

Year A – starting with an odd year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to know you	Physical activity and Nutrition	Friendships	Mental Health	Safe Relationships	Economic Wellbeing
I have scheduled a 'Getting to know you' unit at the start of the years in order that expectations etc can be discussed with pupils etc in the first half term – this provides you with flexibility for your PSHE work in the first half term	1. what being healthy means and how physical activity helps people to stay healthy 2. ways to be physically active every day 3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods 4. that people often share food together, e.g. during mealtimes or special occasions 5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk 6. that what someone eats and drinks can affect their health; about food and drink that support good health, the	1.. what friendship is and what makes a good friend 2. how people make friends and how to be kind and caring in friendships 3. that friends can argue, and they can also make up 4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument 5. how to ask for help if a friendship is making them feel unhappy	1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly 2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well 3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses 4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) 5. simple strategies to manage distraction,	1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully 2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC 3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) 4. basic strategies for resisting pressure to do something they don't want to do, that makes	1. what money is, how people get money, and what it is used for 2. that money needs to be looked after; different ways of doing this, including keeping money in an account 3. different ways of paying for things 4. that money can be saved or spent; that people make different choices about saving and spending money 5. the difference between needs and wants; that people may not always be able to have the things they want

	importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink 7. when and how children can make choices about what they eat and drink and who can help them make healthier choices		unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies 6. about different kinds of change and loss (including death); how change and loss can affect people and who can help 7. about preparing to move to a new class or year group and how to manage feelings during times of change 8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	them uncomfortable, or that might be unsafe 5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult 6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know 7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe 8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	
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Year B – starting with an even year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to know you	Families	Online life and safety	Respecting self and others	Keeping Healthy and Well	Personal Safety and First Aid Drugs Education
I have scheduled a 'Getting to know you' unit at the start of the years in order that expectations etc can be discussed with pupils etc in the first half term – this provides you with flexibility for your PSHE work in the first half term	1. what a family is and who is in our family 2. that there are different types of family, and that everyone's family is unique and special 3. how families show love and care, and different ways they can spend time together and share each other's lives 4. what to do if anything about family life is upsetting or concerning	1. different ways people use the internet in everyday life 2. that not everything on the internet is true or real 3. how the internet and digital devices can be used to safely and respectfully communicate with others 4. that it is important to be kind online; that people's feelings can be hurt by unkindness online 5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true 6. basic rules to keep safe online, including which personal details should be kept private online; that anything	1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging 2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things 3. how to respectfully express their likes, dislikes and needs, and listen to other people 4. ways to show politeness and respect 5. how to play cooperatively; what they can do if they feel upset or angry with someone 6. how to share, take turns and include others	1. people who help us stay healthy and who can help if feeling unwell or 2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health 3. how to keep safe and well in the sun and protect skin from sun damage 4. why sleep is important; bedtime routines and ways to rest and relax 5. simple hygiene routines that can stop germs from spreading 6. who to talk to if they are worried about their health	Personal Safety and First Aid 1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations 2. how to recognise potentially harmful or hazardous situations in everyday life, including at home 3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places 4. how to cross the road safely with adult support 5. how to keep safe around water, using the water safety code 6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency 7.

		shared online can be used or shared by other people	7. about kind and unkind behaviour; that someone's actions and words can be hurtful 8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying 9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so		how to dial 999 in an emergency (including from a locked mobile phone), and what to say Drug Education 1. That medicines can help people to stay healthy or feel better if they are unwell 2. That some things that go into or onto bodies can be harmful and how we might know if something is harmful 3. To recognise the risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home, what to do and who to tell if they think they are at risk
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