement Team about key issues in the local area. This learning opportunity could also be covered as part of a 'Healthy Living' whole school focus week and include working with parents/carers.

Aim of these sessions: *For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (L2).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Skills for employability, including team working / negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

Learning objectives:

To learn:

- about the ways in which rules and laws keep people safe
- to take part in making and changing rules

Learning outcomes:

The learner will be able to:

- give reasons why there are rules and laws
- identify some consequences of these being broken
- identify issues that concern them in school and what they can do about them, including making or changing rules
- identify the steps they can take to help to change rules
- liaise with others to amend or develop a set of rules
- give examples of ways in which everyone has a say in making rules / laws

Key questions:

- What things happen in school that having rules might help?
- How can we ensure that we are all involved in making and changing school rules?
- What is similar /different between a rule/law?

Additional Guidance: This session could be taught during transition times, or used as an opportunity to review a class charter/agreement. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom/school/community ethos. Pupils could be involved in making or changing rules for different aspects of school life.

Aim of these sessions: *To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- that everyone has human rights (and that children have their own set of human rights)
- about the UN declaration on the Rights of the Child

Learning outcomes:

The learner will be able to:

- recognise what is meant by a 'basic human right'
- explain why rules and laws are made specifically to protect children
- identify what is meant by the UN declaration on the Rights of the Child
- identify some human rights that relate to their lives¹ and are important to them
- identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)
- explain why it is very important that people speak out about human rights

Key questions:

- Why do children need their own human rights?
- Whose responsibility is it to meet a child's human rights?
- How important are human rights?

Additional Guidance: The teacher should choose the context for this, such as right to education or health care etc.¹ A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf Teachers should be aware of individual pupil's circumstances, for example refugee or looked after children.

Aim of these sessions: *To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- what anti-social behaviour is and how it can affect people
- how to get help or support

Learning outcomes:

The learner will be able to:

- identify what is meant by anti-social behaviour (see Additional Guidance¹)
- identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people)
- identify the potential consequences of anti-social and aggressive behaviour for the people involved
- give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour

Key questions:

- What are anti-social behaviours?
- How can anti-social behaviours negatively impact people and local communities?
- Where a places people can go for help or advice (including online)?

Additional Guidance: Anti-social behaviours may include bullying behaviours: teasing, name calling, being spiteful unkind, 'leaving people out'; aggressive behaviour, intimidating people or causing personal or environmental damage. The teacher will need to set the context for the lesson. Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required. Should a pupil disclose serious anti-social behaviour or threats in relation to issues such as domestic violence, gangs, for example, this should be reported to the school safeguarding lead in line with school policy. See also Core Theme: Relationships – Learning opportunities R14) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help and R18) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Aim of these sessions: *To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Self-organisation (including time management)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about their responsibilities, rights and duties (home, school and the environment)

Learning outcomes:

The learner will be able to:

- recognise the relationship between rights and responsibilities
- describe rights and responsibilities they have at home, at school, in the community and environment
- identify steps they can take and the skills they need to help fulfil duties/responsibilities
- give examples of how they can make a difference to local and world-wide environment issues

Key questions:

- What is the difference between a right and a responsibility?
 - How are rights related to responsibilities?
 - What are we responsible for?
 - How can people be organised?
- What impact can we have on the environment?

Additional Guidance: School staff could be invited to talk to the pupils about their rights/responsibilities/duties in the context of the school.

Aim of these sessions: *To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills

Learning objectives:

To learn:

- about resolving differences – agreeing and disagreeing

Learning outcomes:

The learner will be able to:

- describe how it can feel to agree / disagree with someone
- suggest different ways to demonstrate that we value the others' points of view
- explain how sometimes resolving differences means 'agreeing to disagree'
- explain the concept of compromise and how both parties may need to 'give a little' to get a 'win-win'
- describe the skills we need to practise to resolve differences

Key questions:

- How can someone show they are listening thoughtfully to others?
- Do we have to agree with others' points of view?
- What does it mean to 'agree to disagree'?
- When might someone have to compromise?
- How can two people or a group of people do this?
- How could 'seeing things from someone else's point of view' help to resolve disputes?

Additional Guidance: The teacher will need to set the context of the lesson. At year 3 or 4 this could include things like a football match and two friends disagreeing about whether a player is offside, for example.

Aim of these sessions: *To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).*

Suggested number of sessions: 1-3

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about being part of a community
- about who works with the local community

Learning outcomes:

The learner will be able to:

- explain what is meant by 'community'
- recognise that we all belong to different communities as well as our school community
- describe the skills and attributes that help to support communities and where they see these in action (school/local community)
- identify individuals and groups that have helped their local community
- explain why people may 'volunteer' or choose to work for / with the community
- describe what difference this makes to others

Key questions:

- What does it mean to be part of a community?
- What communities are we part of?
- What is a volunteer? Why do they volunteer? How do volunteers help our community?
- Who works with the community?
- How does the volunteering / work people do impact on others?

Additional Guidance: The teacher should set the context for the lesson, such as within the school setting, or local community. This is an opportunity to recognise and celebrate the help that members of the community offer the setting and local community and to invite outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom.

Aim of these sessions: *To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11).*

Suggested number of sessions: 1 or as required

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- To appreciate difference and diversity (people living in the UK)

Learning outcomes:

The learner will be able to:

- identify that UK is made of people from different religious and ethnic identities
- recognise that this makes the UK a richly diverse community
- identify reasons why people might move from one place to another
- recognise that this has happened for many thousands years (people have always moved from one place / country to another)
- identify some of the ways people can show respect for different cultures and identities
- participate in a celebrating the range of different identities and cultures in the UK

Key questions:

- What are the benefits of belonging to a group or community?
- How do we all benefit from living in a diverse community?
- What if other people's beliefs or traditions differ to ours?

Additional Guidance: Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs. Could link to celebrations such as Refugee Week. It is important to be very aware of stereotyping regarding resources relating to different cultures and customs. Work on valuing difference and diversity needs to take place across the school and not just in specific lessons, for it to be effective.

Aim of these sessions: *To think about the lives of people living in other places, and people with different values and customs (L12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Respect for others' right to their own beliefs, values and opinions

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the values and customs of people around the world

Learning outcomes:

The learner will be able to:

- describe customs or traditions celebrated their own families / community
- identify different traditions that relate to entry into adulthood / adolescence and different celebrations
- describe different traditions from cultures other than their own
- explain how they are similar or different to their own traditions
- explain how we show respect and appreciate the traditions of other cultures

Key questions:

- What sorts of traditions do families and cultures have?
- What do we like about these different traditions?
- Why are some traditions and cultures different from our own?
- How can we celebrate everyone's special times?

Additional Guidance: Pupils can bring in evidence of their own family customs and traditions. Stories from other cultures which evidence customs and traditions can be used as a starting point, such as, *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* by Selby Beeler. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Be very aware of stereotyping when looking at different cultures and traditions.

Aim of these sessions: *To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13)*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:
Self-organisation (including time management)

Making decisions

Learning objectives:

To learn:

- about the role of money
- ways of managing money (budgeting and saving)

Learning outcomes:

The learner will be able to:

- explain the importance of money in people's lives
- identify a range of forms of payment the reasons for using these (other than coins and notes)
- explain different ways of keeping track of money and why this is important
- identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value')
- describe how shops, service, banks and manufactures try to persuade people to buy their products
- make decisions about whether something is better 'value for money' than something else

Key questions:

- How do people manage money they get?
- What do people have to think about before we decide to spend or save?

Additional Guidance: At year 3 and 4, pupils are beginning to understanding being a critical consumer – activities such as comparing the cost of similar products might be useful to help them articulate what they see as a 'good deal'. See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Aim of these sessions: *For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about what is meant by 'interest' and 'loan'

Learning outcomes:

The learner will be able to:

- identify situations where someone might want or need to 'save' or 'borrow' money
- explain what is meant by 'interest' in relation to saving and borrowing
- identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want
- describe some of the feelings someone might have about doing this

Key questions:

- What helps people decide whether to save money?
- What helps people decide whether to borrow money?
- How does it feel to save up for something you really want, opposed to having something now?

Additional Guidance: See PSHE Association Quality Assured resources and Young Enterprise / pfe (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Aim of these sessions: *To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).*

Suggested number of sessions: 1 -2

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the sustainability of the environment across the world

Learning outcomes:

The learner will be able to:

- explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.)
- recognise that there is limited supply of the earth's resources and the importance of sustainability
- identify and explain their own environmental responsibilities and the difference this can make
- recognise how resources are shared across communities and the affects this can have on the communities / the environment

Key questions:

- What impact do our actions towards sustaining our environment have on us now?
- What about future impact?

Additional Guidance: Stories and documentary clips where lack of care for the environment has negative effects could be used as a starting point. This learning outcome also links to whole school focus for care of the school environment and the resources that the school uses.

Aim of these sessions: *To learn what is meant by enterprise and begin to develop enterprise skills (L16).*

Suggested number of sessions: 1 (as required for enterprise projects)

Essential skills and attributes developed:

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- What it means to be 'enterprising'

Learning outcomes:

The learner will be able to:

- explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality
- describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)
- describe or demonstrate what personal skills or attributes might be needed to start an enterprise

Key questions:

- What evidence of 'enterprise' do we see in our school or local community?
- Who benefits from this enterprise?
- What does someone need to be enterprising?

Additional Guidance: See Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Stories about young entrepreneurs who have started with a small loan are a good way to learn about enterprise, such as *One Hen* by Katie Smith Milway. This learning opportunity links to holding a whole school enterprise sale or challenge where the pupils to raise money for the school or the local community.

Aim of these sessions: *To explore and critique how the media present information (L17). To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Recognising, evaluating and utilising strategies for managing influence

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Learning objectives:

To learn:

- that information presented in the media can be misleading

Learning outcomes:

The learner will be able to:

- describe the different ways people find out information and news, about people, places and events
- give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase)
- identify how this is done (e.g. emotive language in adverts)
- identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip)
- suggest some important questions we should ask when we see images, programmes or articles in the media

Key questions:

- Is what we see in the media really true?
- Can we ever really know?
- What should we think about when looking at adverts?

Additional Guidance: Use advertisements from television and in print, compare with other sources of information.

Overview of planning grids

YEAR 5

This table provides an ‘at a glance’ overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage two. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1 / H2	Healthy Lifestyles	balanced lifestyles, choices, health, wellbeing	187
H3	Healthy Lifestyles	balanced diet, choices, food, influences	188
H4	Healthy lifestyles	media, images, reality/fantasy, true/false	189
H5	Growing and Changing	achievements, aspirations, goals, strengths target-setting	190
H6 / H7	Growing and Changing	conflicting emotions, feelings, managing feelings	191
H8	Growing and Changing	change, transitions, loss, separation, divorce, bereavement	192
H9 / H10 / H11	Keeping Safe	risk, danger, hazard, responsibility, safety	193
H12	Healthy Lifestyles	bacteria, viruses, hygiene routines	194
H13 / H14	Keeping Safe	pressure, managing pressure, influences, media, peer	195
H15	Keeping Safe	emergency aid, help, safety, rules	196
H16	Healthy Lifestyles	habits	197
H17	Healthy Lifestyles	drugs, alcohol, tobacco, medicines, caffeine	198
H18	Growing and Changing	puberty, physical and emotional changes	199
H19	Growing and Changing	human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers	200
H20	Keeping Safe	FGM, bodies, safety, abuse	201
H21	Keeping Safe	safety, roads, cycle, rail, water, fire	202
H22 / H25	Keeping Safe	safety, online, personal information, passwords, images	203
H23	Keeping Safe	advice, support, asking for help	204
H24	Keeping Safe	mobile phones, responsibility, safe use	205

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
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R1	Feelings and Emotions	feelings, empathy, recognising others' feelings	207
R2 / R4	Heathy Relationships	friendships, families, couples, positive relationships	208
R3	Heathy Relationships	relationships, unhealthy, pressure	209
R5 / R19	Healthy Relationships	committed loving relationships, civil partnerships, marriage	210
R6 / R20	Healthy Relationships	forced marriage	212
R7	Healthy Relationships	actions, behaviour, consequences	213
R8	Healthy Relationships	physical contact, touch, acceptable, unacceptable	214
R9	Feelings and Emotions	confidentiality, secrets, surprises, personal safety	215
R10	Valuing Difference	listening, viewpoints, opinions, respect	216
R11	Healthy Relationships	collaborative working, shared goals	217
R12	Healthy Relationships	disputes, conflict, feedback, support, negotiation, compromise	218
R13 / R16 / R17	Valuing Difference	people, equality, identity, stereotypes, discrimination	219
R14 / R18	Valuing Difference	bullying, discrimination, aggressive behaviour	220
R15	Feelings and Emotions	dares, challenges	221
R21	Healthy Relationships	privacy, sharing, personal boundaries	222

Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1	Rights and Responsibilities	discussion, debate, topical issues, problems, events	224
L2	Rights and Responsibilities	rules, laws, making and changing rules	225
L3 / L4	Rights and Responsibilities	human rights, children's rights,	226
L5	Rights and Responsibilities	practices against human rights, FGM,	227
L6	Rights and Responsibilities	anti-social behaviour, aggression, bullying, discrimination	228
L7	Rights and Responsibilities / Taking Care of the Environment	rights, duties, home, school, environment	229
L8	Rights and Responsibilities	resolving difference, points of view, decisions, choices,	230
L9 / L10	Rights and Responsibilities	communities, volunteers, pressure groups, health, wellbeing	231
L11	Rights and Responsibilities	people, difference, diversity, identity, UK	232
L12	Rights and Responsibilities	people, places, values, customs	233
L13	Money	money, spending, saving, budgeting	234
L14	Money	money, interest, loan, tax, debt	235
L15	Money / Taking Care of the Environment	resources, sustainability, economics, choices, environment	236
L16	Money	enterprise, enterprise skills, entrepreneurs	237
L17 / L18	Rights and Responsibilities	media, social media, information, forwarding	238

Medium term planning grids

CORE THEME 1: HEALTH AND WELLBEING

(Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe)

Year Five

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about positively and negatively affects health and wellbeing (including mental and emotional health)
- how to make informed choices that contribute to a 'balanced lifestyle'

Learning outcomes:

The learner will be able to:

- identify what is meant by health: physical, mental and emotional health
- explain what can affect health and wellbeing
- identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing
- identify the everyday choices people can make to help take care of their body and mind
- identify the benefits of a balanced lifestyle

Key questions:

- What choices can someone make to help look after their body and mind?

Additional Guidance: An *informed choice* means using what the pupil already knows to inform their choice or decision. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. Be sensitive to the possibility that some pupils may have family members who have physical/mental health problems. *PSHE Association lesson plans on teaching about mental health and emotional wellbeing* (www.pshe-association.org.uk/mentalhealth) and *PSHE Association guidance on teaching about body image* (<http://www.pshe-association.org.uk/bodyimage>)

Aim of these sessions: *To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Assessing the validity and reliability of information

Making decisions

Learning objectives:

To learn:

- about the benefits of a balanced diet
- about different influences on food and diet
- about developing skills to help make their own choices about food

Learning outcomes:

The learner will be able to:

- explain the benefits of a balanced diet on health and wellbeing
- describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts)
- explain what people might consider when making decisions about what to eat and drink
- describe situations when making a healthy choice can be more challenging
- describe how people can make informed decisions about what to eat or drink

Key questions:

- Who/what tries to persuade or influence our choices about food?
- How do adverts try to persuade us? How do people try to persuade us?
- When can it be more difficult to make a healthy choice?
- What can people do to help them make a healthy choice in different situations?

Additional Guidance: Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices. It is important that pupils are made aware of what influences their choices about food.

Aim of these sessions: *To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- how images in the media can distort reality
- that this can affect how people feel about themselves

Learning outcomes:

The learner will be able to:

- recognise that images in the media can be digitally enhanced or manipulated
- identify how images can be altered in different ways
- identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point or to sell something, including an idea to others
- identify how this can influence someone's view about a place, a person, a group of people or themselves
- recognise how this might make someone feel about themselves or their own life

Key questions:

- How can we tell if an image is 'true'? Can we?
- Why do people like to change images before presenting them in the media?
- What messages do these picture put across?

Additional Guidance: See also Core Theme: Living in the Wider World – Learning opportunity L17) To explore and critique how the media present information and L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. This learning opportunity could link to work on relationships. If choosing to use images of people, teachers should carefully read the following guidance before teaching this lesson: *PSHE Association guidance on teaching about body image* (<http://www.pshe-association.org.uk/bodyimage>)

Aim of these sessions: *For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).*

Suggested number of sessions: 1-2 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Resilience (including self-motivation, perseverance and adaptability)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Making decisions

Learning objectives:

To learn:

- about different ways of achieving and celebrating personal goals
- how having high aspirations can support personal achievements

Learning outcomes:

The learner will be able to:

- identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated
- describe what they admire in others and their achievements
- give an example of when having high aspirations helped someone to achieve
- describe their aspirations for end of term / end of year / later in life
- explain positive steps they can take to help achieve their goals

Key questions:

- What are we most proud of – in ourselves and others?
- How do other people let us know what we are good at?
- What do we want to achieve by the end of year 5?
- What are our long-term goals?
What do we need to do to achieve them?

Additional Guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. This session would be appropriate at the beginning of year 5 or 6, or at transition to secondary school.

Aim of these sessions: *For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- how to further describe the range and intensity of their feelings to others
- how to manage complex or conflicting emotions

Learning outcomes:

The learner will be able to:

- demonstrate a rich vocabulary for expressing a range and the intensity of feelings
- recognise that feelings change over time
- recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel ‘torn’ about what to do about something)
- identify when listening to our feelings can help make decisions or to manage a challenge
- identify a range of appropriate ways that people can express conflicting feelings and why this is important
- identify where they and others can ask for help and support with their feelings

Key questions:

- How might a person’s feelings change throughout the day?
- What might influence how they feel?
- When might someone’s feelings feel ‘mixed up’ or conflicted?
- How can someone manage when they have mixed up feelings?

Additional Guidance: Explore strategies to manage emotions ‘in the moment’ as well as ‘following a challenging time or event’. *See PSHE Association guidance and lesson plans on teaching about mental health and emotional wellbeing (www.pshe-association.org.uk/mentalhealth)*

Aim of these sessions: *To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about coping with change and transition - how this relates to bereavement and the process of grieving

Learning outcomes:

The learner will be able to:

- describe times that involve change and transition
- identify a range of feelings that someone might have during these times
- recognise what grief is and how this can feel for people
- describe ways that people can explore and express feelings at times of change
- identify the importance of treasuring and sharing memories
- identify where to ask for advice or support at times of change

Key questions:

- What are some changes that happen slowly (over time)?
- What some changes that happen quickly or suddenly without warning?
- What can help people at these times?
- How can people keep and share special memories?

Additional Guidance: Stories about change, loss and death need to be chosen with great care and should be chosen as a piece of children's literature rather than be a story specifically written for the issue. Some examples are *Seal Surfer* by Michael Foreman or *The Heart and the bottle* by Oliver Jeffers. The class teacher will need to carefully choose the context of the lessons e.g. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or they may be content to listen to the thoughts and opinions of their peers. See also Core Theme: Health and Wellbeing – Learning opportunity H7) For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Aim of these sessions: *To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9). To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about independence, increased responsibility and keeping safe
- strategies for managing risk

Learning outcomes:

The learner will be able to:

- describe ways they are becoming become more independent as they are growing up
 - identify occasions where they are responsible for the safety of themselves and/or others
 - explain what makes something a risk, a danger or a hazard
 - recognise that risk is part of everyday living
 - assess the level of risk in different situations
- identify how risk can be reduced or managed in relation to keeping safe

Key questions:

- Does growing up mean taking on more responsibility?
 - When can it be difficult to be responsible?
 - What situations might include risk, danger or hazard?
 - What are the risks in this situation?
- What could reduce the risk?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pupils should develop a vocabulary for different levels of risk, for example: something dangerous will hurt you (such as a fire), while something hazardous *could* hurt you (like bleach or scissors) - it depends what you do with it. Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things *will* hurt. Preventable accidents: if you run, someone may fall over and get hurt – if we walk we will prevent an accident. Some accidents can be prevented by how the pupils behave; some can be prevented by other people. Develop pupils' understanding that risk is part of life and that there is a continuum of risk depending on the situation, where it occurs, who they are with and whether they are able to recognise the variables that may occur in order to have a strategy to deal with the risk encountered. These sessions could include visits from individuals or organisations in the locality who are concerned with people's safety.

Aim of these sessions: *To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- how the spread of infection can be prevented

Learning outcomes:

The learner will be able to:

- describe personal hygiene routines that help keep good health and wellbeing
- describe a range of household (or school) routines that keep good hygiene
- explain the importance of this in relation to preventing the spread of infection
- describe the shared responsibility for hygiene in the home/school

Key questions:

- How do we keep the school free from infection?
- How do people keep themselves clean?
- Where (body parts or environment) is it especially important to keep good hygiene standards?
- Whose responsibility is it?

Additional Guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity. The importance of food hygiene can be included.

Aim of these sessions: *To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about different influences on behaviour, including peer pressure and media influence
- how to resist unhelpful pressure and ask for help

Learning outcomes:

The learner will be able to:

- identify different influences on the behaviour of children their age
- identify how peers' behaviour and other sources can influence their own behaviour
- explain that they may feel a pressure from the 'inside' to copy their peers to gain acceptance or approval
- explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong
- identify where and how to ask for help, advice and support

Key questions:

- Who or what influences people's behaviour?
- Do we have to be like everyone else?
- What can people do when they feel under pressure to do something they feel uncertain about?
- Who can we ask for help, opinions or advice?

Additional Guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pressure can come from themselves and/or the need for approval: an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'. They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you'. See also Core Theme: Relationships R15) To learn to recognise and manage 'dares'.

Aim of these sessions: *To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Making decisions

Learning objective:

To learn:

- about the skills needed in an emergency:
 - what to do in an emergency
 - basic emergency aid

Learning outcomes:

The learner will be able to:

- explain what an emergency is (and isn't)
- recognise how people react in an emergency and the importance of following basic emergency procedures
- demonstrate some basic emergency aid procedures
- explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information

Key questions:

- How could someone help in an emergency situation?
- What are some basic first aid procedures?
- What could someone do if...?
- Why would someone call 999?

Additional Guidance: This learning opportunity provides an opportunity to invite health professionals into the classroom. See PSHE Association Quality Assured resources and further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H21) To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).

Aim of these sessions: *To learn what is meant by the term 'habit' and why habits can be hard to change (H16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about habits (*in relation to drug, alcohol and tobacco education*)

Learning outcomes:

The learner will be able to:

- identify that a habit might be something someone does occasionally, often or all the time
- explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy
- explain how a habit is sometimes the reason why people might smoke, drink coffee, drink alcohol or use other drugs
- give reasons why habits can be hard to change
- explain that whilst difficult, habits can be changed or stopped
- recognise that there is help for people who want to change or stop habits (e.g. stop smoking support)

Key questions:

- How do habits begin?
- When does something become a habit?
- How do habits make people feel?
- Are all habits good for us?
- How do we recognise not so good habits?
- What help is available for people with less healthy habits?

Additional Guidance: Ensure ground rules are clearly in place before teaching. Pupils should develop a vocabulary for describing 'habit', including words such as *hooked, addicted, dependent*. This session could be taught as part of a focus on drug and alcohol education or in a wider context. See PSHE Association Quality Assured resources.

Aim of these sessions: *To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Making decisions

Learning objectives:

To learn:

- about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)

Learning outcomes:

The learner will be able to:

- list commonly available legal substances and drugs used in everyday life
- give reasons why someone might use a drug
- recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others
- identify potential effects and risks related to different drugs, including that medicines may have side effects
- explain that there are risks related to the use of any drug
- describe how to manage risks related to drug use in different familiar situations
- identify how to ask for help or advice

Key questions:

- What drugs have we heard about?
- What are some laws and drugs?
- How can it make people feel?
- What would we do if...?

Additional Guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. See PSHE Association Quality Assured resources for further guidance for teaching. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH. Drugs could include caffeine, tobacco, e-cigarettes/e-shisha, cannabis, alcohol, medicines, cocaine, NPS (new psychoactive substances otherwise known as legal highs/illegal highs, ecstasy (MDMA), khat, solvents/glues/gases – refer to local health data and/or use baseline assessment as a starting point to find out what drugs pupils have heard about.

Aim of these sessions: *For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) - see Additional Guidance.*

Suggested number of sessions: 3-4

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for years 4 and/or 5) - see Additional Guidance

The learner will be able to:

- identify changes in the human life cycle
- identify puberty as a time in everyone's life when their bodies grow and change from children to young adults
- identify that the changes are ongoing and usually happen between the ages of 8-17 years
- recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults
- use the correct names of female and male reproductive organs
- describe the effects of puberty on male and female bodies – how bodies grow and change
- explain what happens during periods (menstruation) and ejaculation and how to manage both
- explain why it is important and how to keep themselves clean during puberty
- explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
- describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them
- identify where to get help and support about the changes that happen at puberty

Key questions:

- What happens to people's bodies when they grow up?
- Do these changes happen to everyone at the same time?
- What do we need to know about the changes?
- How can people feel about growing up?
- Who can we talk to about the changes we might experience?

Additional Guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To learn about human reproduction (H19) – see Additional Guidance.*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- about roles and responsibilities of parents and carers
- that pregnancy can be prevented

Learning outcomes: (for years 5 and/or 6) – see Additional Guidance

The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
 - correctly name male and female body parts associated with conception
 - identify how the sex parts relate to how a baby is made
 - explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
 - identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
 - explain in simple terms what is meant by ‘consenting’/‘consent’
 - explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life

Key questions:

- Why or when might a couple decide to have a baby?
- What roles and responsibilities to parents have?

Additional Guidance: Be familiar with school’s RSE policy and agreed approaches to be taken before teaching. It is likely that schools will want to cover this learning opportunity in year 6. Some schools will prefer to cover some of the learning outcomes in year 5 and will therefore need to choose which outcomes are most appropriate for which year group. Schools will need to decide whether to include the learning outcomes on contraception as part of the SRE programme – as suggested for year 6 – see Year 6 (H19). Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. You may wish to include teaching that some babies are made by IVF. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members’ briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20).*

Suggested number of sessions: 1 (in either year 5 or year 6)

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the right they have to protect their body
- that female genital mutilation (FGM) is physical abuse and is illegal
- about the importance of speaking out about FGM

Learning outcomes:

The learner will be able to:

- explain that everyone has a right to look after and protect their own body
- identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')
- recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)
- know what FGM physically entails and that myths can be told about it which are not true
- identify the risks that FGM can have on a person's present and future health
- explain the importance of speaking out about FGM
- identify how someone can get help or advice (for themselves or another person)
- recognise the importance of telling a trusted adult quickly if they think this might happen

Key questions:

- How can we help protect and look after our bodies?
- What should we do if we, or someone we know, is at risk of their body being hurt or harmed?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about consent](#). Schools will want to adjust the prominence they give this issue depending on the vulnerability of their pupils. At key stage 2 there is no need to provide comprehensive biological detail of all 4 different types of FGM – this is not relevant for this age range. It is far more important to focus on the myths they may be told, the facts and the importance of talking with a teacher. There is a danger that a detailed description of the procedure may create a sense of disbelief in a child and discourage rather than encourage dialogue with a teacher. It may also re-traumatise a child who has already experienced FGM. Consider team teaching with one of the national charities working in this field. Useful website and resources – FORWARD. Consider also publicising local support services/help lines. See also Core Theme: Living in the Wider World – Learning opportunity L5) To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

Aim of these sessions: *To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objective:

To learn:

- about strategies for managing personal safety - local environment

Learning outcomes:

The learner will be able to:

- identify potential risks in different environments
- explain safety rules for different places
- explain how people can be prepared for danger and how to keep safe in different places
- describe situations when following the safety rules might be more challenging
- identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support
- identify when, how and who to alert if safety is (potentially might become) compromised

Key questions:

- What situations do we need to think carefully about keeping safe?
- How can we be prepared?
- How could someone deal with a situation where they feel unsafe or there is danger?

Additional Guidance: This is a good opportunity to invite visitors such as transport, safety and rescue teams to the classroom. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunities H9) To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’; H10) To deepen pupils’ understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience and H11) To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

Aim of these sessions: To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about strategies for managing personal safety – online
- what to consider before sharing pictures of themselves and others online

Learning outcomes:

The learner will be able to:

- explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.)
- give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate
- recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not
- explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person
- identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)
- explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image

Key questions:

- How do people know who they can trust online?
- What impact can sharing something personal about someone else (or yourself) have?
- What should be kept private and not shared online?

Additional Guidance: Online safety school guidelines should be regularly reinforced with pupils. Ensure pupils know how to report incidents online as well in person. Adults and children can report incidents to CEOP or ChildLine. See NSPCC Share Aware resources <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware>

Aim of these sessions: *To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).*

Suggested number of sessions: see Additional Guidance

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- about who is responsible for their health and wellbeing
- where to get help advice and support

Learning outcomes:

The learner will be able to:

- identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe
- explain their personal responsibility to report things that mean they or others may not be safe
- explain what will happen if they do seek help
- give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust

Key questions:

- Whose responsibility is our health and safety? What is our role?
- What does a trusted adult mean?
- Where do we find help in person? Online? On the phone? Via text? Other?

Additional Guidance: This concepts should also be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school.

Aim of these sessions: *The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Self-organisation (including time management)

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- how to keep safe and well when using a mobile phone

Learning outcomes:

The learner will be able to:

- recognise situations where mobile phone safety might be compromised
- explain ways they can help keep their phone safe and prevent mobile phone theft
- describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)
- identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)
- recognise the importance of managing their own use of their mobile phone

Key questions:

- What is meant by 'safe user habits' in relation to mobile phones?
- What can people do to use their mobile safely when they are out and about?
- What can someone do if they are worried or if their mobile phone is lost or stolen?
- How can mobile phones affect people's lives at home?
- Why is it best for mobile phones be turned off at night time?
- What are some positive things about having the use of a mobile phone?

Additional Guidance: There are a number of risks associated with mobile phones which can be explored (ranging from potential theft, online habits such as password safety, excessive use of mobile phones and other risks such as financial costs involved) – it will also be important to look at the usefulness and positive aspects of mobile phone use. Importance of being aware of their surroundings when using a mobile phone, especially in business places where people might check their phones such as outside of stations; not leaving their phone unattended, keeping it hidden from sight, not lending their phone to others. Discussing healthy mobile phone user habits such as switching their phone off at night, reducing screen time or not texting at meal times. ChildLine and CEOP publish guidance and advice for pupils about how to keep safe when using a mobile phone. Links to transition to secondary school, travelling to and from school and developing increased independence

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year Five

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To recognise and respond appropriately to a wider range of feelings in others (R1).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Empathy and compassion (including impact on decision-making and behaviour)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Learning objective:

To learn:

- how to respond appropriately to a wider range of feelings in others

Learning outcomes:

The learner will be able to:

- explain how to recognise a wide range of feelings in others
- explain how it feels when others respond appropriately / not appropriately to our feelings
- demonstrate language and strategies to use if not sure how others may be feeling
- give examples of ways we can respond positively to others' feelings

Key questions:

- What do people do to let others know how they are feeling?
- How can we become sensitive to other people's moods and feelings?
- How does it feel when someone listens to how we are feeling?
- How can we help make other people feel good or better?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Use film clips and stories to 'distance' the learning. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H6) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of feelings to others.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about different types of relationships (friends, families, couples, marriage, civil partnership)
- about what constitutes a positive, healthy relationship
- about the skills to maintain positive relationships

Learning outcomes:

The learner will be able to:

- describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other
- identify the essential constituents of a positive, healthy relationship
- explain what this means in an emotional and physical sense
- describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy
- recognise that relationships can change (as we grow up or as circumstances change)
- recognise that sometimes relationships may change or end, that this is natural and often no one is to blame

Key questions:

- What kinds of loving relationships are there?
- How do we know these are kind and loving?
- How should people within a loving relationship behave?
- How can relationships change over time?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about consent](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- to recognise when a relationship is unhealthy

Learning outcomes:

The learner will be able to:

- recap what makes a healthy relationship
- recognise that everyone has the right to feel safe and happy within a relationship
- identify some signs that a relationship is not healthy
- recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends
- recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship
- identify who they can go to if they are unsure about whether a relationship is healthy and positive, or unable to resolve problems with relationships, and how to ask for help

Key questions:

- How do people in special relationships treat each other that makes them feel good?
- What signs might make someone think a relationship is not good?
- Where can people get advice or ask for help?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about consent](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about committed loving relationships (including marriage and civil partnership)

Learning outcomes:

The learner will be able to:

- recognise that two individual adults may choose to be part of a committed relationship together - become a 'couple'
- identify ways a couple show their love and commitment to each other
- recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)
- identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values)
- recognise that two people who love each other can also be in a committed relationship, and not be married

Key questions:

- How do people in close relationships show they love each other?
- What does it mean to get married or have a civil partnership?
- Why might people decide to get married?
- Do people have to get married?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about consent](#).

Aim of these sessions: *To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6.) To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- that marriage, arranged marriage and civil partnership is between two people who *willingly* agree
- that to force anyone into marriage (forced marriage) is illegal
- about the importance speaking out about forced marriage

Learning outcomes:

The learner will be able to:

- recognise that marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together
- recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family)
- recognise that no one should feel 'forced' to marry and that this / forced marriage¹ is illegal
- identify the difference between arranged marriage and forced marriage¹
- explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community
- identify how to ask for help if they are worried and what is likely to happen next if they do so

Key questions:

- If people want to get married, how do they decide who to marry?
- What age can / do people get married?
- If someone felt under pressure, worried or threatened (even by their own parents, family or community), what could they do and who could they turn to?
If someone were worried about a friend, or another member of their family, who could they speak to? Why might they need to do this quickly?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about consent](#). This learning opportunity has been suggested for year 6 schools will want to adjust the prominence they give this issue depending on the vulnerability of their pupils. Although pupils of primary age may be at lower risk of forced marriage, they may be aware of older siblings who are at immediate risk. Some primary age pupils may have been 'promised' to other families for marriage. For schools serving 'at risk pupils', consider publicising local

organisations and help lines. The pupils need to be aware that if there is a threat of someone being forced against their will to marry, they need to tell their teacher about their concerns and do so quickly - even if the person who is being forced to marry has left the country, that it is not too late, they must still tell their teacher

Arranged marriage is where both people willingly agree, want to marry each other and either person is free to refuse to marry; *forced* marriage is where one person or both people do not want to marry and cannot refuse.

Learning opportunities R5 and R19 should be covered first, before teaching this session.

Aim of these sessions: *To understand that their actions affect themselves and others (R7).*

Suggested number of sessions: 1 (and see Additional Guidance)

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the consequences of their actions on themselves and others

Learning outcomes:

The learner will be able to:

- explain how someone's actions might have consequences for themselves, family, friends, wider community
- identify the consequences of positive behaviour on themselves and others
- identify the consequences of negative behaviour on themselves and others
- explain the importance of 'stopping', 'taking a step back' and asking 'What if...'

Key questions:

- What are the consequences of one person's decisions? (e.g. to drop some litter)
- How might this affect themselves and other people?
- When might someone stop ask 'what if'?

Additional Guidance: It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. Whilst this learning opportunity can be taught as a discrete lesson links with many of the other learning opportunities across the programme of study and should therefore be referred to in a variety of PSHE lessons.

Aim of these sessions: *To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy)

Recognising, evaluating and utilising strategies for managing influence and self-respect

Making decisions

Learning objectives:

To learn:

- about judging whether physical contact is acceptable or unacceptable
- how to respond

Learning outcomes:

The learner will be able to:

- identify situations where physical touch is acceptable / appropriate / wanted
- identify what constitutes unacceptable / inappropriate / unwanted touch or attention
- recognise how it feels when someone's mind or body is telling them that they are not comfortable / happy about someone else's behaviour
- identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)
- describe strategies someone can use to use to prevent or stop unacceptable physical contact
- explain what they can do and who they can go to if they are worried about unacceptable behaviour

Key questions:

- What should we do if someone makes us feel unsafe (even if it is someone we think we trust)?
- Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else's behaviour towards them?
- How can someone stop unwanted touch or attention?
What can someone do if they think/feel no-one will listen?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. They should know who to turn to for help and what to do if no-one will listen to them. It is worth reinforcing the NSPCC underwear rule even if covered in previous years. See NSPCC – The Underwear Rule for lesson plans and resources. See PSHE Association members' briefing about teaching about consent.

Aim of these sessions: *To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about confidentiality
- about times when it appropriate and necessary to break a confidence

Learning outcomes:

The learner will be able to:

- explain what is meant by confidentiality
- identify when they should accept and when they should refuse to accept to keep a confidence (or secret)
- explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else
- explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher
explain how they should always share worries about this with a teacher who will help them decide what to do

Key questions:

- What is confidentiality / to keep something confidential?
- Should all secrets be kept?
- What types of secrets would we encourage other pupils to tell?
- How does someone know that we are making the right decision/doing the right thing?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures. It is important to explore why breaking a confidence can protect us or protect someone else. Why sometimes people ask us to keep a secret because they know what they are doing or have done is wrong and they could get into trouble if others found out; sometimes people may be at risk themselves and ask us to keep a secret because they are afraid of other people's actions or getting people, including family members into trouble. It is essential that pupils understand that no one has the right to demand they keep any secret that makes them feel confused, uncomfortable or afraid for their own or someone else's safety. That even if they agreed when they were asked, they have a right to change their minds if they feel they should and that there is a difference between 'telling everyone' and sharing the secret with a trusted adult.

Aim of these sessions: *To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10).*

Suggested number of sessions: see Additional Guidance

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- to respectfully listen to others but raise concerns and challenge points of view when necessary

Learning outcomes:

The learner will be able to:

- respond respectfully to other people's points of view in class or that they read about
- describe ways to recognise and care about other people's feelings when communicating
- describe or demonstrate different ways to challenge viewpoints or raise their own concerns with others

Key questions:

- What does respectful listening look like?
- How does it feel if we disagree or strongly disagree with someone's view?
- What are some ways we can respectfully disagree with another person?

Additional Guidance: Although this might be taught in a stand-alone lessons pupils should have the opportunities to practise these skills regularly throughout their PSHE lessons. This concept should be included when negotiating ground rules / class charter / class agreement for PSHE lessons.

Aim of these sessions: *To work collaboratively towards shared goals (R11).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- about the skills needed in an emergency:
 - what to do in an emergency
 - basic emergency aid

Learning outcomes:

The learner will be able to:

- explain what an emergency is (and isn't)
- recognise how people react in an emergency and the importance of following basic emergency procedures
- demonstrate some basic emergency aid procedures
- explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information

Key questions:

- How could someone help in an emergency situation?
- What are some basic first aid procedures?
- What could someone do if...?
- Why would someone call 999?

Additional Guidance: This session could be taught at the beginning of Autumn term. This learning opportunity may be taught as a discrete lesson but could also be taught with sessions on creating a classroom charter, playground rules, behaviour and conduct. This learning opportunity could include the use of team building games. These are skills that the pupils will need to practise regularly.

Aim of these sessions: *To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Learning objectives:

To learn:

- negotiation and compromise strategies to resolve disputes and conflict
- to give helpful feedback and support to others

Learning outcomes:

The learner will be able to:

- explain what we mean by 'negotiation' and 'compromise'
- identify or demonstrate strategies they have seen or used to help resolve disputes between friends, in class and on the playground
- give examples of the attributes and skills that are needed for resolving disputes and conflict
- explain 'appropriate' compromise and what it means to them
- explain how negotiation and compromise benefit others as well as themselves
- describe or demonstrate how to give someone useful feedback and support

Key questions:

- What might make a conflict situation worse?
- What things could we say or do that are likely to make a difficult situation better?
- Should we compromise? Always?

Additional Guidance: Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute. In addition to PSHE lessons about these concepts, pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation. Pupils should begin to understand the changes in relationships in their networks at home and in and out of school, identify the tensions and conflicts that may arise and how to manage these. These could be due to wanting more independence or freedom.

Aim of these sessions: *To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Learning objectives:

To learn:

- about the factors that make people the same or different
- to recognise and challenge 'stereotypes'
- about the correct use of the terms sex, gender identity and sexual orientation

Learning outcomes:

The learner will be able to:

- describe the range of different factors that make up a person's identity
- identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity
- give examples of different types of stereotyping in the media
- explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations
- explain that everyone is equal no matter their identity
- give reasons for challenging stereotypes

Key questions:

- How can we recognise stereotypes?
- What stereotypes do we regularly encounter in the media?
- How can we get to know and respect each other better?

Additional Guidance: Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

Aim of these sessions: *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about discrimination, teasing, bullying and aggressive behaviour and its effect on others

Learning outcomes:

The learner will be able to:

- explain what is meant by prejudice and discrimination
 - explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language
 - describe the potential consequences of discrimination including how this might make people feel and act
 - identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language)
 - explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied
- describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against

Key questions:

- What is discrimination?
- Do we see examples of this in our everyday lives?
- How might prejudice make someone act?
- What effects can discrimination have?
- How can people ensure they are more inclusive?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling. See also Core Theme 3: Living in the Wider World – Learning opportunity L6) To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

Aim of these sessions: *To recognise and manage 'dares' (R15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Learning objective:

To learn:

- to recognise and manage dares

Learning outcomes:

The learner will be able to:

- identify the difference between a dare and a 'positive challenge'¹
- suggest possible reasons for giving 'dares'
- identify feelings when giving or receiving a 'dare'
- explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong
- describe or demonstrate steps they can take to manage dares
- identify people to talk to/ where go to for help and advice and demonstrate how to ask for help

Key questions:

- Why do people give dares?
- Do people have to do dares?
- How does it feel to do something risky?
- How can people manage or cope if someone tries to persuade them to do something risky?

Additional Guidance: See also Core Theme: Health and Wellbeing H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media and H14) To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. ¹*Explain the difference between a dare - something we want them to do because we think it will be funny for us, or to test the other person - and a positive challenge – something we might suggest to encourage someone.*

Aim of these sessions: *To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the importance of keeping personal boundaries and the right to privacy

Learning outcomes:

The learner will be able to:

- recognise that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)
- describe how the need for privacy changes as they get older (grow from child to teenager)
- recognise that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)
- identify what to do if something that should have been kept private is shared more widely (such as a phone number or password)
- explain that although we have a right to privacy, some things should never be kept secret or private and when this might be

Key questions:

- How does the need for privacy change as we grow up?
- What do people keep private? Share with others?
- What if something private gets shared?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe.

Medium term planning grids

CORE THEME 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money)

Year Five

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1).*

Suggested number of sessions: 1 (plus see Additional Guidance)

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- To research, discuss and debate to discuss and debate issues concerning health and wellbeing

Learning outcomes:

The learner will be able to:

- identify, write about and discuss issues currently in the media concerning health and wellbeing
- explain their views and listen to the views of others on issues concerning health and wellbeing
- explain steps they can take on their own to look after their own health and wellbeing
- explain steps they can take with help from others to look after their own health and wellbeing
- recognise that health and wellbeing includes mental and emotional health

Key questions:

- What have we heard about in the news or on television that relates to keeping healthy and well?
- Do we always believe everything we hear about keeping healthy and well?
- What are our views on this?
- What do we think people should do about this?
- What can /should other people (adults /school /councils / governments) do about...?

Additional Guidance: Opportunities to cover this aim should be provided to pupils throughout the PSHE education programme and on a variety of topics.

For a specific lesson use local or national current affairs on health and wellbeing issues as a context or liaise with local council/Health Improvement Team about key issues in the local area. This learning opportunity could also be covered as part of a 'Healthy Living' whole school focus week and include working with parents/carers. It is important not to ask pupils to research topics such as body image, eating disorders or self-harm as they may come across websites that promote unhealthy behaviours.

Aim of these sessions: *For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Recognising, evaluating and utilising strategies for managing influence

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- why and how laws are rules and laws are made
- how to take part in making and changing rules

Learning outcomes:

The learner will be able to:

- explain that rules and laws exist to keep us safe and healthy
- explain why different rules are needed in different situations
- give example of how rules and laws are made and enforced
- explain what is meant by a democracy
- describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)

Key questions:

- Why are there different rules and laws for different situations?
- What could happen if people don't follow the rules / laws?
- How can we influence the rules that are made in schools?
- How are laws developed?
- Who has influence over which laws come into place?

Additional Guidance: This can link to work by the School Council or be taught when national or local elections are taking place.

Aim of these sessions: *To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the importance of human rights (and the Rights of the Child)
- about the UN declaration on the Rights of the Child

Learning outcomes:

The learner will be able to:

- describe the importance of human rights for everybody, and especially for children
- explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (*except Somalia and the USA*) has agreed to this convention
- identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)
- describe the responsibility people have to protect human rights – especially if rights are being ignored
- recognise that there are organisations and charities who work towards ensuring the Rights of the Child are upheld all around the world

Key questions:

- Why do children need to have a convention on human rights?
- What could happen if a child's human rights aren't met?
How do schools, different organisations and governments ensure that a child's human rights are met?

Additional Guidance: A child friendly version of the Declaration of the Rights of the Child can be found at:

http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf. Teachers should be aware of individual pupil's circumstances, for example refugee or looked after children.

Aim of these sessions: *To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5).*

Suggested number of sessions: 1 (teach in either Year 5 or Year 6)

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights
- that human rights overrule any beliefs, ideas or practices that harm others

Learning outcomes:

The learner will be able to:

- identify that cultural practices which can harm others (such as FGM and forced marriage) do exist
- recognise that these are illegal in British law and go against human rights
- identify that these human rights laws take precedence over (overrule) any other beliefs, ideas
- explain that these laws related to human rights apply to everyone, regardless of family, culture or religion
- explain that if they ever have any worries or fears about their own or someone else's safety, or if they think they or someone else may be about to get hurt, they should talk to a teacher or trusted adult immediately
- identify where people can seek help, advice and support from safe sources

Key questions:

- Why is it important that human rights are protected?
- Should someone *always* agree to what their family or community wants or expects them to do?
- How might someone feel who wants to do something (or refuse to do something) their family or community expects them to do (or not do)?
- How can a person help them self or others who may be at risk?
- What responsibilities do we have if we recognise someone is worried about being put under pressure by their family? What could we say and do? Who could we tell? Why might we need to do this quickly?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H20) about taking care of their body, understanding they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers, and Core Theme: Relationships – Learning opportunity R20) that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.

Aim of these sessions: *To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- how anti-social behaviours can affect wellbeing
- how to handle, challenge or respond to anti-social or aggressive behaviours

Learning outcomes:

The learner will be able to:

- explain what is meant by anti-social behaviour (see Additional Guidance)
- describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing
- explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue
- identify how they can respond to or challenge, anti-social / aggressive behaviour
- identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves
- identify appropriate examples of where people can help, advice and support regarding anti-social behaviour

Key questions:

- What affect can aggression have?
- How can antisocial behaviour affect how someone feels?
- What is legal and illegal in relation to anti-social behaviour?
Where or who can we go to, to get help or support?

Additional Guidance: Anti-social behaviours may include bullying behaviours: teasing, name calling, being spiteful unkind, 'leaving people out'; aggressive behaviour, intimidating people or causing personal or environmental damage. The teacher will need to set the context for the lesson. Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required. Should a pupil disclose serious anti-social behaviour or threats in relation to issues such as domestic violence, gangs, for example, this should be reported to the school safeguarding lead in line with school policy. See also Core Theme: Relationships – Learning opportunities R14) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help and R18) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Aim of these sessions: *To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Self-organisation (including time management)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about different kinds of responsibilities (home, school, community and the environment)

Learning outcomes:

The learner will be able to:

- identify the different rights responsibilities, and duties they have in their own lives and how they uphold them
- describe what responsibilities, rights and duties look like in local community and the environment
- explain how society relies on people carrying out their responsibilities
- describe the skills they need to carry out their responsibilities and how to develop these

Key questions:

- Are we responsible for others as well as ourselves? Why?
- What are our community and environmental responsibilities?
- What difference could this make?

Additional Guidance: This learning opportunity could link to local or wider-world issues. This could be taught within the topic: Taking Care of the Environment.

Aim of these sessions: *To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills

Learning objective:

To learn:

- about resolving differences, respecting different points of view and making their own decisions

Learning outcomes:

The learner will be able to:

- give reasons for differences / conflict / falling out between friends and peers
- describe feelings someone can experience when they have differences / conflict with others
- explain how these feelings might encourage them to behave
- suggest alternative strategies they can use to resolve differences (e.g. managing their own state, restorative language, negotiating, agreeing to disagree)
- suggest how to help see and respect others' points of view (e.g. putting yourself in their shoes)

Key questions:

- How does it feel to disagree with someone?
- How do people behave when they disagree with each other?
- What strategies can people use to resolve differences?
- Do we have to agree with others' points of view?

Additional Guidance: The teacher will need to set the context of the lesson. This could link to learning about participating in debates on different topics or be related to conflict within friendships.

Aim of these sessions: *To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Recognising, evaluating and utilising strategies for managing influence

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what it means to be a part of a community
- about different groups / individuals that support the local community
- about the role of voluntary, community and pressure groups

Learning outcomes:

The learner will be able to:

- explain what being part of a community means to them
- identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow
- describe what it means to 'volunteer' in the community
- give examples of voluntary groups and the kind of work they do
- give examples of the difference that this kind of work makes to individuals, communities and the local environment
- identify how pressure groups aim to lead social change

Key questions:

- Who and what makes our community the way it is?
- Who/what supports our community, locally and nationally?
- What do voluntary, community and pressure groups do?

Additional Guidance: Use examples from media of where a voluntary, community or pressure group have made positive changes for health and wellbeing outcomes. This is an opportunity to recognise and celebrate the help that members of the community offer the setting and local community and to invite outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom.

Aim of these sessions: *To appreciate the range of national, regional, religious and ethnic identities in the UK (L11).*

Suggested number of sessions: 1 or as required

Essential skills and attributes developed:

Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others’ right to their own beliefs, values and opinions

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- To appreciate the range of national, regional, religious and ethnic identities of people living in the UK

Learning outcomes:

The learner will be able to:

- explain that UK is a richly diverse community
- recognise that people have migrated to and from the UK for many thousands of years
- explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
- describe the benefits of living in a diverse society

Key questions:

- Who lives in the UK?
- What are some examples that show the rich diversity of the UK?
- How can we show that we value and respect other people’s faith, culture and beliefs?

Additional Guidance: Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs. Could link to celebrations such as Refugee Week. It is important to be very aware of stereotyping regarding resources relating to different cultures and customs. Work on valuing difference and diversity needs to take place across the school and not just in specific lessons, for it to be effective.

Aim of these sessions: *To think about the lives of people living in other places, and people with different values and customs (L12).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Respect for others' right to their own beliefs, values and opinions

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about the lives, values and customs of people living in other places

Learning outcomes:

The learner will be able to:

- describe what the lives of people living in other places around the UK / the world may be like
- describe some of the values and customs of a group of people living somewhere else in the world
- give examples of differences and similarities between their life and the lives of people living in other places

Key questions:

- How do other people's lifestyles differ to ours?
- Are there also similarities?
- In what ways is growing up different for them?
- How can we get to know and respect others better?

Additional Guidance: Pupils can bring in evidence of their own family customs and traditions. Stories from other cultures which evidence customs and traditions can be used as a starting point, such as, *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* by Selby Beeler, or use sections from carefully selected documentaries. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Be very aware of stereotyping when looking at different cultures and traditions.

Aim of these sessions: *To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. (L13)*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- how finance plays an important part in people's lives
- about being a critical consumer

Learning outcomes:

The learner will be able to:

- identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)
- explain that some jobs pay more than others and that money is one factor for people in choosing a career/job
- explain why we should be wary of claims made in advertisements
- identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more
- decide which similar items are the best 'value for money' and explain their view

Key questions:

- How does money relate to lifestyle?
- Is earning a high salary the most important thing to think about when someone is choosing a job or career?
- Is it best to buy brand names or a cheaper option?

Additional Guidance: Even young people can be critical consumers - this could link to work on FairTrade. See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Aim of these sessions: *For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what is meant by 'interest', 'loan', 'debt'
- about the importance of looking after money, including managing loans and debts
- that people pay 'tax' to contribute to society

Learning outcomes:

The learner will be able to:

- give reasons why people may borrow money (e.g. loans, credit cards)
- identify the differences between credit and debt and what is meant by 'interest'
- recognise the difference between a manageable and an unmanageable debt
- describe how people might feel if they have debt, including unmanageable debt
- recognise that there are scams or false claims in relation to spending or borrowing money exist so people must take care if borrowing money
- identify where people can get good money advice from
- recognise why the government takes a certain amount of money from what we earn (tax)
give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)

Key questions:

- What risks are involved in borrowing money?
- Do grown-ups get to keep all of the money they earn?
- How do governments get money for things?
- Where does the money we spend go?

Additional Guidance: See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment. Begin to explore the awareness of high interest rates charged by 'pay-day' loan companies. Pupils could analyse receipts for evidence of how VAT charged and paid. What would the pupils spend the amount of VAT on to improve their community or environment?

Key Stage 2 Core Theme 3: Living in the Wider World Year Five: L15 Topic: Money/ Taking Care of the Environment

Aim of these sessions: *To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Empathy and compassion (including impact on decision-making and behaviour)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about how resources are allocated and the effect this has on individuals, communities and the environment

Learning outcomes:

The learner will be able to:

- identify the different resources (money from taxes / environmental) that people and societies need and use
- explain that there is a limited supply and therefore decisions must be made about how resources are allocated and how they can be sustained
- identify who makes the decisions and how these are made
- outline how these decisions impact on individuals, communities and/or the sustainability of the environment
- share their views on how they think resources should be allocated

Key questions:

- Who decides how resources are allocated?
- Is this always fair?

Additional Guidance: Stories and documentary clips where lack of care for the environment has negative effects could be used as a starting point. This learning outcome also links to whole school focus for care of the school environment and the resources that the school uses. This learning opportunity could be taught through the topic of Money (taxes or FairTrade) or Taking Care of the Environment.

Aim of these sessions: *What is meant by enterprise and begin to develop enterprise skills (L16).*

Suggested number of sessions: 1 (as required for enterprise projects)

Essential skills and attributes developed:

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- what it takes to set up an enterprise
- about what enterprise means for work and society

Learning outcomes:

The learner will be able to:

- explain what enterprise means and give some examples (from school, local or wider community)
- describe the skills and qualities that make someone 'enterprising'
- identify some of the steps needed to set up an enterprise project
- recognise that being enterprising may mean taking a risk
- describe or demonstrate how research can help find out if an enterprise will be successful
- explain why it is important to have people who are 'enterprising' in our society (job creation, inventors, different ways of doing things)

Key questions:

- What examples of enterprise can we think of?
- Why might being enterprising also involve risk?
- How can people find out if their idea will work?
- How could we show our enterprise skills through an enterprise activity in school?

Additional Guidance: See Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. This learning opportunity links to holding a whole school enterprise sale or challenge where the pupils to raise money for the school or the local community.

Aim of these sessions: *To explore and critique how the media present information (L17). To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Recognising, evaluating and utilising strategies for managing influence

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Learning objectives:

To learn:

- to be critical of what they see and read in the media
- to critically consider information they choose to forward to others

Learning outcomes:

The learner will be able to:

- describe the different ways in which information comes to us via the media
- explain that people can persuade someone of something, to do (or not do something) something via the (e.g. advertisements to purchase something)
- identify how this happens (e.g. advertisements, reviews, gossip, money scams)
- identify that the claims made, may or may not be true
- identify the way in which the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people)
- suggest some of the questions we should ask and skills we can use to detect bias or misrepresentation
- recognise the problems with forwarding false or misleading information to others

Key questions:

- Is what the media show us always true?
- How do the media reinforce stereotypes?
- How can we recognise and challenge bias?
- Why should we question media representations?

Additional Guidance: Use advertisements from television and in print, compare with other sources of information. Look at how reviews (for example, of the same computer game or holiday can be represented differently and how this might influence people's views and opinions).

Overview of planning grids

YEAR 6

This table provides an 'at a glance' overview of the learning opportunities (taken from the Programme of Study) that can be taught within key stage two. The topic title and key words are provided for ease of locating the individual planning grids required.

Core Theme: Health and Wellbeing

Planning grid:	Topic:	Key words:	Page:
H1 / H2	Healthy Lifestyles	balanced lifestyles, choices, health, wellbeing	242
H3	Healthy Lifestyles	balanced diet, choices, food, influences	243
H4	Healthy lifestyles	media, images, reality/fantasy, true/false	244
H5	Growing and Changing	achievements, aspirations, goals, strengths target-setting	245
H6 / H7	Growing and Changing	conflicting emotions, feelings, managing feelings	246
H8	Growing and Changing	change, transitions, loss, separation, divorce, bereavement	247
H9 / H10 / H11	Keeping Safe	risk, danger, hazard, responsibility, safety	248
H12	Healthy Lifestyles	bacteria, viruses, hygiene routines	249
H13 / H14	Keeping Safe	pressure, managing pressure, influences, media, peer	250
H15	Keeping Safe	emergency aid, help, safety, rules	251
H16	Healthy Lifestyles	habits	252
H17	Healthy Lifestyles	drugs, alcohol, tobacco, medicines, caffeine	253
H18	Growing and Changing	puberty, physical and emotional changes	254
H19	Growing and Changing	human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers	255
H20	Keeping Safe	FGM, bodies, safety, abuse	256
H21	Keeping Safe	safety, roads, cycle, rail, water, fire	257
H22 / H25	Keeping Safe	safety, online, personal information, passwords, images	258
H23	Keeping Safe	advice, support, asking for help	259
H24	Keeping Safe	mobile phones, responsibility, safe use	260

Core Theme: Relationships

Planning grid:	Topic:	Key words:	Page:
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R1	Feelings and Emotions	feelings, empathy, recognising others' feelings	262
R2 / R4	Heathy Relationships	friendships, families, couples, positive relationships	263
R3	Heathy Relationships	relationships, unhealthy, pressure	264
R5 / R19	Healthy Relationships	committed loving relationships, civil partnerships, marriage	265
R6 / R20	Healthy Relationships	forced marriage	267
R7	Healthy Relationships	actions, behaviour, consequences	268
R8	Healthy Relationships	physical contact, touch, acceptable, unacceptable	269
R9	Feelings and Emotions	confidentiality, secrets, surprises, personal safety	270
R10	Valuing Difference	listening, viewpoints, opinions, respect	271
R11	Healthy Relationships	collaborative working, shared goals	272
R12	Healthy Relationships	disputes, conflict, feedback, support, negotiation, compromise	273
R13 / R16 / R17	Valuing Difference	people, equality, identity, stereotypes, discrimination	274
R14 / R18	Valuing Difference	bullying, discrimination, aggressive behaviour	275
R15	Feelings and Emotions	dares, challenges	276
R21	Healthy Relationships	privacy, sharing, personal boundaries	277

Core theme: Living in the wider world

Planning grid:	Topic:	Key words:	Page:
L1	Rights and Responsibilities	discussion, debate, topical issues, problems, events	279
L2	Rights and Responsibilities	rules, laws, making and changing rules	280
L3 / L4	Rights and Responsibilities	human rights, children's rights,	281
L5	Rights and Responsibilities	practices against human rights, FGM,	282
L6	Rights and Responsibilities	anti-social behaviour, aggression, bullying, discrimination	283
L7	Rights and Responsibilities / Taking Care of the Environment	rights, duties, home, school, environment	284
L8	Rights and Responsibilities	resolving difference, points of view, decisions, choices,	285
L9 / L10	Rights and Responsibilities	communities, volunteers, pressure groups, health, wellbeing	286
L11	Rights and Responsibilities	people, difference, diversity, identity, UK	287
L12	Rights and Responsibilities	people, places, values, customs	288
L13	Money	money, spending, saving, budgeting	289
L14	Money	money, interest, loan, tax, debt	290
L15	Money / Taking Care of the Environment	resources, sustainability, economics, choices, environment	291
L16	Money	enterprise, enterprise skills, entrepreneurs	292
L17 / L18	Rights and Responsibilities	media, social media, information, forwarding	293

Medium term planning grids

CORE THEME 1: HEALTH AND WELLBEING

(Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe)

Year Six

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Recognising, evaluating and utilising strategies for managing influence

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- about positively and negatively affects health and wellbeing (including mental and emotional health)
- how to make informed choices that contribute to a 'balanced lifestyle'

Learning outcomes:

The learner will be able to:

- explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional
- analyse the positive and negative influences on choices related to health
- describe the influence of media advertising / celebrity culture on health and lifestyle choices
- explain how people might approach making an informed decision in relation to health and wellbeing
- explain how their choices might have positive, neutral or negative consequence
- describe the benefits of a balanced lifestyle

Key questions:

- What / who influences someone's choices related to their health?
- How might the media's portrayal of lifestyles influence someone's choices about health?
- Do these influences always have everyone's best interests in mind?
- How can someone make decisions for themselves when they are surrounded by different influences?
What sorts of decisions benefit health and wellbeing in the long term?

Additional guidance: An *informed choice* means using what the pupil already knows to inform their choice or decision. However, it is important to note that people whom pupils care about and who give them advice/information may not always be the best source of information. For example: 'I care for my friends but they might not always give me the best advice'. Be sensitive to the possibility that some pupils may have family members who have physical/mental health problems. See PSHE Association guidance and lesson plans on teaching about mental health and emotional wellbeing (www.pshe-association.org.uk/mentalhealth) and PSHE Association guidance on teaching about body image (<http://www.pshe-association.org.uk/bodyimage>)

Aim of these sessions: *To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Self-organisation

Recalling and applying knowledge creatively and in new situations

Recognising, evaluating and utilising strategies for managing influence

Assessing the validity and reliability of information

Making decisions

Learning objectives:

To learn:

- about the benefits of a balanced diet
- about different influences on food and diet
- about developing skills to help make their own choices about food

Learning outcomes:

The learner will be able to:

- explain a balanced diet contributes to a person's general health and wellbeing
- explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health)
- evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health
- explain how people can make informed decisions about what to eat or drink in different situations and justify the approach taken

Key questions:

- How does a balanced diet contribute to a person's health and wellbeing?
- How do people make decisions about what to eat and drink?
- What helps them decide?
- Why do people choose one type of food over another?

Additional guidance: Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices. *It is important that pupils are made aware of what influences their choices about food.*

Aim of these sessions: *To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- how images in the media can distort reality
- that this can affect how people feel about themselves

Learning outcomes:

The learner will be able to:

- explain how and why images in the media are digitally enhance, altered or adapted
- describe how this can influence someone's view about a place, a person, people (couple or group) or themselves
- describe how this can affect how someone feels about themselves or their own life
- describe why this is not always helpful or conducive to wellbeing

Key questions:

- What types of images in the media are changed or altered?
- Do we only see one type of image (of a particular person, group of people, place)?
- How can we tell what is true?
- What can different images make people think or feel?

Additional guidance: See also Core Theme: Living in the Wider World – Learning opportunity L17) To explore and critique how the media present information and L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. This learning opportunity could link to work on healthy relationships. If choosing to use images of people, teachers should carefully read the following guidance before teaching this lesson: *PSHE Association guidance on teaching about body image* (<http://www.pshe-association.org.uk/bodyimage>)

Aim of these sessions: *For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).*

Suggested number of sessions: 1-2 (and see Additional Guidance)

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Resilience (including self-motivation, perseverance and adaptability)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Making decisions

Learning objectives:

To learn:

- about different ways of achieving and celebrating personal goals
- how having high aspirations can support personal achievements

Learning outcomes:

The learner will be able to:

- describe achievements in their own and how other's lives
- describe different ways of celebrating achievements and analyse which might help to motivate
- describe how setting high aspirations can help motivate people to achieve and give some examples
- explain different ways to approach a challenge or goal and evaluate which would be the most successful
- identify their personal goals and describe aspirations for secondary school or beyond

Key questions:

- What aspirations do we have?
- What are our goals for secondary school and how will we achieve them?
- What are our long-term goals?
- Which will be the most effective way for us to achieve our goals?

Additional guidance: Alongside PSHE lessons, it is important to foster a growth mindset approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy. This session would be appropriate at the beginning of year 5 or 6, or at transition to secondary school.

Aim of these sessions: *For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (H6) To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- how to further describe the range and intensity of their feelings to others
- how to manage complex or conflicting emotions

Learning outcomes:

The learner will be able to:

- use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time
- describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)
- explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome
- describe positive strategies for managing feelings
- identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available
- identify where they and others can ask for help and support with their feelings

Key questions:

- How can we describe the emotions and how they change?
- What can help us manage feelings?
- What can someone do when they experience strong, challenging or conflicting emotions?
- When should someone seek help about how they are feeling?

Additional guidance: Explore strategies to manage emotions 'in the moment' as well as 'following a challenging time or event'. See *PSHE Association guidance and lesson plans on teaching about mental health and emotional wellbeing* (www.pshe-association.org.uk/mentalhealth)

Aim of these sessions: *To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Strategies for identifying and accessing appropriate help and support

Empathy and compassion (including impact on decision-making and behaviour)

Learning objective:

To learn:

- about coping with change and transition - how this relates to bereavement and the process of grieving

Learning outcomes:

The learner will be able to:

- describe different examples of change that occur in life and how these can cause conflicting feelings and emotions
- explain when / why change might include feelings of loss
- explain the process of grieving, how it can feel and how grief is expressed
- identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)
- describe what help people to cope with the feelings associated with loss, change and transition
- identify appropriate places to ask for help and support for different aspects of change

Key questions:

- How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies?
- What sorts of things might help someone with their feelings during times like these?
- Where can people get help, advice or support?

Additional guidance: Stories about change, loss and death need to be chosen with great care and should be chosen as a piece of children's literature rather than be a story specifically written for the issue. Some examples are *Seal Surfer* by Michael Foreman or *The Heart and the bottle* by Oliver Jeffers. The class teacher will need to carefully choose the context of the lessons e.g. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or they may be content to listen to the thoughts and opinions of their peers. See also Core Theme: Health and Wellbeing – Learning opportunity H7) For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Aim of these sessions: *To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9). To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Self-organisation (including time management)
Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about independence, increased responsibility and keeping safe
- strategies for managing risk

Learning outcomes:

The learner will be able to:

- explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online)
- explain the difference between a risk, a danger and a hazard in different situations
- recognise their personal responsibility to self and others when managing risk, danger and hazard
- evaluate the level of risk in different situations by predicting possible consequences and their likelihood
- recognise that risk can depend on who is there, where it is and what it is
suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice

Key questions:

- How might someone become more responsible for their own safety as they get older?
- What is a risk, a danger or a hazard? What sorts of behaviours might include risk?
- How can we learn to manage influences and risks and make our own decisions?

Additional guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pupils should develop a vocabulary for different levels of risk, for example: something dangerous will hurt you (such as a fire), while something hazardous *could* hurt you (like bleach or scissors) - it depends what you do with it. Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things *will* hurt. Preventable accidents: if you run, someone may fall over and get hurt – if we walk we will prevent an accident. Some accidents can be prevented by how the pupils behave; some can be prevented by other people. Develop pupils' understanding that risk is part of life and that there is a continuum of risk depending on the situation, where it occurs, who they are with and whether they are able to recognise the variables that may occur in order to have a strategy to deal with the risk encountered. These sessions could include visits from individuals or organisations in the locality who are concerned with people's safety.

Aim of these sessions: *To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- how the spread of infection can be prevented

Learning outcomes:

The learner will be able to:

- identify the range of ways that infections (bacteria and viruses) can be spread
- describe a range of hygiene routines that help keep good health and wellbeing
- explain how people can protect themselves and others from passing on bacteria and viruses
- describe the shared responsibility for preventing the spread of infection

Key questions:

- How can bacteria be spread?
- How can people prevent this in different places / situations?
- Where (body parts or environment) is it especially important to keep good hygiene standards?
- Whose responsibility is it?

Additional guidance: Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity. The importance of food hygiene can be included. *Some schools may wish to include this as part of education about Healthy Relationships – that using a condom during sexual intercourse, can prevent the spread of germs.* See the school RSE policy before teaching.

Aim of these sessions: *To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about different influences on behaviour, including peer pressure and media influence
- how to resist unhelpful pressure and ask for help

Learning outcomes:

The learner will be able to:

- identify where pressure including positive and negative influences on behaviour and attitudes come from
- give examples of how the media influences opinions and attitudes
- recognise how the need for peer approval can put pressure on us to do what others say or do
- recognise that peers' acceptance or approval rarely depends on this
- describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively
- recognise when someone might need to seek further help or advice
- identify how to access appropriate help, advice and support

Key questions:

- Where does pressure come from?
- How do people try to persuade others to do things?
- What should we do we are ever under pressure to do something we feel uncertain about?
- Who/what can help us when we feel under pressure to do something risky?

Additional guidance: The teacher will need to set the context of the lesson so that it is appropriate for the age group of the pupils. Pressure can come from themselves and/or the need for approval: an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'. They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you'. See also Core Theme: Relationships R15) To learn to recognise and manage 'dares'.

Aim of these sessions: *To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-organisation

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Empathy and compassion (including impact on decision-making and behaviour)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objective:

To learn:

- about the skills needed in an emergency:
 - what to do in an emergency
 - basic emergency aid

Learning outcomes:

The learner will be able to:

- distinguish between an emergency and non-emergency
- describe different reactions to an emergency
- describe helpful language and strategies to use to help self and others maintain calm
- identify the responsibilities of people involved in emergency situations
- explain the importance of following basic emergency procedures
- describe or demonstrate basic emergency aid procedures putting someone in the recovery position, applying pressure to and elevating cuts
- explain or demonstrate how to attract attention to get help during an emergency, including how to summon the emergency services and give accurate answers to information that may be requested

Key questions:

- How do people react in an emergency situation?
- How can we help in an emergency situation?
- What skills do we have?
- How can we keep safe in any situation?
- How do we correctly call the emergency services?

Additional guidance: This learning opportunity provides an opportunity to invite health professionals into the classroom. See PSHE Association Quality Assured resources and further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H21) To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

Aim of these sessions: *To learn what is meant by the term 'habit' and why habits can be hard to change? (H16).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about habits (*in relation to drug, alcohol and tobacco education*)

Learning outcomes:

The learner will be able to:

- explain that a habit might be something someone does occasionally, often or all the time
- identify how choices can create and maintain a habit
- explain habits relate to smoking, drinking coffee, drinking alcohol or other drugs
- give reasons why habits can be hard to change
- explain that whilst difficult, habits can be changed or stopped
- identify the help available to support people with making positive lifestyle changes

Key questions:

- How do choices and habits link?
- When does something become a habit?
- How do habits make people feel?
- How do we recognise not so good habits?
- What help is available for people with less healthy habits?

Additional guidance: Ensure ground rules are clearly in place before teaching. Pupils should develop a vocabulary for describing 'habit', including words such as *hooked, addicted, dependent*. This session could be taught as part of a focus on drug and alcohol education or in a wider context. See PSHE Association Quality Assured resources.

Aim of these sessions: *To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Making decisions

Learning objectives

To learn:

- about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)

Learning outcomes:

The learner will be able to:

- explain the reasons why someone might choose to use a drug
- explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else
- explain the possible effects and risks of different drugs
- explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently
- explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with)
- describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively
- identify the potential wider impact of drug misuse use on families and communities (see Additional Guidance below)
- identify reliable, trustworthy sources of information where to get help and advice, for themselves or someone else

Key questions:

- Can someone be sure a drug is safe?
- What are the effects of drugs on health and wellbeing?
- How can someone assess risk with drug use?
- Where/from whom can we find accurate, reliable information?

Additional guidance: Ensure clear ground rules are in place. If the school has a drug policy, refer to this before teaching. Be aware of vulnerable pupils in the class and safeguarding protocols related to parental drug and alcohol misuse. Have a sensitivity to and an awareness of any medical issues of pupils. See PSHE Association Quality Assured resources for further guidance for teaching. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH. Drugs could include caffeine, tobacco, e-cigarettes/e-shisha, cannabis, alcohol, medicines, cocaine, NPS (new psychoactive substances otherwise known as legal highs/illegal highs, ecstasy (MDMA), khat, solvents/glues/gases – refer to local health data. – refer to local health data and/or use baseline assessment as a starting point to find out what drugs pupils have heard about.

Aim of these sessions: *To understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – see Additional Guidance*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Assessing the validity and reliability of information

Learning objective:

To learn:

- about the changes that happen at puberty (**recap learning from years 4 and/or 5**)

Learning outcomes:

The learner will be able to:

- **recap the learning outcomes from years 4 and/or years 5 (H18) – see Additional Guidance**
- describe how to manage physical changes of puberty
- explain how to manage some of the emotional changes associated with puberty

Key questions:

- How can people feel about their changing bodies during puberty?
- How can people manage these changes?
- What is involved in growing up?
- What does it mean to be grown up?

Additional guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school’s RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members’ briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To learn about human reproduction (H19) – see Additional Guidance*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives: – see Additional Guidance

To learn:

- about human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- about roles and responsibilities of parents and carers
- that pregnancy can be prevented

Learning outcomes: (for years 5 and/or 6) – see Additional Guidance

The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception
- identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by ‘consenting’/’consent’
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life
- recognise that pregnancy can be prevented with ‘contraception’
- explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections
- recognise that women can take a pill to stop an egg from being released and that this is another form of contraception

Key questions:

- Why or when might a couple decide to have a baby?
- What roles and responsibilities to parents have?

Additional guidance: Be familiar with school’s RSE policy and agreed approaches to be taken before teaching. It is likely that schools will want to cover this learning opportunity in year 6. Some schools will prefer to cover some of the learning outcomes in year 5 and will therefore need to choose which outcomes are most appropriate for which year group. Schools will need to decide whether to include the learning outcomes on contraception as part of the SRE programme – as suggested for year 6. Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. You may wish to include teaching that some babies are made by IVF. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members’ briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20).*

Suggested number of sessions: 1 (teach in either Year 5 or Year 6)

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the right they have to protect their body
- that female genital mutilation (FGM) is physical abuse and is illegal
- about the importance of speaking out about FGM

Learning outcomes:

The learner will be able to:

- explain that everyone has a right to look after and protect their own body
- identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')
- recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)
- know what FGM physically entails and that myths can be told about it which are not true
- identify the risks that FGM can have on a person's present and future health
- explain the importance of speaking out about FGM
- identify how someone can get help or advice (for themselves or another person)
- recognise the importance of telling a trusted adult quickly if they think this might happen

Key questions:

- How can we help protect and look after our bodies?
- What should we do if we, or someone we know, is at risk of their body being hurt or harmed?

Additional guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on teaching about consent. Schools will want to adjust the prominence they give this issue depending on the vulnerability of their pupils. At key stage 2 there is no need to provide comprehensive biological detail of all 4 different types of FGM – this is not relevant for this age range. It is far more important to focus on the myths they may be told, the facts and the importance of talking with a teacher. There is a danger that a detailed description of the procedure may create a sense of disbelief in a child and discourage rather than encourage dialogue with a teacher. It may also re-traumatise a child who has already experienced FGM. Consider team teaching with one of the national charities working in this field. Useful website and resources – FORWARD. Consider also publicising local support services/help lines. See also Core Theme: Living in the Wider World – Learning opportunity L5) To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

Aim of these sessions: *To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about strategies for managing personal safety - local environment

Learning outcomes:

The learner will be able to:

- describe potential risks in different environments
- explain how people can 'prepare for safety' in different environments
- explain what it means to feel physically and emotionally safe
- recognise when a situation is, or may become, potentially unsafe and explain why this is
- demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support
- explain when, how and who to alert if safety is (potentially might become) compromised and who to ask for advice and support, to be prepared for safety

Key questions:

- What are the safety risks in different situations?
- How does being unsafe or uncertain feel?
- How could someone deal with a situation where they feel unsafe or there is danger

Additional guidance: This is a good opportunity to invite visitors such as transport, safety and rescue teams to the classroom. See PSHE Association Quality Assured resources for further guidance for teaching. See also Core Theme: Health and Wellbeing – Learning opportunities H9) To differentiate between the terms, 'risk', 'danger' and 'hazard'; H10) To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience and H11) To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

Aim of these sessions: To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Making decisions

Learning objectives:

To learn:

- about strategies for managing personal safety – online
- what to consider before sharing pictures of themselves and others online

Learning outcomes:

The learner will be able to:

- identify potential outcomes and impact of the misuse of personal information
- explain or demonstrate how to protect personal information online
- describe the types of images that are ok to photograph to share with others and what might not be appropriate - recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not
- explain that an image (or text) can be quickly shared to many people, even though it was only sent to one person
- explain the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)
- describe their responsibility to never ask for personal information or images from others
- describe what to do if they take, share or come across a picture which might cause upset, hurt or embarrassment to themselves or others
- explain how to report inappropriate use of personal information / upsetting images and information online

Key questions:

- What guidance is there to help people use social media safely?
- How can someone feel if they see something upsetting online?
- How can we protect our and other people's personal information?
- What are the consequences of someone not protecting their own or other's personal information or images?
- How might this affect them, and others?

Additional guidance: Online safety school guidelines should be regularly reinforced with pupils. Ensure pupils know how to report incidents online as well in person. Adults and children can report incidents to CEOP or ChildLine. See NSPCC Share Aware resources <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware>

Aim of these sessions: *To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).*

Suggested number of sessions: see Additional guidance

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Learning objectives:

To learn:

- about who is responsible for their health and wellbeing
- where to get help advice and support

Learning outcomes:

The learner will be able to:

- describe the roles that people in school, the wider community, online have to help people stay healthy and safe
- explain how their responsibility to keep themselves and others safe is changing as they become more independent
- recognise they are not yet solely responsible for this and that adults they know well and trust are responsible
- explain their responsibility to report things that mean they or others may not be safe
- explain what will happen if they do seek help
- give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust

Key questions:

- Whose responsibility is our health and safety? What is our role?
- What does a trusted adult mean?
- Where do we find help in person? Online? On the phone? Via text? Other?

Additional guidance: This concepts should also be referred to in the majority of PSHE lessons. It is very important that children know where to look for help, who to ask, how to do this, what will happen if they do ask for help and the importance of doing so, even if they do not feel listened to first time. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school.

Aim of these sessions: *The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Self-organisation (including time management)

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- how to keep safe and well when using a mobile phone

Learning outcomes:

The learner will be able to:

- recognise situations where mobile phone safety might be compromised
- explain ways they can help keep their phone safe and prevent mobile phone theft
- describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)
- identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)
- recognise the importance of managing their own use of their mobile phone

Key questions:

- What is meant by 'safe user habits' in relation to mobile phones?
- What can people do to use their mobile safely when they are out and about?
- What can someone do if they are worried or if their mobile phone is lost or stolen?
- How can mobile phones affect people's lives at home?
- Why is it best for mobile phones be turned off at night time?
- What are some positive things about having the use of a mobile phone?

Additional guidance: There are a number of risks associated with mobile phones which can be explored (ranging from potential theft, online habits such as password safety, excessive use of mobile phones and other risks such as financial costs involved) – it will also be important to look at the usefulness and positive aspects of mobile phone use.

Importance of being aware of their surroundings when using a mobile phone, especially in business places where people might check their phones such as outside of stations; not leaving their phone unattended, keeping it hidden from sight, not lending their phone to others. Discussing healthy mobile phone user habits such as switching their phone off at night, reducing screen time or not texting at meal times. ChildLine and CEOP publish guidance and advice for pupils about how to keep safe when using a mobile phone. Links to transition to secondary school, travelling to and from school and developing increased independence

Medium term planning grids

CORE THEME 2: RELATIONSHIPS

(Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference)

Year Six

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *To recognise and respond appropriately to a wider range of feelings in others (R1).*

Suggested number of sessions: 1

Essential skills and attributes developed:
Empathy and compassion (including impact on decision-making and behaviour)

Self-regulation (including promotion of a positive, growth mindset¹ and managing strong emotions and impulses)

Learning objective:

To learn:

- how to respond appropriately to a wider range of feelings in others

Learning outcomes:

The learner will be able to:

- describe ways of recognising a range of feelings in others
- explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings
- demonstrate language and strategies to use if not sure how others may be feeling
- explain ways we can respond positively to others' feelings
- empathise with others who are experiencing difficult or challenging feelings

Key questions:

- How do we know how other people are feeling or what mood they are in?
- How can we be sensitive to other people's moods and feelings?
- Can we 'put ourselves in their shoes'?
- How can we learn to manage other people's moods and feelings?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Use film clips and stories to 'distance' the learning. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H6) To deepen their understanding of good and no so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of feelings to others.

PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at www.pshe-association.org.uk/mentalhealth

Aim of these sessions: *To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- about different types of relationships (friends, families, couples, marriage, civil partnership)
- about what constitutes a positive, healthy relationship
- about the skills to maintain positive relationships

Learning outcomes:

The learner will be able to:

- describe different kinds of loving relationships
- identify the qualities that enable these relationships to flourish
- explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship
- explain what this means in an emotional and physical sense
- describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy
- explain how relationships can change (as we grow up or as circumstances change)
- explain why sometimes relationships may change or end

Key questions:

- What are the qualities of a loving relationship?
- What do we expect from a healthy relationship?
- What skills does each person in the relationship need?
- Why might a relationship change or end?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on teaching about consent. See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Empathy and compassion (including impact on decision-making and behaviour)

Learning objectives:

To learn:

- to recognise when a relationship is unhealthy

Learning outcomes:

The learner will be able to:

- recap what makes a healthy relationship
- explain that everyone has the right to feel safe and happy within a relationship
- suggest some signs that a relationship is not healthy
- explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends
- identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship
- give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else

Key questions:

- How do people show they value each other in a relationship?
- Where can people get advice or ask for help if they are worried this is not the case?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on teaching about consent. See PSHE Association Quality Assured resources for suggested teaching materials.

Aim of these sessions: *To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about committed loving relationships (including marriage and civil partnership)

Learning outcomes:

The learner will be able to:

- explain that two individual adults may choose to be part of a committed relationship together - become a 'couple'
- give examples of different ways a couple show their love and commitment to each other
- explain what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)
- explain why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values)
- explain that two people who love each other can also be in a committed relationship, and not be married

Key questions:

- Why do people choose to get married? Or not to get married?
- What does it mean to get married or have a civil partnership?
- Are there other ways people demonstrate or celebrate their commitment to each other?
- How do people decide who to marry?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on teaching about consent.

Aim of these sessions: *To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6). To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- that marriage, arranged marriage and civil partnership is between two people who *willingly* agree
- that to force anyone into marriage (forced marriage) is illegal
- about the importance speaking out about forced marriage

Learning outcomes:

The learner will be able to:

- explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together
- explain that people have the right to choose the person they may marry
- recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family)
- explain that no one should feel 'forced' to marry and that this / forced marriage¹ is illegal
- describe the difference between arranged marriage and forced marriage¹
- know that specialist agencies exist to help to protect people (especially young people) who may be or who feel forced to marry
- explain what might stop someone asking for help, advice or support about forced marriage, but the importance of doing so
- identify where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so

Key questions:

- If people want to get married, how do they: choose a partner? choose when to get married?
- Does someone *always* have the right to make up their own mind about who to marry?
- Why is it important people make their own decisions about marriage?
- If someone felt under pressure, worried or threatened (even by their own parents, family or community), what could they do and who could they turn to?

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- | | |
|--|---|
| | <ul style="list-style-type: none">• If someone were worried about a friend, or another member of their family, who could they speak to? Why might they need to do this quickly? |
|--|---|
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Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance *SRE in the 21st century* (2013) and *DFEE SRE guidance* (2000) and PSHE Association members' briefings on teaching about consent. This learning opportunity has been suggested for year 6 schools will want to adjust the prominence they give this issue depending on the vulnerability of their pupils. Although pupils of primary age may be at lower risk of forced marriage, they may be aware of older siblings who are at immediate risk. Some primary age pupils may have been 'promised' to other families for marriage. For schools serving 'at risk pupils', consider publicising local organisations and help lines. The pupils need to be aware that if there is a threat of someone being forced against their will to marry, they need to tell their teacher about their concerns and do so quickly - even if the person who is being forced to marry has left the country, that it is not too late, they must still tell their teacher

¹*Arranged* marriage is where both people willingly agree, want to marry each other and either person is free to refuse to marry; *forced* marriage is where one person or both people do not want to marry and cannot refuse.

Learning opportunities R5 and R19 should be covered first, before teaching this session.

Aim of these sessions: *To understand that their actions affect themselves and others (R7).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Recalling and applying knowledge creatively and in new situations

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the consequences of their actions on themselves and others

Learning outcomes:

The learner will be able to:

- give examples of how individual/group actions can impact on others in a positive or negative way
- give examples of the wider impact of both positive and negative actions on others
- describe what can help people in 'moments' when they have to make decisions about what action they will take

Key questions:

- Who is responsible for our behaviour?
- Why might it not be a good idea to 'always' do what the rest of the group wants to do?
- What helps people make decisions about how to act?

Additional Guidance: It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. Whilst this learning opportunity can be taught as a discrete lesson links with many of the other learning opportunities across the programme of study and should therefore be referred to in a variety of PSHE lessons.

Aim of these sessions: *To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy)

Recognising, evaluating and utilising strategies for managing influence and self-respect)

Making decisions

Learning objectives:

To learn:

- about judging whether physical contact is acceptable or unacceptable
- how to respond

Learning outcomes:

The learner will be able to:

- explain the types of touch that is acceptable / appropriate
- explain what constitutes unacceptable / inappropriate / unwanted touch or attention
- explain how people can tell whether touch is acceptable or unacceptable
- explain in simple terms the concept of consent in relation to physical contact
- explain how acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)
- describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable
- identify sources of help/advice in school, outside school, locally, nationally by phone and online

Key questions:

- What types of physical contact is acceptable / unacceptable in different situations?
- How does this depend on the person and who they are with, where they are, what the touch is?
- How can people communicate about touch?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure. It is important that pupils understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable or confused about something they should tell their teacher or a trusted adult. They should know who to turn to for help and what to do if no-one will listen to them. It is worth reinforcing the NSPCC underwear rule even if covered in previous years. See NSPCC – The Underwear Rule for lesson plans and resources. See PSHE Association members' briefing about [teaching about consent](#).

Aim of these sessions: *To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Recognising, evaluating and utilising strategies for managing influence

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about confidentiality
- about times when it appropriate and necessary to break a confidence

Learning outcomes:

The learner will be able to:

- evaluate all the reasons they can identify for keeping something confidential or secret
- explain why keeping a secret might compromise personal safety or the safety of others
- explain people's right to share a secret or break a confidence they feel confused or uncomfortable keeping
- suggest ways to identify whether someone should or should not agree to break a confidence or share a secret
- identify whom to talk to for support and guidance, in school, outside school, online or by phone

Key questions:

- What might stop someone from wanting to tell someone else a secret?
- Can a secret put someone at risk?
- Is telling a secret the same as telling tales?
- If a secret that might mean someone was hurt or unsafe, was kept, could it put them at further risk?
- When should a confidence be broken?

Additional Guidance: Ensure that ground rules have been established/re-visited at the beginning of the session. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures. It is important to explore why breaking a confidence can protect us or protect someone else. Why sometimes people ask us to keep a secret because they know what they are doing or have done is wrong and they could get into trouble if others found out; sometimes people may be at risk themselves and ask us to keep a secret because they are afraid of other people's actions or getting people, including family members into trouble. It is essential that pupils understand that no one has the right to demand they keep any secret that makes them feel confused, uncomfortable or afraid for their own or someone else's safety. That even if they agreed when they were asked, they have a right to change their minds if they feel they should and that there is a difference between 'telling everyone' and sharing the secret with a trusted adult.

Aim of these sessions: *To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10).*

Suggested number of sessions: see Additional Guidance

Essential skills and attributes developed:

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- to respectfully listen to others but raise concerns and challenge points of view when necessary

Learning outcomes:

The learner will be able to:

- demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner
- explain why we have a responsibility to care about and protect other people's feelings in order for a relationship to be healthy and positive
- give reasons for how this skill can help to develop mutual respect in a relationship

Key questions:

- What body language and tone of voice should we use when wanting our concerns and opinions listened to without causing conflict?
- What helps someone to manage when someone disagrees with them?

Additional Guidance: Although this might be taught in a stand-alone lessons pupils should have the opportunities to practise these skills regularly throughout their PSHE lessons. This concept should be included when negotiating ground rules / class charter / class agreement for PSHE lessons.

Aim of these sessions: *To work collaboratively towards shared goals (R11).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Learning objective:

To learn:

- about working collaboratively toward shared goals

Learning outcomes:

The learner will be able to:

- describe shared goals that have been achieved by collaboration (class, community, country)
- recognise the positive effects of collaboration (on the individual/group/wider community)
- explain the importance of everyone playing their part to ensure shared goals are achieved
- describe or demonstrate strategies that can be used to ensure collaboration is positive and inclusive

Key questions:

- What would happen if no-one worked towards shared goals?
- What benefits does collaborating with others bring?
- How can collaborating be a positive experience?

Additional Guidance: This session could be taught at the beginning of Autumn term. This learning opportunity may be taught as a discrete lesson but could also be taught with sessions on creating a classroom charter, playground rules, behaviour and conduct This learning opportunity could include the use of team building games. These are skills that the pupils will need to practise regularly.

Aim of these sessions: *To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).*

Suggested number of sessions: 1-2 (and see Additional Guidance)

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Learning objectives:

To learn:

- negotiation and compromise strategies to resolve disputes and conflict
- to give helpful feedback and support to others

Learning outcomes:

The learner will be able to:

- evaluate the different ways to resolve disputes and conflict in class, playground and home
- demonstrate language to use to give constructive feedback to others in negotiation/compromise situations
- describe how it feels to receive constructive feedback/support
- identify the ways in which feedback and support is helpful

Key questions:

- What strategies can be used for solving disputes in different settings or situations?
- Which are the most useful in different situations
- How can someone give feedback or negotiate without making the situation worse?

Additional Guidance: Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute. In addition to PSHE lessons about these concepts, pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation. Pupils should begin to understand the changes in relationships in their networks at home and in and out of school, identify the tensions and conflicts that may arise and how to manage these. These could be due to wanting more independence or freedom.

Aim of these sessions: *To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Learning objectives:

To learn:

- about the factors that make people the same or different
- to recognise and challenge 'stereotypes'
- about the correct use of the terms sex, gender identity and sexual orientation

Learning outcomes:

The learner will be able to:

- identify a wide range of factors that contribute to someone's identity
- explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity
- describe how images and language can be used to either perpetuate stereotypes or challenge stereotypes
- explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive
- explain that everyone is equal no matter their identity
- explain or demonstrate ways we can value others who are similar or different from us

Key questions:

- How do the media, advertisements and popular culture reinforce stereotypes?
- How might stereotypical attitudes impact on relationships?
- How can people challenge stereotypes, at school or at home?
- How can we show that we value and respect different lifestyles?

Additional Guidance: Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

Aim of these sessions: *To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- about discrimination, teasing, bullying and aggressive behaviour and its effect on others

Learning outcomes:

The learner will be able to:

- explain what is meant by prejudice and discrimination and how this can manifest
- describe the potential consequences of discrimination
- explain the importance of taking care over the type and use of language in relation to discrimination
- explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied
- identify sources of support and how to access them in school, locally, by phone or online
- suggest ways we can be more inclusive and why we should work towards this

Key questions:

- What is prejudice and discrimination?
- What are our individual responsibilities in this?
- How can the words that we use show that we are inclusive?

Additional Guidance: These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling. See also Core Theme 3: Living in the Wider World – Learning opportunity L6) To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

Aim of these sessions: *To recognise and manage 'dares' (R15).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Learning objective:

To learn:

- to recognise and manage dares

Learning outcomes:

The learner will be able to:

- describe the difference between 'challenges' that can be useful and 'dares' that are dangerous to self / others
- identify 'dares' that are sometimes made to look or sound like something else
- explain or demonstrate strategies that can be used to manage 'dares'
- explain the shared responsibility if someone is put under pressure to do something harmful or dangerous and something goes wrong
- identify people to talk to or where go to for help and advice

Key questions:

- Are all dares dangerous?
- Do someone have to do something just because everyone else is?
- What 'exit strategies' can get someone out of a risky situation without losing face?

Additional Guidance: See also Core Theme: Health and Wellbeing H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media and H14) To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. ¹*Explain the difference between a dare - something we want them to do because we think it will be funny for us, or to test the other person - and a positive challenge – something we might suggest to encourage someone.*

Aim of these sessions: *To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).*

Suggested number of sessions: 1

Essential skills and attributes developed :

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objective:

To learn:

- about the importance of keeping personal boundaries and the right to privacy

Learning outcomes:

The learner will be able to:

- explain that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)
- explain why the need for privacy changes as they get older (grow from child to teenager)
- describe how someone can work out what is ok to share and what is best to keep private
- explain how, that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)
- explain what to do if something that should have been kept private is shared more widely
- explain that although we have a right to privacy, some things should never be kept secret or private and when this might be

Key questions:

- Is it possible to share everything?
- When must people be careful about sharing?
- What should someone do if something private is shared and it should not have been?

Additional Guidance: When establishing ground rules for PSHE education lessons, privacy and the right to privacy should be discussed, including the importance of not sharing personal stories or naming others. Making links to online safety can be explored, such as the importance of keeping passwords or passcodes private. Pupils might reflect how adults might keep documents and pin numbers private or that a physical space might be private, such as offices or the bathroom. The NSPCC underwear rule (PANTS) can be used to help explain private areas of the body and the importance of keeping bodies safe.

Medium term planning grids

CORE THEME 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money)

Year Six

Please note:

- Please ensure you have read the introductory section before using the medium term planning grids
- Planning grids are provided to cover most or all of the learning opportunities from the *PSHE Association Programme of Study for PSHE education* in every year group, to allow teachers to select the learning that is most appropriate for their pupils. The objectives and intended outcomes are similar in Years 5 and 6. It is not intended that teachers will cover everything in these grids in each year group.

Aim of these sessions: *For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1).*

Suggested number of sessions: 1 (plus see Additional Guidance)

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Respect for others' right to their own beliefs, values and opinions

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Assessing the validity and reliability of information

Identify links between values and beliefs, decisions and actions

Making decisions

Additional guidance Opportunities to cover this aim should be provided to pupils throughout the PSHE education programme and on a variety of topics.

For a specific lesson use local or national current affairs on health and wellbeing issues as a context or liaise with local council/Health Improvement Team about key issues in the local area. This learning opportunity could also be covered as part of a 'Healthy Living' whole school focus week and include working with parents/carers. It is important not to ask pupils to research topics such as body image, eating disorders or self-harm as they may come across websites that promote unhealthy behaviours.

Learning objectives:

To learn:

- To research, discuss and debate to discuss and debate issues concerning health and wellbeing

Learning outcomes:

The learner will be able to:

- research topical issues that concern health and wellbeing
- summarise their findings, including identifying the problems arising from the issue
- generate ideas for how this issue and the related problems may be addressed
- prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing

Key questions:

- What topical issues are impacting on young people's health and wellbeing?
- Who/what could help us in our research?
- Where can we find information we can trust about this topic
- How can we decide which sources to trust?
- What strategies do we know that may be of benefit?
- Who may be able to use our suggestions to improve health and wellbeing?

Aim of these sessions: *For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Recognising, evaluating and utilising strategies for managing influence

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- why and how laws are rules and laws are made
- how to take part in making and changing rules

Learning outcomes:

The learner will be able to:

- give examples of rules and laws that protect us and keep us safe
- identify who helps to uphold rules and laws in our local community / wider community
- explain how the democratic process works in Britain (voting system, political parties, Parliament)
- explain how laws can be changed democratically at a national level

Key questions:

- Why do we need rules / laws in society?
- What if we don't agree with the rules / laws, do we have to follow them?
- Who makes the rules / laws for society?
- What can people do to influence or change these rules / laws?

Additional guidance This can link to work by the School Council or be taught when national or local elections are taking place.

Aim of these sessions: *To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Empathy and compassion (including impact on decision-making and behaviour)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the importance of human rights (and the Rights of the Child)
- about the UN declaration on the Rights of the Child

Learning outcomes:

The learner will be able to:

- explain what '*human rights*' mean to them and how they can demonstrate these rights in the classroom, school and wider community
- explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (*except Somalia and the USA*) has agreed to this convention
- identify that not all people have their human rights met
- describe how life can be for children living and growing up in places where their human rights are not recognised
- identify some organisations that work to help people whose human rights aren't being met and explain how they work to meet those needs
- evaluate ways in which human rights can be promoted

Key questions:

- How different is it for children growing up in countries that don't support human rights?
- How do different organisations work to ensure that a child's human rights are met?
- How can we help promote human rights?

Additional guidance A child friendly version of the Declaration of the Rights of the Child can be found at:

http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf Teachers should be aware of individual pupil's circumstances, for example refugee or looked after children.

Aim of these sessions: *To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Strategies for identifying and accessing appropriate help and support

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Empathy and compassion (including impact on decision-making and behaviour)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Identify links between values and beliefs, decisions and actions

Learning intentions:

To learn:

- that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights
- that human rights overrule any beliefs, ideas or practices that harm others

Learning outcomes:

The learner will be able to:

- identify that cultural practices which can harm others (such as FGM and forced marriage) do exist
- recognise that these are illegal in British law and go against human rights
- identify that these human rights laws take precedence over (overrule) any other beliefs, ideas
- explain that these laws related to human rights apply to everyone, regardless of family, culture or religion
- identify what to do if they come across ideas or beliefs that are in conflict with human rights
- recognise ideas, beliefs, language, behaviours that may be in conflict with human rights
- identify where people can seek help, advice and support from safe sources

Key questions:

- Why might a person who cares for another, do something that is against their human rights?
- Should someone *always* agree to what their family or community wants or expects them to do?
- How might someone feel who wants to do something (or refuse to do something) their family or community expects them to do (or not do)?
- How can a person help them self or others who may be at risk?
- What responsibilities do we have if we recognise someone is worried about being put under pressure by their family? What could we say and do? Who could we tell? Why might we need to do this quickly?

Additional guidance Be familiar with school's RSE policy and agreed approaches to be taken before teaching. See also Core Theme: Health and Wellbeing – Learning opportunity H20) about taking care of their body, understanding they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers, and Core Theme: Relationships – Learning opportunity R20) that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.

Aim of these sessions: *To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)

Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

Strategies for identifying and accessing appropriate help and support

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Learning objectives:

To learn:

- how anti-social behaviours can affect wellbeing
- how to handle, challenge or respond to anti-social or aggressive behaviours

Learning outcomes:

The learner will be able to:

- explain what is meant by anti-social behaviour (see Additional Guidance¹)
- describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others
- justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong
- give examples of or demonstrate strategies that can be used to defuse aggressive behaviour
- identify when managing other people's behaviour is beyond their ability and where and who to go to for help
- explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves
- identify appropriate examples of where people can help, advice and support regarding anti-social

Key questions:

- How could we encourage someone who is using bullying, anti-social or discriminatory behaviour to make other choices?
- How does the law relate to anti-social behaviour?
- What situations might cause someone to participate in anti-social behaviour?
- If a situation is beyond someone's control, to whom or where can they go for help?

Additional guidance ¹Anti-social behaviours may include bullying behaviours: teasing, name calling, being spiteful unkind, 'leaving people out'; aggressive behaviour, intimidating people or causing personal or environmental damage. The teacher will need to set the context for the lesson. Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required. Should a pupil disclose serious anti-social behaviour or threats in relation to issues such as domestic violence, gangs, for example, this should be reported to the school safeguarding lead in line with school policy. See also Core Theme: Relationships – Learning opportunities R14) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help and R18) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Aim of these sessions: *That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

Self-organisation (including time management)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about different kinds of responsibilities (home, school, community and the environment)

Learning outcomes:

The learner will be able to:

- explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future
- explain the balance of rights and responsibilities in relation to school, home, communities and/or the environment
- compare individual and group rights and responsibilities and how these can come into conflict
- explain how society (local, national or world-wide) relies on people carrying out their responsibilities
- describe and demonstrate skills to support home, school, local community and environment

Key questions:

- Do people have a duty to be responsible, active citizens?
- If so, who will this benefit and when?
- What are our community and environmental responsibilities?
- Is there any more we could/should do?

Additional guidance This learning opportunity could link to local or wider-world issues. This could be taught within the topic: Taking Care of the Environment.

Aim of these sessions: *To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Empathy and compassion (including impact on decision-making and behaviour)

Respect for others' right to their own beliefs, values and opinions

Skills for employability, including

- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills

Learning objective:

To learn:

- about resolving differences, respecting different points of view and making their own decisions

Learning outcomes:

The learner will be able to:

- identify situations when conflict, disputes or differences might arise
- describe the choices people need to make in order to help resolve differences
- explain ways of seeing others' points of view (e.g. hot seating, stepping into someone else's shoes)
- identify how this can help people make decisions or form their own viewpoints

Key questions:

- What can people say or do to make a potential conflict situation better?
- What can make a conflict situation worse?
- What skills can be used to peacefully help others to solve conflict?

Additional guidance The teacher will need to set the context of the lesson. This could link to learning about participating in debates on different topics or be related to conflict within friendships.

Aim of these sessions: *To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Recognising, evaluating and utilising strategies for managing influence

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what it means to be a part of a community
- about different groups / individuals that support the local community
- about the role of voluntary, community and pressure groups

Learning outcomes:

The learner will be able to:

- explain what is meant by being part of a community in relation to the school, local and wider community
- explain what we mean by the terms voluntary, community and pressure group
- give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment
- identify reasons people form or join pressure groups and why they are needed
- evaluate ways in which pressure groups gain support to address the needs of the community and the environment
identify how this can lead to social change

Key questions:

- What is a community?
- What different types of communities are there?
- Who supports different communities and how?
- How do they approach doing this?
- Which approaches do we think are the most effective?
- What changes have different groups influenced?

Additional guidance Use examples from media of where a voluntary, community or pressure group have made positive changes for health and wellbeing outcomes. This is an opportunity to recognise and celebrate the help that members of the community offer the setting and local community and to invite outside speakers to visit school. See PSHE Association guidance on choosing visitors to the classroom.

Aim of these sessions: *To appreciate the range of national, regional, religious and ethnic identities in the UK (L11).*

Suggested number of sessions: 2

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Respect for others' right to their own beliefs, values and opinions

Valuing and respecting diversity

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- To appreciate the range of national, regional, religious and ethnic identities of people living in the UK

Learning outcomes:

The learner will be able to:

- describe what makes the UK a richly diverse community
- recognise the wide range of influences that have shaped the heritage of the UK
- recognise the contributions that different groups have made, and make to British society
- explain that people have migrated to and from the UK for many thousands of years
- describe the benefits of living in a diverse society
- explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this

Key questions:

- What does it mean to be British?
- Who has influenced British society?
- How diverse is the UK?
- How can people value and celebrate the diversity of the UK?

Additional guidance Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs. Could link to celebrations such as Refugee Week. It is important to be very aware of stereotyping regarding resources relating to different cultures and customs. Work on valuing difference and diversity needs to take place across the school and not just in specific lessons, for it to be effective.

Aim of these sessions: *To think about the lives of people living in other places, and people with different values and customs (L12).*

Suggested number of sessions: 1 or as required

Essential skills and attributes developed:

Respect for others' right to their own beliefs, values and opinions

Valuing and respecting diversity

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about the lives, values and customs of people living in other places

Learning outcomes:

The learner will be able to:

- research the lifestyle, customs and traditions of people growing up somewhere else in the world to them
- explain how their lives are similar or different to their own
- identify whether they experience similar or different customs, challenges, rules and responsibilities

Key questions:

- In what ways is growing up different for other people?
- How different are people's lives in different places and in different communities?

Additional guidance Pupils can bring in evidence of their own family customs and traditions. Stories from other cultures which evidence customs and traditions can be used as a starting point, such as, *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* by Selby Beeler, or use sections from carefully selected documentaries. Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals. Be very aware of stereotyping when looking at different cultures and traditions.

Aim of these sessions: *For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Identify links between values and beliefs, decisions and actions

Making decisions

Learning objectives:

To learn:

- how finance plays an important part in people's lives
- about being a critical consumer¹

Learning outcomes:

The learner will be able to:

- explain how personal finance can affect lifestyle choices
- evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction
- describe the factors that make consumers want to buy a product
- identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this
- evaluate whether something is 'value for money'
- give reasons for the importance of being a critical consumer¹

Key questions:

- What do we mean by 'personal finance'?
- Is earning a high salary the most important thing to think about when someone is choosing a job or career?
- How can we be critical consumers and ensure we are getting value for money?

Additional guidance: Even young people can be critical consumers - this could link to work on FairTrade. See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment.

Aim of these sessions: *For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Identification, assessment (including prediction) and management of positive and negative risk to self and others

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about what is meant by 'interest', 'loan', 'debt'
- about the importance of looking after money, including managing loans and debts
- that people pay 'tax' to contribute to society

Learning outcomes:

The learner will be able to:

- explain why people may borrow money (e.g. loans, credit cards)
 - explain the differences between credit and debt and what is meant by 'interest'
 - explain the difference between a manageable and an unmanageable debt and how this can affect someone
 - explain the importance of being a critical consumer when it comes to saving or borrowing money
 - identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money
 - give reasons for why money is deducted from earnings to provide things we all need
 - explain some of the ways in which the government uses money raised by taxes
 - explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society
- identify ways they are 'tax payers' (e.g. VAT on some things they purchase)

Key questions:

- What risks are involved with borrowing money?
- Before making decisions about saving or borrowing, what information does someone need?
- What does 'tax' mean?
- How are taxes spent?

Additional guidance See PSHE Association Quality Assured resources and Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. Be sensitive to pupils who have parents/carers who may not be in employment. Begin to explore the awareness of high interest rates charged by 'pay-day' loan companies. Pupils could analyse receipts for evidence of how VAT charged and paid. What would the pupils spend the amount of VAT on to improve their community or environment?

Aim of these sessions: *To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).*

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Empathy and compassion (including impact on decision-making and behaviour)

Identify links between values and beliefs, decisions and actions

Learning objective:

To learn:

- about how resources are allocated and the effect this has on individuals, communities and the environment

Learning outcomes:

The learner will be able to:

- explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated
- explain how these decisions are made
- explain how these choices are affected
- describe the different ways that decisions about the allocation of resources affects individuals, communities
- justify their views and opinions of how resources should be allocated

Key questions:

- Who decides how and which resources are allocated?
- Is this always fair?
- Who is affected by the decisions made?
- What can people do if they don't agree?

Additional guidance Stories and documentary clips where lack of care for the environment has negative effects could be used as a starting point. This learning outcome also links to whole school focus for care of the school environment and the resources that the school uses. This learning opportunity could be taught through the topic of Money (taxes or FairTrade) or Taking Care of the Environment.

Aim of these sessions: *What is meant by enterprise and begin to develop enterprise skills (L16)*

Suggested number of sessions: 1 (as required for enterprise projects)

Essential skills and attributes developed:

Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

Learning objectives:

To learn:

- what it takes to set up an enterprise
- about what enterprise means for work and society

Learning outcomes:

The learner will be able to:

- give examples of people who are famous entrepreneurs (e.g. Dragon's Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.)
- analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business)
- explain what is meant by 'positive' risk in relation to enterprise projects
- evaluate what makes an enterprise successful for the people involved
- describe or demonstrate different ways to develop enterprise skills and attributes

Key questions:

- What examples of enterprise do we see in our communities? Nationally? In the media?
- What skills and personal attributes do entrepreneurs have?
- How can we build our own skills and attributes for enterprise?

Additional guidance See Young Enterprise / pfeg (personal finance education group) online for a range suggested resources to teach this topic. This learning opportunity links to holding a whole school enterprise sale or challenge where the pupils to raise money for the school or the local community.

Aim of these sessions: *To explore and critique how the media present information (L17). To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misled; the importance of being careful what you forward to others (L18).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Recognising, evaluating and utilising strategies for managing influence

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

Assessing the validity and reliability of information

Learning objectives:

To learn:

- to be critical of what they see and read in the media
- to critically consider information they choose to forward to others

Learning outcomes:

The learner will be able to:

- consider how some of our views and choices are influenced by the way in which the media present information to us (e.g. advertising, reviews, reality TV, gossip etc)
- evaluate the different ways this happens (including via the wider media and social media)
- identify some potential dangers of accepting information 'at face value'
- explain how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people)
- explain steps people can take to challenge some of the ways in which information is presented
- explain the importance of not forwarding false or misleading information to others

Key questions:

- Is what the media show us true?
- How does the media influence people's views?
- Why and how should we question media representations?

Additional guidance Use advertisements from television and in print, compare with other sources of information. Look at how reviews (for example, of the same computer game or holiday can be represented differently and how this might influence people's views and opinions).

Section 3
APPENDICES

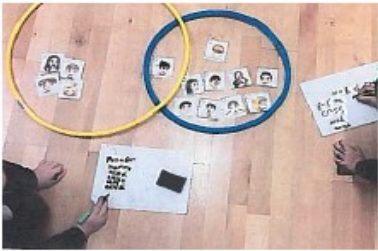
APPENDIX 1

EXAMPLES OF PUPILS' ASSESSMENT ACTIVITIES

A **simple sorting activity** which can be used for baseline and end point assessment. These Year 2 pupils were thinking and writing about what their faces and bodies 'looked like' when they experienced strong feelings.

Wednesday 13th January

KA can describe my positive and negative feelings -



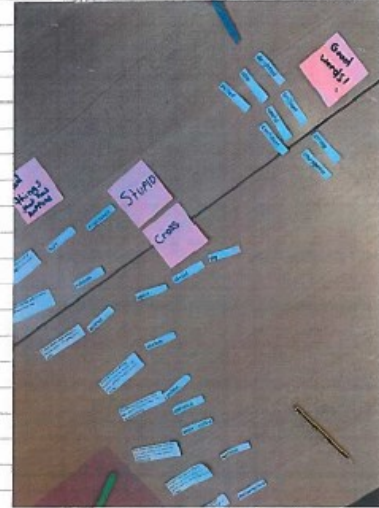
I was happy when I was at the toy store.

I was sad when I had to go to sleep. I was frowning when I was sad. ✓

Another **sorting activity** – photos can be really useful to capture the baseline activity and to demonstrate progress if the activity is repeated at the end.

Tuesday 19th January 2016

Can I understand the emotions I feel in challenging situations and suggest how to think differently about them?

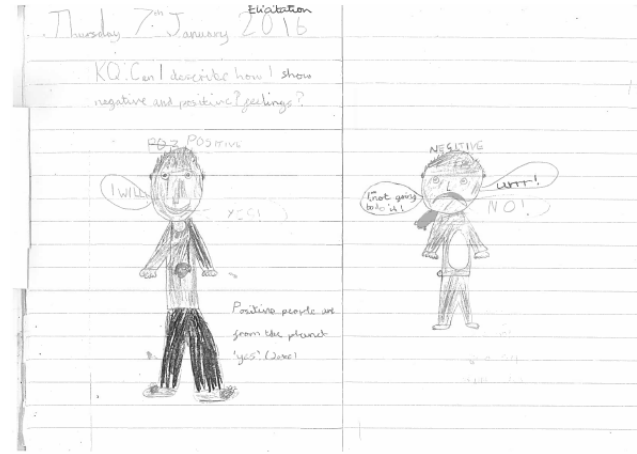


Just do the sports thing and have a go and practice. And say I'm skilled to yourself until you get the feeling that you can do it.

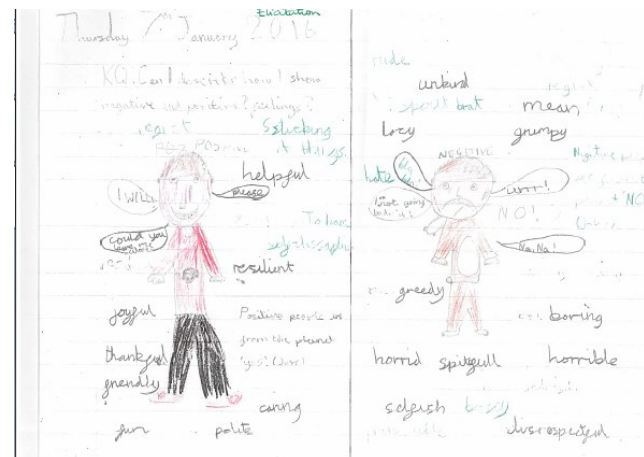
Washing line – a form of **continuum activity** in which anything (ideas, characters, pupils’ names) can be hung on the line between two extremes (such as positive and negative, strongly agree and strongly disagree, etc.). This can be revisited to show how ideas and understanding have changed over the course of the lesson.



Draw and write activity – in this first example (baseline) pupils were asked to draw and write how someone shows positive and negative feelings (before the new teaching took place). This child’s current concept of positive and negative feelings is fairly simple: either happy and saying ‘yes’, or unhappy and saying ‘no’.



Draw and write revisited to demonstrate progress – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness (‘could you leave me alone’), perseverance and resilience (‘sticking at things’), having ‘self-discipline’, together with a much broader range of positive and negative attributes being identified:



APPENDIX 2

TEACHING ABOUT FEMALE GENITAL MUTILATION (FGM) AND FORCED MARRIAGE

The degree of emphasis that you place on explicit work on FGM will be determined by local data showing the vulnerability of the pupils in your care. It is common for girls with a cultural heritage that makes them 'at risk' of FGM to be subjected to the procedure during key stages 1 and 2, so this cannot be left to key stage 3 if there is any chance whatsoever of there being girls, or brothers of girls, who are or might be at risk, in the school. Implicit protective learning is included throughout the medium term grids' learning objectives and outcomes, while grids offering specific learning on FGM can be found in years 3 and 5. Teachers have a mandatory duty to report 'known' cases of FGM in under 18s.

The school should consider making pupils aware of the 'forced marriage protection order' that legally protects a young person from a forced marriage. For schools with any pupils who might be 'at risk' of either FGM or forced marriage, consider publicising local organisations and help lines, some of which can be found on the websites below

Further guidance, resources and support can be found at:

- <http://forwarduk.org.uk/>
- <https://www.freedomcharity.org.uk/>
- <http://nationalfgmcentre.org.uk>