



PSHE and RHE Unit Summaries and Medium Term Plan: 2 Year Old and Nursery

Curriculum Map- Seashells

Personal, Social & Emotional Development	
PSE.2.01 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	
PSE.2.02 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	
PSE.2.03 Feel strong enough to express a range of emotions.	
PSE.2.04 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	
PSE.2.05 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	
PSE.2.06 Be increasingly able to talk about and manage their emotions.	
PSE.2.07 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	
PSE.2.08 Develop friendships with other children.	
PSE.2.09 Safely explore emotions beyond their normal range through play and stories	
PSE.2.10 Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	

Curriculum Map- Nursery

Personal, Social & Emotional Development	
PSE.3.01 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	
PSE.3.02 Develop their sense of responsibility and membership of a community.	
PSE.3.03 Become more outgoing with unfamiliar people, in the safe context of their setting.	
PSE.3.04 Show more confidence in new social situations.	
PSE.3.05 Play with one or more other children, extending and elaborating play ideas.	
PSE.3.06 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	
PSE.3.07 Increasingly follow rules, understanding why they are important.	
PSE.3.08 Do not always need an adult to remind them of a rule.	
PSE.3.09 Develop appropriate ways of being assertive.	
PSE.3.10 Talk with others to solve conflicts.	
PSE.3.11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	
PSE.3.12 Begin to understand how others might be feeling.	



PSHE and RHE Unit Summaries and Medium Term Plan: Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges	Self-regulation: Listening and following instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.	Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Autumn	Spring	Summer
<u>Lesson 1: To identify their feelings</u> Continuous Provision: create own colour monster (colour with your feelings today) ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: playing and exploring	<u>Lesson 1: To understand why we have rules</u> Continuous Provision: games/board games to play ELG link: PSED: managing self (explain the reasons for rules, know right from wrong and try to behave accordingly) Characteristics of Effective Learning: playing and exploring	<u>Lesson 1: To think about the perspectives of others in the class and learn about how different beliefs celebrate special times.</u> Continuous Provision: photos/artefacts to explore linked to children's festivals ELG link: PSED: building relationships (show sensitivity to their own and to others' needs) Characteristics of Effective Learning: playing and exploring, active learning
<u>Lesson 2: To identify and express my feelings.</u> Continuous Provision: making feelings jars ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: playing and exploring, active learning, creating and thinking critically	<u>Lesson 2: To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems</u> Continuous Provision: wooden blocks and building cards ELG link: PSED: managing self (be confident to try new activities and show independence, resilience and perseverance in the face of challenges) Characteristics of Effective Learning: active learning, creating and thinking critically	<u>Lesson 2: To understand why sharing is important</u> Continuous Provision: encouraging sharing in provision ELG link: PSED: building relationships (work and play cooperatively and take turns with others) Characteristics of Effective Learning: playing and exploring, active learning
<u>Lesson 3: To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions.</u> Continuous Provision: calm corner and mindful breathing ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: playing and exploring, active learning, creating and thinking critically	<u>Lesson 3: To work together as a group to overcome challenges and communicate effectively with others</u> Continuous Provision: opportunity to build dens outside ELG link: PSED: managing self (be confident to try new activities and show independence, resilience and perseverance in the face of challenges) Characteristics of Effective Learning: active learning, creating and thinking critically	<u>Lesson 3: To understand the characteristics of a good friend</u> Continuous Provision: photo sort of people being a good or bad friend ELG link: PSED: building relationships (form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs) Characteristics of Effective Learning: playing and exploring, active learning
<u>Lesson 4: To explore the different adjectives that can be used to describe feelings.</u> Continuous Provision: emotions and feelings photo display cards ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: active learning	<u>Lesson 4: To learn and practise 'grounding' coping strategies</u> Continuous Provision: draw your calm place ELG link: PSED: managing self (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: active learning	<u>Lesson 4: To learn the importance of supporting others by being kind</u> Continuous Provision: kindness challenge- can you make someone smile today? Share at end of day. ELG link: PSED: building relationships (form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs) Characteristics of Effective Learning: active learning
<u>Lesson 5: To explore different facial expressions and what they mean.</u> Continuous Provision: how do you feel? Facial expression cards in provision with a mirror ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: playing and exploring, active learning	<u>Lesson 5: To understand the importance of perseverance in the face of challenge</u> Continuous Provision: egg and spoon, sacks, skipping in provision ELG link: PSED: managing self (be confident to try new activities and show independence, resilience and perseverance in the face of challenges) Characteristics of Effective Learning: active learning, creating and thinking critically	<u>Lesson 5: To learn how to help, listen to and support others when working in a team.</u> Continuous Provision: teamwork games to play in outdoor area ELG link: PSED: building relationships (work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs) Characteristics of Effective Learning: active learning, creative and critical thinking
<u>Lesson 6: To identify different feelings and how to moderate behaviour socially and emotionally.</u> Continuous Provision: match expressions to the bingo cards ELG link: self-regulation (show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Characteristics of Effective Learning: playing and exploring, active learning	<u>Lesson 6: To learn new skills, showing resilience and perseverance in the face of challenge</u> Continuous Provision: objects to balance on in provision ELG link: PSED: managing self (be confident to try new activities and show independence, resilience and perseverance in the face of challenges) Characteristics of Effective Learning: active learning, creating and thinking critically	<u>Lesson 6: To celebrate special friendships within the class</u> Continuous Provision: friendship parties in role-play ELG link: PSED: building relationships (form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs) Characteristics of Effective Learning: active learning, creative and critical thinking
<u>Lesson 1: To talk about our families. To understand that all families are valuable and special.</u> Continuous Provision: area for our family photos to discuss ELG link: PSED and Understanding the World	<u>Lesson 1: To recognise the importance of listening carefully by playing recall games.</u> Continuous Provision: objects in bag to play 'Noisy Neighbour' ELG link: Communication and Language: listening, attention and understanding (listen attentively and respond to what they hear), PSED: self-regulation (give focussed attention to what the teacher says), PSED: managing self (be confident to try new activities)	<u>Lesson 1: To know the importance of exercise and to explore how exercise affects different parts of the body</u> Continuous Provision: exercise activities during breaks ELG link: PSED: managing self (manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices)
<u>Lesson 2: To talk about people that hold a special place in children's lives and think about what it means to be a valued person.</u> Continuous Provision: special people drawing frame ELG link: PSED and Understanding the World	<u>Lesson 2: To listen attentively to a story.</u> Continuous Provision: story time ELG link: PSED: self-regulation (give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions).	<u>Lesson 2: To explore yoga, guided meditation and relaxation.</u> Continuous Provision: yoga photos in areas ELG link: PSED: managing self (be confident to try new activities; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices)
<u>Lesson 3: To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.</u> Continuous Provision: puppets and cubes in role-play area ELG link: PSED: building relationships (work and play cooperatively and take turns with others)	<u>Lesson 3: To understand the importance of listening carefully, telling the truth and thinking of others' feelings</u> Continuous Provision: play pass the whisper games outside ELG link: PSED: managing self (explain the reasons for rules, know right from wrong and try to behave accordingly), PSED: building relationships (show sensitivity to their own and to others' needs)	<u>Lesson 3: To understand why it is important to be able to take care of oneself</u> Continuous Provision: clothes to get ready in dress-up area ELG link: PSED: managing self (manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices)
<u>Lesson 4: To see themselves as a valuable individual. To understand that it is ok to like different things.</u> Continuous Provision: puppets and cubes in role-play area ELG link: PSED	<u>Lesson 4: To follow instructions or actions and persevering when things get difficult</u> Continuous Provision: obstacle course and trim trail ELG link: PSED: self-regulation (give focussed attention to what the teacher says), PSED: managing self (be confident to try new activities and show independence).	<u>Lesson 4: To explore what it means to be a safe pedestrian</u> Continuous Provision: crossing the road play/small world ELG link: PSED: managing self (explain the reasons for rules, know right from wrong and how to behave accordingly).
<u>Lesson 5: To see themselves as a valuable individual. To share their interests with the group.</u> Continuous Provision: drawing their interests ELG link: PSED	<u>Lesson 5: To follow instructions involving several ideas or actions and giving simple instructions</u> Continuous Provision: chalk and blindfolds in areas ELG link: PSED: self-regulation (give focussed attention to what the teacher says), PSED: managing self (be confident to try new activities and show independence).	<u>Lesson 5: To explore what it means to eat healthily</u> Continuous Provision: food in role play area ELG link: PSED: managing self (manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices)
<u>Lesson 6: To explore diversity through thinking about similarities and differences.</u> Continuous Provision: d ELG link: Understanding the World: people, culture and communities (know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<u>Lesson 6: To listen and respond to phrases and instructions</u> Continuous Provision: create own treasure hunt ELG link: PSED: self-regulation (give focussed attention to what the teacher says)	<u>Lesson 6: To understand the importance of healthy food choices and what a balanced diet is</u> Continuous Provision: food to sort into the rainbow ELG link: PSED: managing self (manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices)



PSHE and RHE Unit Summaries and Medium Term Plan: Year 1

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	To be updated once released on Kapow	Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To name and recognise the six emotions.</u>	<u>Lesson 1: To recognise when we are online.</u>	<u>Lesson 1: To explain how and why we wash our hands.</u>
<u>Lesson 2: To recognise that people may show different emotions in a situation and understand why.</u>	<u>Lesson 2: To recognise online activities and in-person activities.</u>	<u>Lesson 2: To describe how to protect myself in any weather.</u>
<u>Lesson 3: To describe emotions and how they change.</u>	<u>Lesson 3: To recognise that polite behaviour online is the same as polite behaviour in person.</u>	<u>Lesson 3: To recognise people who help keep us healthy.</u>
<u>Lesson 4: To explore what makes me and others feel excited and calm.</u>	<u>Lesson 4: To explain why it is good to balance screen time with in-person activities.</u>	<u>Lesson 4: To talk about how my body feels when I am ill.</u>
<u>Lesson 5: To explore what makes us feel worried, annoyed or upset.</u>	<u>Lesson 5: To understand when and how I should tell an adult about something I see online.</u>	<u>Lesson 5: To recognise if an injury is serious or not.</u>
<u>Lesson 6: To talk about how we can get help with our feelings.</u>	<u>Lesson 6: To describe how I can stay safe online.</u>	<u>Lesson 6: To identify who can help with serious illnesses and injuries.</u>
Philosophy for Children: Is it ok to be angry?	Philosophy for Children: Should you talk to a stranger if you get lost?	Philosophy for Children: Would you rather have lots of money or lots of friends?
<u>Lesson 1: To recognise what makes me feel special and talk about my strengths.</u>	<u>Lesson 1: To recognise some of the needs of babies and toddlers.</u>	<u>Lesson 1: To identify what is safe and unsafe in the home.</u>
<u>Lesson 2: To explore how families care for and support each other.</u>	<u>Lesson 2: To understand that animals have different needs and how to care for them</u>	<u>Lesson 2: To identify what is safe and unsafe for our bodies.</u>
<u>Lesson 3: To understand that families should help me feel safe and cared for.</u>	<u>Lesson 3: To identify ways to look after the school environment.</u>	<u>Lesson 3: To explain how rules can keep us safe.</u>
<u>Lesson 4: To explain how to be a good friend.</u>	<u>Lesson 4: To show respect when sharing ideas and opinions.</u>	<u>What can happen when rules are broken? What do the police do?</u>
<u>Lesson 5: To explore how to be kind even when you are angry or upset.</u>	<u>Lesson 5: To recognise how people help look after the school and local environments.</u>	<u>Lesson 4: To describe how to stay safe near roads.</u>
<u>Lesson 6: To explore kind and respectful behaviours.</u>	<u>Lesson 6: To recognise how rules help people, animals and places.</u>	<u>Lesson 5: To notice how I feel when something is unsafe.</u>
		<u>Lesson 6: To recognise who and how to ask for help.</u>



PSHE and RHE Unit Summaries and Medium Term Plan: Year 2

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	To be updated once released on Kapow	Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries.	Understanding that unsafe situations can occur in different places and recognising common hazards at home and in public spaces.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To describe how being active makes me feel.</u>	<u>Lesson 1: To describe some things people can do online and how to use devices safely.</u>	<u>Lesson 1: To identify how we grow and change as we get older.</u>
<u>Lesson 2: To explain why sleep is important and how a bedtime routine can help.</u>	<u>Lesson 2: To understand that sharing information online means it can be seen by many people.</u>	<u>Lesson 2: To describe what people can do as they grow older.</u>
<u>Lesson 3: To recognise and explain that fruits and vegetables help keep our bodies healthy.</u>	<u>Lesson 3: To recognise that private information should not be shared online.</u>	<u>Lesson 3: To express personal boundaries using simple language.</u>
<u>Lesson 4: To explain how healthy food and drink choices help the body and mind.</u>	<u>Lesson 4: To identify when private information has been shared online.</u>	<u>Lesson 4: To talk about body parts correctly.</u>
<u>Lesson 5: To identify ways to keep my teeth clean and healthy.</u>	<u>Lesson 5: To understand that not everything we see online is real.</u>	<u>Lesson 5: To talk about how to respect other people's belongings and bodies.</u>
<u>Lesson 6: To use what I know about looking after my body to create a healthy daily routine.</u>	<u>Lesson 6: To explain what to do if something online worries me.</u>	<u>Lesson 6: To describe how to get help if you feel unsafe or uncomfortable.</u>
Philosophy for Children: Which is more important? Caring for yourself or caring for others?	Philosophy for Children: Is the world wonderful?	Philosophy for Children: Is it ok for one person to make the rules for a lot of people?
<u>Lesson 1: To recognise and celebrate how people are all different.</u>	<u>Lesson 1: To identify communities that people belong to.</u>	<u>Lesson 1: To understand that my body is special and belongs to me.</u>
<u>Lesson 2: To recognise that all families are different and all are special.</u>	<u>Lesson 2: To explain how people contribute to a community.</u>	<u>Lesson 2: To recognise simple rules that help keep my body safe.</u>
<u>Lesson 3: To solve a falling-out kindly.</u>	<u>Lesson 3: To describe the jobs people do to help my local community.</u>	<u>Lesson 3: To understand how to stay safe at home.</u>
<u>Lesson 4: To practise telling others when something feels okay or not okay to me.</u>	<u>Lesson 4: To describe how different jobs help people and communities.</u>	<u>Lesson 4: To identify how to stay safe in different places.</u>
<u>Lesson 5: To name who I can talk to and what I can say if something feels unsafe or wrong.</u>	<u>Lesson 5: To understand what money is and how people use it.</u>	<u>Lesson 5: To understand what to do if I cannot find my trusted adult.</u>
<u>Lesson 6: To recognise bullying behaviour and know what to do if it happens.</u>	<u>Lesson 6: To recognise different ways adults get money.</u>	<u>What is fire safety?</u>
		<u>Lesson 6: To recognise how to stay safe around water.</u>



PSHE and RHE Unit Summaries and Medium Term Plan: Year 3

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings.	Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully.	Exploring ways people communicate online and understanding the importance of safe and respectful online behaviours.	Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.	Investigating how healthy habits and medicines help prevent illness by exploring hygiene, sun safety, vaccines, basic first aid and how to seek medical help, including calling 999 in an emergency.	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To describe how emotions affect my body.</u>	<u>Lesson 1: To identify ways people communicate online and in person.</u>	<u>Lesson 1: To be updated</u>
<u>Lesson 2: To recognise how others might be feeling using clues.</u>	<u>Lesson 2: To describe respectful ways to communicate online.</u>	<u>Lesson 2: To be updated</u>
<u>Lesson 3: To understand that our minds and bodies are connected.</u>	<u>Lesson 3: To explain how online communication can be misunderstood.</u>	<u>Lesson 3: To be updated</u>
<u>Lesson 4: To understand why sleep is important and how we can sleep well.</u>	<u>Lesson 4: To understand how to respond safely to online bullying.</u>	<u>Lesson 4: To be updated</u>
<u>Lesson 5: To identify strategies that may be helpful when experiencing strong emotions.</u>	<u>Lesson 5: To explain why we must be careful when communicating online.</u>	<u>Lesson 5: To be updated</u>
<u>Lesson 6: To understand how to support ourselves and get help with our feelings.</u>	<u>Lesson 6: To explain and practise ways to stay safe online and seek help.</u>	<u>Lesson 6: To be updated</u>
Philosophy for Children: Are some people more important than others?	Philosophy for Children: Would you rather wait to have your turn or always go first?	Philosophy for Children: Can we be anything we want to be?
<u>Lesson 1: To recognise what self-respect is and why it is important.</u>	<u>Lesson 1: To recognise that everyone has rights and responsibilities.</u>	<u>Lesson 1: To be updated</u>
<u>Lesson 2: To identify my personal boundaries.</u>	<u>How do we enforce the law?</u>	<u>Lesson 2: To be updated</u>
<u>Lesson 3: To identify how families can spend time together and support each other.</u>	<u>Lesson 2: To recognise that children have rights and why they matter.</u>	<u>Lesson 2: To be updated</u>
<u>Lesson 3: To identify how families can spend time together and support each other.</u>	<u>Lesson 3: To understand how reducing what we use helps protect the environment.</u>	<u>Lesson 3: To be updated</u>
<u>Lesson 4: To describe what makes a good friend.</u>	<u>Lesson 4: To understand how reusing items helps protect the environment.</u>	<u>Lesson 4: To be updated</u>
<u>Lesson 5: To explore fair ways to respond after a falling-out with as friend.</u>	<u>Lesson 5: To recognise our responsibility to recycle at home, school and in the local area.</u>	<u>Lesson 5: To be updated</u>
<u>Lesson 6: To identify what bullying is and how it might make someone feel.</u>	<u>Lesson 6: To recognise how local councils look after local communities.</u>	<u>Lesson 6: To be updated</u>



PSHE and RHE Unit Summaries and Medium Term Plan: Year 4

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration.	Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings.	Developing critical thinking skills through exploring how information is found, shared and presented online.	Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To explore the importance of having a balanced diet.</u>	<u>Lesson 1: To recognise how the internet can be helpful and challenging.</u>	<u>Lesson 1: To explain what body boundaries are and how to communicate them.</u>
<u>Lesson 2: To investigate how physical activity affects the body.</u>	<u>Lesson 2: To recognise that not all online content is appropriate for children.</u>	<u>Lesson 2: To explore how bodies change during puberty.</u>
<u>Lesson 3: To examine how daily habits and choices can affect our energy levels.</u>	<u>Lesson 3: To recognise that some online information can be misleading.</u>	<u>Lesson 3: To explain how to manage emotions and feelings during puberty.</u>
<u>Lesson 4: To recognise when someone may need support and how to seek help.</u>	<u>Lesson 4: To check whether online information is reliable.</u>	<u>Lesson 4: To explain what a period is and what happens when you have one.</u>
<u>Lesson 5: To understand how a growth mindset helps us respond to challenges.</u>	<u>Lesson 5: To evaluate multiple sources of online information.</u>	<u>Lesson 5: To describe how and why we should treat others with kindness and respect.</u>
<u>Lesson 6: To understand that being kind can help me too.</u>	<u>Lesson 6: To recognise the importance of questioning online content.</u>	<u>Lesson 6: To identify trusted adults and explain how they can help with worries about growing up and change.</u>
Philosophy for Children: Are humans more important than other animals?	Philosophy for Children: Can learning about the past help us in the future?	Philosophy for Children: Is happiness the same for everyone?
<u>Lesson 1: To use positive thoughts and words when things are challenging.</u>	<u>Lesson 1: To be updated</u>	<u>Lesson 1: To identify warning signs that a situation may be unsafe.</u>
<u>Lesson 2: To practise being respectful in different settings.</u>	<u>Lesson 2: To be updated</u>	<u>How can I keep safe in my local area?</u>
		<u>Lesson 2: To respond to an uncomfortable situation safely.</u>
<u>Lesson 3: To describe a range of ways to build trusting friendships.</u>	<u>Lesson 3: To be updated</u>	<u>Lesson 3: To identify common risks and explain how to stay safe when walking, cycling or scooting.</u>
<u>Lesson 4: To consider how actions help us look after our friendships.</u>	<u>Lesson 4: To be updated</u>	<u>Lesson 4: To explain how to stay safe in, on and around water.</u>
<u>Lesson 5: To explain when and how to ask for help if I see bullying.</u>	<u>Lesson 5: To be updated</u>	<u>Lesson 5: To explain when drugs and medicines can be helpful or harmful.</u>
<u>Lesson 6: To describe what stereotypes are and why they are unfair.</u>	<u>Lesson 6: To be updated</u>	<u>Lesson 6: To recognise hazards and explain how thinking ahead reduces risk.</u>



PSHE and RHE Unit Summaries and Medium Term Plan: Year 5

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation.	Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour.	Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online.	Developing active citizenship skills through exploring how people can make a difference in their communities and beyond.	Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships.	Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To explore how food labels can help in making healthier choices.</u>	<u>Lesson 1: To analyse how online adverts influence what we click, buy or watch.</u>	<u>Lesson 1: To discuss the physical and emotional changes that happen during puberty.</u>
	<u>How can we use our phones sensibly? What are deep fakes?</u>	
<u>Lesson 2: To reflect on how active I am.</u>	<u>Lesson 2: To explain how online adverts are targeted.</u>	<u>Lesson 2: To explain how good hygiene helps me to look after my body, including my private parts.</u>
<u>Lesson 3: To compare the impact of different physical activities on the body.</u>	<u>Lesson 3: To recognise how different types of online content influence choices and behaviour.</u>	<u>Lesson 3: To recognise how to treat others with kindness during puberty.</u>
<u>Lesson 4: To recognise a range of complex feelings.</u>	<u>Lesson 4: To explain how online trends influence behaviour.</u>	<u>Lesson 4: To identify emotions that may change during puberty and know who to talk to for support.</u>
<u>Lesson 5: To recognise and respond to strong and complex feelings.</u>	<u>Lesson 5: To analyse how opinions shared online can shape our views.</u>	<u>Lesson 5: To describe what a period is and hoe to manage it.</u>
<u>Lesson 6: To recognise how to look after mental health.</u>	<u>Lesson 6: To recognise that online messages can be misleading.</u>	<u>Lesson 6: To recognise personal boundaries and know how to respond when they are crossed.</u>
Philosophy for Children: Is it ever ok to be rude?	Philosophy for Children: Are some people more important than others?	Philosophy for Children: Why do some people have a lot, and some people have very little?
<u>Lesson 1: To describe how our identities are influenced by different factors.</u>	<u>Lesson 1: To recognise how to show care for others.</u>	<u>What is gambling?</u>
		<u>Lesson 1: To be updated</u>
<u>Lesson 2: To understand what commitment means and how it is shown in family relationships.</u>	<u>Lesson 2: To recognise how individuals and groups can contribute to a community.</u>	<u>Lesson 2: To be updated</u>
<u>Lesson 3: To identify different ways that families can support and protect each other.</u>	<u>Lesson 3: To recognise how the UK government works.</u>	<u>Lesson 3: To be updated</u>
<u>Lesson 4: To evaluate healthy and unhealthy friendships.</u>	<u>Lesson 4: To understand the role of a local councillor.</u>	<u>Lesson 4: To be updated</u>
<u>What is grooming?</u>		
<u>Lesson 5: To develop and apply positive ways to respond to friendship challenges.</u>	<u>Lesson 5: To recognise the role of pressure groups.</u>	<u>Lesson 5: To be updated</u>
<u>Lesson 6: To reflect on what assertive communication looks like and why it is important.</u>	<u>Lesson 6: To recognise how people can influence decisions made by the government.</u>	<u>Lesson 6: To be updated</u>



PSHE and RHE Unit Summaries and Medium Term Plan: Year 6

Introductory lesson: a stand-alone lesson outlining PSHE and RSE as a subject and exploring how to create a successful learning environment for these lessons.

My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	First Aid
Developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self.	Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online.	Exploring how online experiences and influence our thoughts, feelings and behaviour, and recognise online risks to support safety.	Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Developing understanding of hazards, risks and safer choices by exploring how to stay safe in different situations and considering how peer pressure and drug misuse can affect decision-making.	Practising basic first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed.

Transition lesson: helping pupils with the transition to a new year and the changes that come with it.

Autumn	Spring	Summer
<u>Lesson 1: To understand how daily habits protect long-term dental health.</u>	<u>Lesson 1: To understand how online platforms engage users and recognise ways to manage online activity.</u>	<u>Lesson 1: To describe how to keep myself safe when I am at home without adult support.</u>
<u>Lesson 2: To interpret nutritional information to help make informed choices about food.</u>	<u>Lesson 2: To recognise why some online gaming can be risky and how to make safe choices.</u>	<u>Lesson 2: To predict and plan for risks outside the home.</u>
<u>Lesson 3: To describe how habits can influence long term health.</u>	<u>Lesson 3: To analyse how online content can influence how people think and feel.</u>	<u>Lesson 3: To explain how to stay safe near railways.</u>
<u>Lesson 4: To recognise and regulate strong and complex feelings.</u>	<u>Lesson 4: To recognise and respond to harmful online behaviours.</u>	<u>Lesson 4: To manage risk in, on and around water by following the water safety code.</u>
<u>Lesson 5: To explain how our mindset can affect our personal growth.</u>	<u>Lesson 5: To understand how what we share online can affect ourselves and others.</u>	<u>Lesson 5: To recognise and respond to peer pressure.</u>
<u>Lesson 6: To understand how my actions can impact myself and others.</u>	<u>Lesson 6: To recognise the impact of online experiences on wellbeing and how to respond positively.</u>	<u>Lesson 6: To recognise the risks of drug misuse and how to make safe choices.</u>
Philosophy for Children: If you do something wrong but nobody sees it, is it still wrong?	Philosophy for Children: Should we show respect to everyone?	Philosophy for Children: Should some people do more than others to take care of the Earth?
<u>Lesson 1: To make links between values and personal growth.</u>	<u>Lesson 1: To be updated</u>	<u>Lesson 1: To be updated</u>
<u>Lesson 2: To evaluate how to be respectful in different situations.</u>	<u>What different types of crime are there? What is antisocial behaviour? What is shop theft?</u>	<u>Lesson 2: To be updated</u>
	<u>Lesson 2: To be updated</u>	
<u>Lesson 3: To set and respect personal boundaries, including seeking and giving consent.</u>	<u>Lesson 3: To be updated</u>	<u>Lesson 3: To be updated</u>
<u>Lesson 4: To evaluate safe, respectful ways to challenge unfairness in everyday situations.</u>	<u>Lesson 4: To be updated</u>	<u>Lesson 4: To be updated</u>
<u>Lesson 5: To describe how to respond to bullying safely.</u>	<u>Lesson 5: To be updated</u>	<u>Lesson 5: To be updated</u>
<u>Lesson 6: To explain when to seek help for yourself or someone else.</u>	<u>Lesson 6: To be updated</u>	<u>Lesson 6: To be updated</u>