Brookside Primary School PSHE including RHE Scheme of Work

NURSERY

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
General Discussions	Class rules and behaviour expectations Fire Drill practise.	Strange Danger Zones of Regulation	Fire Drill practise New Year's Resolutions **The Life Bus**	Road Safety Zones of Regulation	Zones of Regulation Stranger danger Fire Drill practise	Zones of Regulation
	The 6Rs – What are the six R's? **Mental Wellbeing –** How am I feeling? Who can I talk to about my feelings? **Zones of Regulation-** ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions:** Key Question: What are the zones of regulation? Which zone am I in and why? **Coping & Calming Strategies** **Lesson 10 – Exploring Sensory Support Tools – Page 108** I can use sensory support tools to help me regulate my feelings.	**Personal Safety –** How can I be safe? (present different context) Who should I talk to if I am feeling upset about something or someone? How can I stay safe near roads? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? **Children in Need -** What is this year's theme? How can we raise money for BBC Children in Need?	**Basic First Aid –** What should I do when I am hurt? **Internet Safety & Harms –** How can I be safe online? How much time should I spend online and on electronic devices? What should I do if I feel uncomfortable about something I have seen or someone online? **Health and Prevention –** How do I keep safe in different seasons?	**Respectful Relationships-** What does it mean to be respectful? **Physical Health & Fitness –** How can I keep active? **Healthy Eating –** What healthy foods should I eat?	**Families & People Who Care for Me –** Who are the members in my family? **Caring & Friendships –** Who is my friend?	**Preparing for transition - Starting a new class/school in Reception.** • What is expected of me in Reception? • What's the same and different about Nursery and Reception?
EYFS PSE	**Making relationships: 22-36 months :** Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. **30-50mth:** Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.					

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	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **Self confidence and self awareness 22-36 months**: Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. **30-50:** Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. **Managing feeling and behaviour 22-36 months:** Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. **30-50 months:** Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
EYFS Cross Curricular Links	**Comm & lang/Speaking:** Beginning to talk about people and things that are not present (16-26mth) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (**22-36mth)** **Physical dev/Health and self-care:** Beginning to recognise danger and seeks support of significant adults for help. **(22-36mth),** Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. **(22-36mth),** Beginning to be independent in self-care, but still often needs adult support. **(22-36mth),** Observes the effects of activity on their bodies. **(30- 50mth),** Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. **(30-50mth),** Can usually manage washing and drying hands. **(30-50mth),** Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom**. (30-50mth)** **Understanding the World/People and Communities:** Enjoys pictures and stories about themselves, their families and other people**. (16-26mth)**, Beginning to have their own friends. **(22-36mth),** Learns that they have similarities and differences that connect them to, and distinguish them from, others. **(22-36mth),** Shows interest in the lives of people who are familiar to them. (30- 50mth), Has a sense of own immediate family and relations. (22-36mth)Recognises and describes special times or events for family or friends. **(30-50mth),** Shows interest in different occupations and ways of life. **(30-50mth),** Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family**. (30- 50mth).**

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RECEPTION

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
General Discussions	Class rules and behaviour expectations Fire Drill practise	Zones of Regulation Hygiene – taking care of the toilets; washing my hands	Fire Drill practise. New Year's Resolutions **The Life Bus**	Road Safety Zones of Regulation	Zones of Regulation Stranger danger Fire Drill practise	Zones of Regulation
	The 6Rs – What are the six R's? How can I show them in school? **Mental Wellbeing –** How am I feeling and why? Who can I talk to? **Zones of Regulation**- ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions:** Key Question: What are the zones of regulation? Which zone am I in and why? **Coping & Calming Strategies** **Lesson 10 – Exploring Sensory Support Tools – Page 108** I can use sensory support	**Personal Safety –** How can I play safely? Who can I talk to if I feel worried or upset about something or someone? How can I cross the road safely with a trusted adult? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? **Children in Need -** What is this year's theme? How can we raise money for BBC Children in Need?	**Basic First Aid** – How can I help myself and others when we are hurt? **Internet Safety & Harms –** How can I be safe online? How can I use technology safely with the help of trusted adults and know when to ask for help. How much time should I spend online and on electronic devices? What should I do if I feel uncomfortable about something I have seen or someone online? **Digital and artificial intelligence -** How can I recognise that technology is made by people?	**Respectful Relationships**- How can I show respect to my friends at all times? **Physical Health & Fitness –** How can I keep active? **Healthy Eating –** What healthy foods should I eat and why?	**Families & People Who Care for Me –** Who are the members of my family? **Caring & Friendships** – Who is my friend and why?	**Understand the PANTS Rule** Safeguarding: NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/ **Preparing for transition into KS1 (Year 1).** • What is expected of me in Year 1? • What's the same and different about Reception and Year 1?

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	tools to help me regulate my feelings.		How can I compare talking to a person and talking to technology? **Health and Prevention –** How do I keep safe in different seasons? (look at the advantage of getting some sunlight)			

EYFS PSE	**PSE/Managing feelings and behaviours – 40-60:** Aware of the boundaries set, and of behaviour expectations in the setting. Beginning to be able to negotiate and solve problems without aggression e.g when someone has taken their toy. **Early Learning Goal:** Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **PSE/Self conf/40-60:** Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. **PSE/SC/Early Learning Goal:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **PSE/Making relationships/40-60:** Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. **PSE/MR/Early Learning Goal:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
EYFS Cross Curricular Links	**Comm & Lang/Speaking:** Uses talk to organise, sequence and clarify thinking, ideas, feelings and events**. (40-60mth)** **Physical Dev/Health and Self Care:** Eats a healthy range of foodstuffs and understands need for variety in food. **(40-60mth),** Usually dry and clean during the day. **(40-60mth),** Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. **(40-60mth),** Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. **(40-60mth),** Shows understanding of how to transport and store equipment safely. **(40-60mth)** Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health **(40-60).** Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks **(40-60).** Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision **(40- 60).** **PD/HSC/Early Learning Goal:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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YEAR 1

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying!	Going for Goals	Good to be Me!	Relationships	Changes
British Values	**The Rule of Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 1	**The 6Rs –** What are the six R's? How can I use them in my learning? **Mental Wellbeing –** What do I think about myself? What do others think of me? **Zones of Regulation** – ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 4 – The Zones in Me – (Page 56) **Key Question:** How can I identify the zones within me**?** **Coping & Calming Strategies** Lesson 11 – Exploring Tools for Calming **(Page 113) I can identify techniques to help me keep calm.** How can change and loss, including bereavement, affect our feelings?	**Personal Safety –** How can I keep myself and my friends safe? (Using different scenarios & context). How can I make safe choices when crossing the road? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Trusted Adults** – Knowing who to ask for help **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid** – What is an emergency? Who should I contact if I'm hurt? When to get an adult? When to call 999? **Staying Safe at home -** How can I recognise unsafe situations at home and know what to do? **Internet Safety & Harms –** How can I be safe online? How do I keep my personal information private and tell a trusted adult if something online worries me? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms)* **Artificial intelligence: What is Ai? -** How can I understand that some	**Respectful Relationships-** How can courtesy and manners help me to get along with others? **Physical Health & Fitness –** Why do I need to keep active? **Healthy Eating –** What is a balanced diet? **All Different, All Special –** Can boys and girls enjoy the same activities and jobs?	**Families & People Who Care for Me –** Why are families important? **Caring & Friendships** – Who is a good friend and why? **Online Relationships –** Are all the people online my friends? (stranger danger)	**Drugs, Alcohol & Tobacco –** What are the uses of medicines? How and why should I take them? **Body Boundaries –** How can I respect my own body and other people's personal space? **Understand the PANTS Rule** ***Talk Pants and Stay Safe Like Pantosaurus*** What is the PANTS rule? **NSPCC PANTS rule with film** https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

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			technology can answer questions and help people? How do I know how to stay safe when using it. **Health and Prevention –** Personal Hygiene: How does washing my hands prevent me from getting ill? How often do I need to have a bathe and brush my teeth?			
	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can express and justify my opinions. I respect my views and that of others. I can understand the importance of teamwork.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can make choices and begin to understand and respect the democratic process. I can express and justify my opinion I respect my views and that of others. I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains,	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I am developing an awareness of my own needs, views and feelings. I can talk about how I feel. I can be sensitive to and respect the feelings of others.	Safety in the home and in the community. Road Safety Zones of Regulation The Rule of Law I know what is right/ wrong and can apply this in my daily life. I understand the need for rules.	Similarities and differences within families/cultures/ communities. Mutual Respect, Tolerance & Diversity I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.	Staying safe in the sun and in the community. Mutual Respect, Tolerance & Diversity I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people. **Preparing for transition to Year 2.**

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		ambassadors, monitors etc) …				
Cross Curricular Links	**Year 1 – science/animal, including humans:** identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense. **Science/seasonal changes**: Observe and describe weather associated with the seasons and how day length varies. **KS1/Computing:** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **KS1/Design and Technology/Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.					

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YEAR 2

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 2	**The 6Rs –** How can I demonstrate the six R's at home and school? **Mental Wellbeing –** What is good mental health? **Zones of Regulation –** ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 6 - Me in My Zones – (Page 73) **Key Question: How do I feel and look in each zone?** **Coping & Calming Strategies** Lesson 11 – Exploring Tools for Calming **(Page 113) I can identify techniques to help me keep calm.** How can change and loss, including bereavement, cause a range of feelings?	**Personal Safety –** What are my thoughts about keeping a secret? Who should I talk to if I feel worried or unsafe? How can I cross different types of roads safely? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid –** What is first aid? Who should I contact in an emergency? (Know contact numbers for fire, ambulance, police) **Internet Safety & Harms –** How can I be safe online? How can I make safe choices online, recognise information that should be kept private, and know where to get help if I feel unsafe. How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms).* **Artificial Intelligence in Everyday Life -** How can I identify examples of AI in everyday life and understand that not everything online is true? How can I begin to question	**Respectful Relationships-** Why is it important to respect everyone? How are people similar and different? (Diversity, inclusion, fairness) **Physical Health & Fitness –** What is physical fitness? **Healthy Eating –** What constitutes a healthy diet? Why is it important to have a healthy diet? **Financial Wellbeing –** How do people make choices spending and saving money? (Needs vs Wants)	**Families & People Who Care for Me –** Why is it important for families to spend time together? **Caring & Friendships –** How do I choose and make friends? **Personal Space & Boundaries –** How can I respect other people's personal space and choices? **Online Relationships –** How can I protect my identity online? What information should I never share online?	**Drugs, Alcohol, Tobacco & Vaping –** What are medicines, cigarettes and vapes, and why should children avoid them? **Managing Change –** How can I cope with changes in my life? **How can the PANTS Rule help me stay safe and seek help?** **NSPCC PANTS rule with film** https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

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			information I see? How can I demonstrate respectful online behaviour? How can I recognise when to seek adult support? **Health and Prevention –** Why is sleep important? How do healthy habits help my body and mind?			
	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can express and justify my opinions. I respect my views and that of others. I can understand the importance of team work.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can make choices and begin to understand and respect the democratic process. I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I am developing an awareness of my own needs, views and feelings. I can talk about how I feel. I can be sensitive to and respect the feelings of others. I can make decisions.	Safety in the home and in the community. Road Safety Zones of Regulation **The Rule of Law** Everyone in a community has rights and responsibilities. I am a member of my community. I know who helps me in school and in the wider community. I know what is right/ wrong and can apply this in my daily life. I can understand the importance of team work. I understand the need for rules.	Similarities and differences within families/cultures/ communities. **Mutual Respect, Tolerance & Diversity** I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique.	Staying safe in the sun and in the community. **Mutual Respect, Tolerance & Diversity** I can identify and respect the similarities and differences between people. **Preparing for transition to Year 3.**
Cross Curricular Links	**Year 2 – Science/Living things and their habitats:** Explore and compare the difference between things that are living, dead and things that have been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					

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	Year 2/Science/Animals, including humans: notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. **KS1/Computing:** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **KS1/Design and Technology/Cooking and nutrition:** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

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YEAR 3

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 3	**The 6Rs –** How can I use the six R's to make and maintain friendships? **Mental Wellbeing –** How does growth mindset contribute to my mental health and well-being? **Zones of Regulation**- ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 5: Understanding Different Perspectives – Page 62 **Key Question**: **How do others perceive me in the different zones?** **Coping & Calming Strategies Lesson 12:** Exploring Tools – Thinking Strategies-Page 121 **I understand how the use of the size of the problem can help me to regulate my zone.** How can change and loss, including bereavement, affect people and their feelings differently.	**Personal Safety –** Who can I talk to if I feel unsafe or worried? Peer pressure & assertiveness – How can I respond safely when I feel pressured by others? How can I recognise risks when crossing the road? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid** – Why do I need to learn basic first aid? **Internet Safety & Harms –** How do I report concerns to trusted adults? Where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms)* Digital Footprints – What information do I leave behind when I use the internet? (Comments, photos, usernames). How do I know that Privacy settings help protect my information? **Understanding Artificial Intelligence -** How does AI Learn from information given by humans (understanding data input to generate shared online information)? How can I identify AI examples in school and home? How can I begin to identify AI content. **Cyber bullying and positive online experience**- How can I explain how online actions can have lasting effects?	**Respectful Relationships**- What is self-respect? How does self-respect contribute to my own happiness? **Equality and Stereotypes -** What are stereotypes and why can they be unfair? **Physical Health & Fitness –** What are the characteristics of an active lifestyle? How does having an active lifestyle contribute to my physical and mental well-being? **Healthy Eating –** What are the principles of planning and preparing a range of healthy meals?	**Families & People Who Care for Me –** Wat makes healthy and supportive family relationship? **Caring & Friendships** – Why are friendships important? **Online Relationships –** How can I maintain respectful relationships online? What should I do if someone is being disrespectful to me online?	**Personal Boundaries –** How can I recognise and respect personal boundaries in relationships? **Drugs, Alcohol, Tobacco & Vaping –** Why can alcohol, tobacco and vaping be harmful to our health? **Managing Change and Transitions –** How can I respond positively to changes in my life? **Travel Safety –** How can I recognise and reduce risks when travelling around water.

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			How can online content affect feelings and wellbeing? **Understanding Money online** – How do I know that some online activities such as games and apps may encourage purchases and this involves spending real money? How do I understand that not everything offered online is genuine? How can trusted adults help me make safe choices online? **Health and Prevention –** How can keeping fit prevent me from getting ill?			
	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can start to understand the terms democracy and rule of law and why they are important.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can write a short speech about my attributes to lead a democracy. (example to become a class monitor) I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I can use encouragement when respecting everyone's differences. I can celebrate the uniqueness of each individual and the power of being different.	Safety in the home and in the community. Road Safety Zones of Regulation **The Rule of Law** I can follow and value rules. I can explore and make rules, learning their value and purpose.	Similarities and differences within families/cultures/ communities. **Mutual Respect, Tolerance & Diversity** I can describe how to welcome people and practice being welcoming.	Staying safe in the sun and in the community. **Mutual Respect, Tolerance & Diversity** I can think about what different people in Britain are like. **Preparing for transition to Year 4.**

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Cross Curricular Links	**Year 3/Science/Animals including humans:** identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. **Year 3/Science/Light:** recognise that light from the sun can be dangerous and that there are ways to protect their eyes. **KS2/Computing:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **KS2/Design and Technology/Cooking and nutrition**: understand and apply the principles of a healthy and varied diet.

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YEAR 4

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 4	**The 6Rs –** How does the six R's contribute to my personality? **Mental Wellbeing –** Growth mindset versus fixed mindset - Where am I? **Zones of Regulation**- ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 7: How do I feel? Page: 82 **Key Question: How do different events change the way I feel?** **Coping & Calming Strategies** Lesson **12:** Exploring Tools – Thinking Strategies –Page 121 **I understand how the use of the size of the problem can help me to regulate my zone.** How can change and loss, including bereavement, affect the way that people cope.	**Personal Safety –** Why are boundaries important in friendships? Consent & Choice – Why is it important to ask for and respect permission in everyday life? How can I recognise and reduce risks when around roads? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid –** How does first aid work? (present different scenarios) **Internet Safety & Harms –** How can I be safe online? How do I identify risky online situations? Online friendships should be treated carefully. Some people online may not be who they say they are. I know where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms)* Digital Footprint – How can my online actions affect me and others? **Artificial Intelligence, Decisions and Online Relationships -** How do AI and algorithms influence what I see online? How do I recognise that AI-generated information is not always accurate, and make safe choices when using online content? **Gaming, Rewards and Spending -** How do I question	**Respectful Relationships**- What practical steps can I take to improve or support respectful relationships in school? **Physical Health & Fitness –** What practical steps can I take to build regular exercise into my daily and weekly routines? (Walking, cycling, daily mile etc) **Healthy Eating –** What are the characteristics of a poor diet and the risks associated with unhealthy eating? (obesity) **Financial wellbeing –** How can I make responsible decisions about money? (Budgeting)	**Families & People Who Care for Me –** How do families support, care for and influence us? **Peer Influence -** How can I make independent choices when others influence me? **Online Relationships –** What are the rules and principles for keeping safe online?	**Drugs, Alcohol, Tobacco & Vaping –** What are the risks associated with legal and illegal substances, including vaping? **Changing Adolescent Body –** What is puberty? Emotional changes during puberty. **Travel Safety –** How can I recognise and reduce risks when travelling around railways.

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			online offers? Games use rewards and incentives to encourage spending. How do I know that virtual items can cost real money and influencers and adverts may encourage purchases? How do I recognise persuasive techniques and make safer financial decisions online? **Health and Prevention –** How can I take responsibility for my physical and mental health?			
	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can explore ways we can express our opinions and campaign for democratic change.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can take part in a Q&A and a debate, representing a different scenarios and delivering their desires powerfully through argument, persuasion, fact and opinion. I can take part in a fair vote. (Junior Leadership Team: school council, alliance	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I can explore ways I am free to be me. I understand ways to help others to be free, to be themselves. I can choose words to describe my individual personality. I can consider the hopes and dreams we all have. I can explore the UN Children's Rights.	Safety in the home and in the community. Road Safety Zones of Regulation **The Rule of Law** I can think thoughtfully about why rules are needed, explaining this to someone else.	Similarities and differences within families/cultures/ communities. Fire Drill practise. **Mutual Respect, Tolerance & Diversity** To understand how all people are equal and different.	Staying safe in the sun and in the community. **Mutual Respect, Tolerance & Diversity** To understand how all people are equal and different through different scenarios. **Preparing for transition to Year 5.**

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		captains, ambassadors, monitors etc)				
Cross Curricular Links	**Year 4/Science/Animals, including humans**: Describe the simple functions of the basic parts of the digestive system in humans. **KS2/Computing:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **KS2/Design and Technology/Cooking and nutrition:** Understand and apply the principles of a healthy and varied diet.					

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YEAR 5

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 5	**The 6Rs –** How can I use the six R's to be an effective leader in my school? **Mental Wellbeing –** Growth mindset versus fixed mindset…Why is it important? **Zones of Regulation-** ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 8: My Zones Across the Day Page: 86 **Key Question: How do my feelings and emotions fluctuate throughout the day and why?** **Coping & Calming Strategies** Lesson 17: Stop, Opt & Go (Page 156) **I can improve my ability to self-regulate and decrease impulsive/reactive behaviours.** How can change and loss, including bereavement, affect the coping and calming strategies that people find helpful?	**Personal Safety -** What steps would you take to report your concerns or incidents of abuse? (At school, home, online, community, peers/adults) Where can you get advice or information about safeguarding? How can I make responsible decisions to keep myself safe when around roads? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid –** How can I help others in a first aid emergency? **Internet Safety & Harms –** How can I be safe online? How can I manage my online privacy by protecting personal information, recognising potential risks, and seeking support when needed? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms)* **Critical Thinking and AI-Generated Content -** How does AI create images, videos, text and music? How do I know that AI-generated content is not always accurate and misinformation can spread quickly online?	**Respectful Relationships-** Consent, Pressure and Choice – How can I recognise and respond to pressure while respecting my own and others' choices? **Physical Health & Fitness –** What are the risks associated with an inactive lifestyle? (Include obesity) **Challenging Stereotypes -** How can stereotypes affect people's choices and opportunities? **Healthy Eating –** Why do people eat unhealthy foods? How does the media contribute to this?	**Families & People Who Care for Me –** How can family relationships change and still remain supportive and caring? **Peer Pressure and Influence –** How can I manage situations where others influence my decisions? **Online Relationships –** Misinformation and Manipulation – How can I tell whether information online is trustworthy?	**Drugs, Alcohol, Tobacco & Vaping –** What is the impact of legal and illegal substances, including vaping, in my community? **Changing Adolescent Body –** What physical and emotional changes happen during puberty, and how can we use the correct anatomical vocabulary to talk about these changes confidently?

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			How do I check information using multiple sources? Copyright and ownership matter online. How do I use AI tools responsibly for learning? **Scams, Fraud and Online Influence -** How can I critically evaluate online messages, recognise scams and misleading content, understand how online creators make money through advertising and sponsorship, and know how to report concerns and seek support when something does not seem right? **Recognising Gambling Risks -** How do I identify gambling activities, explain why they are age-restricted, and know how to seek support if exposed to them? How can I explain how gambling advertisements influence behaviour (Gambling companies use advertising to attract customers) and recognise features that encourage spending? **Health and Prevention –** How can I recognise early signs of physical illness, such as weight loss, or unexplained changes to the body?			

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	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can start to understand the term democracy and why it matters.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can write a short speech about my attributes to lead a democracy. I can take part in a Q&A and a debate, representing my argument through persuasion, fact and opinion. I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I can explore the right to live in freedom and individual liberty. I can explore ways I can support other people's right to live in freedom and individual liberty. I can explain the UN Children's Rights.	Safety in the home and in the community. Road Safety Zones of Regulation **The Rule of Law** I can think about why we have the 'rule of law'.	Similarities and differences within families/cultures/ communities. **Mutual Respect, Tolerance & Diversity** I can discuss ways in which all people are equal but different.	Staying safe in the sun and in the community. **Mutual Respect, Tolerance & Diversity** I can discuss inequality in society. **Preparing for transition to Year 6.**
Cross Curricular Links	**Year 5/Science/Animals including humans:** Describe the changes as humans develop to old age. **KS2/Computing:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **KS2/Design and Technology/Cooking and nutrition:** Understand and apply the principles of a healthy and varied diet					

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YEAR 6

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	**Democracy**		**Individual Liberty**	**The Rule of Law**	**Mutual Respect** **Tolerance of those with Different Faiths and Beliefs**	
	Evidence in PSHE Books					
Year 6	**The 6Rs –** How can the 6Rs contribute to me being a good citizen? **Mental Wellbeing –** Why is it important to have good mental health? *(Refer to other outcomes for Mental Wellbeing)* **Zones of Regulation-** ***(Text: The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)*** **Feelings & Emotions** Lesson 9: Caution! Trigger Ahead – page 92 Key Question: How can I develop my problem-solving skills to avoid triggers? **Coping & Calming Strategies** Lesson 17: Stop, Opt & Go (Page 156) **I can improve my ability to self-regulate and decrease impulsive/reactive behaviours.** How can change and loss, including bereavement, help us recognise that everyone grieves	**Personal Safety -** How is safeguarding applicable in the society? Where can you get advice or information about safeguarding? How can I keep make responsible decisions to keep myself and others safe when travelling independently around roads? **Anti-bullying –** What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? **Children in Need -** What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	**Basic First Aid –** How is the knowledge of first aid applicable in my daily life? **Internet Safety & Harms –** How can I be safe online? How do I evaluate online privacy risks, use strategies to protect my personal information, and understand the consequences of sharing information online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? *(Refer to other outcomes for Internet Safety & Harms)* **Ethical AI and Digital Citizenship -** *How does AI impact society (*AI in healthcare, transport and education), and how do I *recognise the benefits and risks?*	**Consent and Respect –** Why is it important to respect other people's choices, boundaries and decisions? **Physical Health & Fitness –**How and when should I seek support in school if I'm worried about my health? **Healthy Eating –** What should school leaders consider when planning our school menu? (Analyse the school's menu for a week and write recommendations) **Financial Wellbeing –** How can financial decisions affect my future? (Financial responsibility)	**Families & People Who Care for Me –** How does having a healthy family life impact children's security as they grow up? **Healthy Relationships –** What are the characteristics of healthy and unhealthy relationships? **Online Relationships – Manipulation and Exploitation:** How can I recognise unsafe behaviour online and seek help?	**Drugs, Alcohol, Tobacco & Vaping –** What are the health, social and legal consequences of legal and illegal substances, including vaping, in my community? **Changing Adolescent Body –** How can understanding puberty, using correct anatomical terminology and knowing about products used during puberty help us prepare for adolescence and secondary school? **Preparing For Secondary School -** How can I manage the opportunities, responsibilities and challenges of moving to secondary school? **Travel Safety –** How can I recognise and reduce risks for myself and others when around water and railways.

	differently and may need different ways to cope?		How can I understand how AI can be used responsibly and that AI systems can sometimes be **unfair or biased** because they learn from information created by people? How can I consider when human judgement is needed to ensure fairness and responsibility? **Financial Responsibility and Digital Awareness -** How do I understand what fraud is and how it affects people? How do I understand how companies influence spending decisions through targeted advertising, Algorithms and recommendations, subscription models and in-app purchases? How can I become a responsible Digital Citizen by building an online independence in managing financial risks, protecting personal information and evaluating opportunities critically? How do I know where to seek support? **Gambling Harm and Responsible Decision-Making -** How do I explain the risks and potential harms of gambling, recognise how gambling-related content can influence behaviour, challenge misconceptions, and make safe, informed choices about gambling and online activities?			

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			Health and Prevention – Why are immunisation and vaccination important?			
	General Discussions/SMSC					
	Class rules and behaviour expectations **Fire drill practise** – Expectations and fire assembly points **Setting Curriculum Targets** – What do I want to achieve in my learning and how will I ensure that I stay on track? **Rule of Democracy** I can explore ways we can express our opinions and campaign for democratic change.	Guy Fawkes Night/ Bonfire safety Promoting the British Values World Mental Health Day Remembrance Day **Rule of Democracy** I can write a short speech about my attributes to lead a democracy. I can take part in a Q&A and a debate, representing my argument through persuasion, fact and opinion. I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)	New Year's Resolutions Fire Drill practise. Taking care of my belongings and the environment. **The Life Bus** **Individual Liberty** I can explore my own individual liberty to be who I want to be (within the rules!). I can explore the idea that we need to allow other people to have liberty I can debate the UN Children's Rights.	Safety in the home and in the community. Road Safety Zones of Regulation **The Rule of Law** I can give plausible explanations about why we have the 'rule of law'. I can explain rules, learning their value and purpose.	Similarities and differences within families/cultures/ communities. **Mutual Respect, Tolerance & Diversity** I can discuss ways in which all people are equal but different.	Staying safe in the sun and in the community. **Mutual Respect, Tolerance & Diversity** I can debate inequality in society. **Preparing for transition to Secondary School.**
Cross Curricular Links	**Year 6/Science/Animals including humans:** recognise the impact of diet, exercise, drug and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. **KS2/Computing:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **KS2/Design and Technology/Cooking and nutrition:** understand and apply the principles of a healthy and varied diet.					