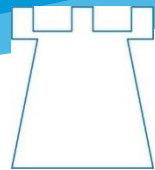


PSHE Lower KS2

Units of work



SHERIFF HUTTON PRIMARY SCHOOL

Date of Policy Review: September 2021

Approved by the Governing Body: November 2021

To be reviewed: September 2023

Responsibility: Headteacher

TEAM (Year 3 / 4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages
Relationships	R13. the importance of seeking support if feeling lonely or excluded R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
Living in the wider world	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
Vocabulary	Links with science. See grid below.
High quality texts (links)	Iron Man link – villages working to dig the pit etc.
Safeguarding aspects	Online safety for internet access. Talking to people outside of our 'talking circle.' Personal space
Outcomes	<ul style="list-style-type: none"> * I can talk about changes and how they might make me feel. * I can explain how and why we should work well as a team. * I can describe how my actions and behaviour affect my team. * I can pay attention to and respond considerately to others. * I can describe why disputes might happen and strategies to resolve them. * I can talk about changes and how they might make me feel.
Other considerations (SEND / PP)	Empathy: children will draw the facial expressions of children going through a particular situation. Responsibilities: children will explore the responsibilities they have within their home.

Think positive (Year 3 / 4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p>
Relationships	R13. the importance of seeking support if feeling lonely or excluded
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	<p>The Egyptian Cinderella, The Frog Prince continued</p> <ul style="list-style-type: none"> - Dealing with character problems - Excluded from groups - slavery - Set backs for characters
Safeguarding aspects	Sensitivity around those struggling with mental health or experiences of this at home.
Outcomes	<ul style="list-style-type: none"> * I understand that having a positive attitude is good for our mental health * I can recognise and manage positive and negative thoughts effectively * I understand that some changes can be difficult but that there are things we can do to cope * I can use mindfulness techniques to keep calm. * I can identify uncomfortable emotions and manage them effectively * I can apply a positive attitude towards learning and take on new challenges.
Other considerations (SEND / PP)	

Diverse Britain (Year 3 / 4)

Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
Relationships	<p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
Living in the wider world	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities I can explain what being British means to me and to others.</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
Vocabulary	Links with science.
High quality texts (links)	<p>The Miraculous Journey of Edward Tulane</p> <ul style="list-style-type: none"> - disrespect of the character - Selfish behaviour - Judging others - Rights as a human
Safeguarding aspects	Considerations for those whose loved ones may have broken the law.
Outcomes	<ul style="list-style-type: none"> * I can describe a diverse society and talk about why it is important. * I can describe what it is like to live in the British Isles. * I can talk about what democracy is and understand why it is important. * I can talk about what rules and laws are and identify how they help us. * I can talk about what liberty means and I can identify the rights of British people
Other considerations (SEND / PP)	

It's my body (Year 3 / 4)

Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>
Relationships	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	<p>Charlotte's Web</p> <ul style="list-style-type: none"> - life on a farm - keeping secrets

	- food and lifestyle links - farm
Safeguarding aspects	Those that may have experience of unacceptable physical contact, to be addressed delicately.
Outcomes	<ul style="list-style-type: none"> * I know how to make better choices and choose healthy habits * I know how to keep my body healthy. * I can choose what happens to my body and I can get help with any concerns. * I know why it is important to get enough sleep. * I understand the importance of hygiene and what to do if I feel unwell. *
Other considerations (SEND / PP)	

Aiming High (Year 3 / 4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
Relationships	
Living in the wider world	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcome</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
Vocabulary	Links with science.
High quality texts (links)	Leon and the place in between - achievements and goals of Leon.
Safeguarding aspects	Considerations for all careers and parental careers.
Outcomes	<ul style="list-style-type: none"> * I can identify achievements and suggest how my actions can help me to achieve. * I can identify personal goals and suggest actions that I can take to achieve them. * I can identify the skills and attributes needed to do certain jobs. * I can discuss what job I might like to do when I grow up and what skills I will need to achieve this
Other considerations (SEND / PP)	

Growing Up (Year 3 / 4)

Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty I can describe the feelings that some people experience as they grow up.</p>
Relationships	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	Pebble in my pocket - how the world has changed overtime.
Safeguarding aspects	Considerations for those who have different relationships in households.
Outcomes	<ul style="list-style-type: none"> * I can describe how babies are made and how they are born * I understand that there are many different types of relationships and families. * I can describe how girls' bodies will change as they go through puberty. * I can describe how boys' bodies will change as they go through puberty. * I can describe male and female body parts and explain what these are for.

	*
Other considerations (SEND / PP)	

Be Yourself (Year 3 /4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	
Health and wellbeing	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of selfworth</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
Relationships	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) I know how to be assertive.</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>
Living in the wider world	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and</p>

	negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation .
Vocabulary	
High quality texts (links)	The boy at the back of the class - differences and respect.
Safeguarding aspects	Considerations to experiences outside of school.
Outcomes	<ul style="list-style-type: none"> * I can identify the feelings I have and describe how different emotions feel. * I can say the things about myself that I am proud of. * I can explore messages given by the media and decide if they are helpful or harmful. * I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. * I can identify different strategies I can use if I make a mistake
Other considerations (SEND / PP)	

Digital Well-being (Year 3 /4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
Relationships	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it. R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
Living in the wider world	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation I can

	<p>decide how reliable online information is and know how to share information responsibly online.</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes I can identify things we shouldn't share online and give reasons why we shouldn't share them.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
Vocabulary	Links with science.
High quality texts (links)	liona Diary - Bullying of slaves
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I understand how technology can affect our wellbeing in different ways * I know how to stay safe when communicating online and what to do if I don't feel safe * I can be kind online and I can help make the Internet a safer place. * I can identify the positives and negatives of being online. *
Other considerations (SEND / PP)	

One World (Year 3 /4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
Living in the wider world	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>
Vocabulary	Links with science.
High quality texts (links)	Firework makers daughter - respecting different backgrounds

Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this * I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place * I can discuss ways in which people's lives are similar and different and give reasons for these differences. * I can explore differences of opinion and identify if I feel these are fair. * I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions * I can explain what climate change is and how it affects people's lives as well as identify what I can do to help.
Other considerations (SEND / PP)	

VIPs (Year 3 / 4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>

	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret I can identify my own support network R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
Living in the wider world	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can explain the importance of respecting my VIPs * I can explain how to make and keep fabulous friends. * I can demonstrate strategies for resolving conflicts. * know what to do if someone is being bullied. * I can identify what bullying is
Other considerations (SEND / PP)	

Money Matters (Year 3 / 4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	
Living in the wider world	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
Vocabulary	Links with science.
High quality texts (links)	Lob - when they have to move house.
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I can explain how adverts try to influence our spending and why they do this. * I can explain ways I can keep track of what I spend and why it is important to do this.

	<ul style="list-style-type: none"> * I understand the different decisions people have to make about how to spend their money. * I can discuss financial risk and borrowing and explain some consequences of this. * I can explain the different ways people pay for things. * I can explain what skills are needed for a range of jobs and why people go to work *
Other considerations (SEND / PP)	

Safety First (Year 3 /4)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. 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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>
Relationships	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>
Living in the wider world	

Vocabulary	Links with science.
High quality texts (links)	Fly eagle fly, Tales from Africa, One plastic bag
Safeguarding aspects	
Outcomes	<ul style="list-style-type: none"> * I know how to stay safe when out and about. * I can be responsible for making good choices to stay safe and healthy. * I know how to respond in emergency situations * I know about dangerous substances and how they affect the human body. * I understand that I can choose not to do something that makes me feel uncomfortable * I can identify a risky situation and act responsibly
Other considerations (SEND / PP)	