

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	Friendship	Online life and Safety	Careers education: aspirations, learning and work	Changing and Growing up
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 good physical health means; the characteristics of a balanced, healthy lifestyle 2. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines 3. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain 4. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally	1. strategies for recognising and managing peer influence and the desire for peer approval in friendships 2. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 3. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 4. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to	Safe and respectful behaviour online 1. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling 2. that the same principles about how to treat others apply in all contexts, including online 3. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful	1. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career 2. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid 3. that there are different routes into careers (e.g. college, apprenticeship, university)	1. the external genitalia and internal reproductive organs in males and females 2. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes 3. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them 4. the facts about the menstrual cycle and menstrual wellbeing, including what period

	rich foods for health and wellbeing 5. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods 6. how to develop healthier eating and drinking habits and how to manage influences on their choices 8. some benefits of preparing meals at home; how to plan and prepare healthy meals 9. how and when to speak to adults (including in school) if they are worried about their health	manage this and ask for help if necessary	communication online, including when anonymous 4. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online 5. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support 6. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	4. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes	products are available; where to get help and advice for menstrual wellbeing* * Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers. Sex education ** 5. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *** ** While Sex Education is not statutory in primary schools, the Department for Education recommends “that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.”
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			7. how to decide what is appropriate to share online and what should not be shared 8. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online		*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.
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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	Economic Wellbeing	Respecting Self and others	Mental Health	Careers education: aspirations, learning and work	Changing and Growing up
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. that people have different attitudes towards saving and spending money 2. what influences people's decisions about saving and spending, including individual priorities, needs and wants 3. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 4. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)	1. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others 2. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect 3. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show	1. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 2. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 3. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is	1. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 2. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy 3. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career 4. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways	1. the external genitalia and internal reproductive organs in males and females 2. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes 3. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them 4. the facts about the menstrual cycle and menstrual wellbeing, including what period

	5. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 6. advantages and disadvantages of different ways of paying for things	courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own 4. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling 5. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise 6. how to respond to situations where they experience disappointment or frustration with others 7. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	support available to help people manage this 4. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief 5. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 6. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school		products are available; where to get help and advice for menstrual wellbeing* * Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers. Sex education ** 5. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *** ** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."
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		8. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes 9. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help			*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.
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