

Year A - starts with an odd year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to know you	Keeping Healthy and Well	Friendships	Online life and Safety	Safe Relationships	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. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health 2. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves 3. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep 4. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene)	1. about the importance of friendships; that positive friendships support wellbeing 2. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate 3. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) 4. that healthy friendships are not controlling or possessive; that everyone can have more than one	Understanding the internet 1. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 2. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 3. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 4. how text and images in the media and online can	1. the difference between public and private; why something might be private, and when children and adults have a right to privacy 2. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries 3. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 4. how to identify acceptable/appropriate physical contact, and how	1. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) 2. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 3. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 4. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break 5. that there are organisations that can

	routines, vaccination, immunisation) 5. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health	friend, and that having different friends can bring different positive experiences 5. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	be manipulated or fabricated; strategies to critically engage with what they see, hear or read online and identify misinformation and disinformation. 5. What AI is and where it might be encountered in everyday life.	to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell 5. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that 6. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe 7. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy	support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know
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				Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right." 10. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	
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Year B – starts with an even year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to know you	Personal Safety and First Aid	Families	Mental Health	Online Life and Safety	Keeping Healthy and Well
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. about the role of rules and laws in keeping people safe 2. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances 3. how to predict, assess and manage risk in different situations 4. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) 5. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be	1. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected 2. that families should provide love, care, protection, and safety for children as they grow up 3. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships 4. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these 5. what to do and who to talk to if someone is	1. the importance of taking care of mental health and wellbeing, as well as physical health 2. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 3. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time 4. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 5. how to direct attention and manage distractions to support mental health and wellbeing	Risks, rules and wellbeing online 1. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing 2. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users 3. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 4. how AI chatbots work; similarities and differences between interacting with an AI	1. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health 2. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves 3. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep 4. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)

	taught to seek adult help immediately but not to attempt to move the person 6. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	worried about their family or feels unsafe	6. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 7. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	chatbot and a human, and the implications for wellbeing 5. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing 6. why and how to use privacy and location settings to protect information 7. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	5. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health
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