



## PSHE Matters - Scheme of Work

<b>CYCLE I: PSHE UNITS OF WORK</b>	<b>KEY STAGE 1</b>	<b>LOWER KEY STAGE 2</b>	<b>UPPER KEY STAGE 2</b>
<p><b>Being Healthy</b> Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• Exploring what a healthy lifestyle means.</li> <li>• Identifying the benefits of a healthy lifestyle.</li> <li>• Identifying ways of keeping healthy.</li> <li>• Recognising what they like and dislike.</li> <li>• Recognising that choices can have good and not so good consequences.</li> <li>• Setting simple goals.</li> <li>• Recognising the importance of personal hygiene.</li> <li>• Developing simple skills to help prevent diseases spreading.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring what affects their physical, mental and emotional health.</li> <li>• Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>• Identifying how to make informed choices.</li> <li>• Understanding what is included in a balanced diet.</li> <li>• Understanding what may influence our choices.</li> <li>• Setting goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring what affects their physical, mental and emotional health.</li> <li>• Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>• Exploring how we make choices about the food we eat.</li> <li>• Identifying how to make informed choices.</li> <li>• Developing skills to make their own choices.</li> <li>• Recognising how images in the media do not always reflect reality.</li> <li>• Setting simple but challenging goals.</li> <li>• Exploring what is meant by the term habit and why habits can be hard to change.</li> </ul>
<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• Recognising our behaviour can affect others.</li> <li>• Recognising what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• Offering constructive support and feedback to others.</li> <li>• Identifying their special people (family, friends, carers) and how they should care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</li> <li>• Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• Recognising different types of relationship.</li> <li>• Understanding that actions affect themselves and others.</li> <li>• Understanding when it is right to 'break a confidence' or 'share a secret'.</li> <li>• Listening and responding respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what a healthy relationship is.</li> <li>• Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>• Understanding the true meaning behind civil partnerships and marriage.</li> <li>• Resolving conflicts.</li> <li>• Recognising that forcing anyone to marry is a crime.</li> <li>• Understanding about confidentiality and about times when it is necessary to break a confidence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understanding personal boundaries.</li> </ul>	
<p><b>Exploring Emotions</b> Relationships Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• Recognising a range of feelings in ourselves and other people.</li> <li>• Recognising how others show feelings and how to respond.</li> <li>• Recognising that their behaviour can affect others.</li> <li>• Communicating feelings to others.</li> <li>• Developing simple strategies for managing feelings.</li> <li>• Using words to describe a range of feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising a wide range of emotions in themselves and others.</li> <li>• Responding appropriately to a range of emotions in themselves and others.</li> <li>• Understanding their actions affect themselves and others.</li> <li>• Developing strategies to resolve disputes.</li> <li>• Identifying strategies to manage emotions.</li> <li>• Deepening their understanding of good and not so good feelings.</li> <li>• Extending vocabulary to help explain the range and intensity of feelings.</li> <li>• Recognising conflicting emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising a wider range of feelings in others and how to respond appropriately.</li> <li>• Recognising that their actions can affect themselves and others.</li> <li>• Developing strategies to resolve disputes.</li> <li>• Deepening their understanding of good and not so good feelings.</li> <li>• Extending emotional vocabulary.</li> <li>• Exploring the intensity and range of feelings.</li> <li>• Recognising when they experience conflicting emotions and how to manage these.</li> </ul>
<p><b>Difference &amp; Diversity</b> Living in the Wider World Relationships</p>	<ul style="list-style-type: none"> <li>• Understanding that they belong to different groups.</li> <li>• Identifying ways in which they are unique.</li> <li>• Sharing opinions on things that matter using discussions.</li> <li>• Identifying and respecting the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how to listen and respond respectfully to a wide range of people.</li> <li>• Recognising the differences and similarities between people, but understand everyone is equal.</li> <li>• Recognising the nature and consequences of discrimination.</li> <li>• Recognising and challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how to listen and respond respectfully to a wide range of people.</li> <li>• Recognising the factors that make people the same or different.</li> <li>• Recognising the nature and consequences of discrimination.</li> <li>• Recognising and challenging stereotypes.</li> <li>• Understanding the correct use of the terms sex, gender identity and sexual orientation.</li> </ul>

<p><b>Being Responsible</b> Living in the Wider World Relationships</p>	<ul style="list-style-type: none"> <li>• Identify how they can contribute to the life of the classroom and school.</li> <li>• Construct and explore the importance of rules.</li> <li>• Explore and understand that everyone has rights and responsibilities.</li> <li>• Identify what improves and harms their environments.</li> <li>• Recognise what is fair/unfair, right/wrong, kind/unkind.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues.</li> <li>• Identify why rules are needed in different situations.</li> <li>• Understanding that there is human rights to protect everyone.</li> <li>• Explore rights and responsibilities, rights and duties at home, school, community and the environment.</li> <li>• Develop skills to carry out responsibilities.</li> <li>• Explore how to resolve differences and respect others' points of view.</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues.</li> <li>• Identify why rules are needed in different situations.</li> <li>• Understanding that there are human rights to protect everyone.</li> <li>• To understand there are some cultural practices against British law.</li> <li>• Explore rights and responsibilities at home, school, community and the environment.</li> <li>• Develop skills to carry out responsibilities.</li> <li>• Explore others' points of view.</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>
<p><b>Bullying Matters</b> Relationships Living in the Wider World: LJ</p>	<ul style="list-style-type: none"> <li>• Recognising their behaviour can affect others.</li> <li>• Listening to others and working cooperatively.</li> <li>• Identifying that people's bodies can be hurt.</li> <li>• Recognising when people are being unkind to them or others, who to tell and what to say.</li> <li>• Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.</li> <li>• Identifying strategies to resist teasing/ bullying if experienced or witnessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that their actions affect themselves and others.</li> <li>• Identifying the importance of working towards shared goals.</li> <li>• Developing strategies for getting support for themselves or for others at risk.</li> <li>• Identifying that differences and similarities arise from a number of factors.</li> <li>• Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</li> <li>• Knowing how to recognise bullying and abuse in all its forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that their actions affect themselves and others.</li> <li>• Developing strategies for getting support for themselves or for others at risk.</li> <li>• Identifying that differences and similarities arise from a number of factors.</li> <li>• Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').</li> <li>• Knowing how to recognise bullying and abuse in all its forms.</li> </ul>



CYCLE 2 PSHE UNITS OF WORK	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<b>Drug Education</b> Health and Wellbeing	<ul style="list-style-type: none"> <li>• Exploring the importance of physical, mental and emotional health.</li> <li>• Exploring how to make informed choices.</li> <li>• Understanding the role of drugs as medicines.</li> <li>• Identifying alternatives to taking medicines.</li> <li>• Identifying that household products, including medicines, can be harmful if not used properly.</li> <li>• Identifying rules for and ways of keeping safe.</li> <li>• Recognising they have a shared responsibility for keeping themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising how to make informed choices.</li> <li>• Understanding that people have different attitudes to risk.</li> <li>• Recognising, predicting and assessing risks in different situations.</li> <li>• Where to get help and how to ask for help.</li> <li>• Distinguishing between safe and harmful and to know some substances can be harmful if misused.</li> <li>• Learning rules about staying safe.</li> </ul>	Knowing how to make informed choices. Identifying a range of drugs/substances and assessing some of the risks/effects. Identifying influences and when an influence becomes a pressure. <ul style="list-style-type: none"> <li>• Developing skills of how to ask for help.</li> <li>• Identify basic emergency procedures.</li> <li>• Understanding the term 'habit' and why habits can be hard to change.</li> </ul>
<b>Growing Up</b> Health and Wellbeing Relationships Living in the Wider World	<ul style="list-style-type: none"> <li>• The process of growing from young to old.</li> <li>• Exploring growing and changing and becoming independent.</li> <li>• The correct names for the main parts of the body (including external genitalia).</li> <li>• Identifying people who they can ask for help and think about how they might do that.</li> <li>• Identifying ways of keeping safe and knowing they do not keep secrets.</li> <li>• About privacy in different contexts.</li> <li>• About respecting the needs of</li> </ul>	<ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality.</li> <li>• Celebrate our strengths/qualities.</li> <li>• About the kind of changes that happen in life and the associated feelings.</li> <li>• That simple hygiene routine can prevent the spread of bacteria.</li> <li>• About the changes that happen as they grow up.</li> <li>• The right to protect our bodies.</li> <li>• About differences and similarities between people, but understand everyone is equal.</li> <li>• About the difference between</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring how images in the media and online do not always reflect reality.</li> <li>• Identify the intensity of feelings.</li> <li>• Recognising conflicting feelings.</li> <li>• That simple hygiene routine can prevent the spread of bacteria.</li> <li>• Identify pressures and influences.</li> <li>• Understanding changes that happen at puberty.</li> <li>• Understanding what puberty and human reproduction is.</li> <li>• Identifying qualities of a healthy relationship</li> <li>• About committed loving relationships.</li> <li>• About differences and similarities</li> </ul>

	<p>ourselves and other people. Identifying similarities and difference.</p> <ul style="list-style-type: none"> <li>• What physical contact is acceptable.</li> <li>• That everybody is unique.</li> </ul>	<p>acceptable and unacceptable physical contact.</p> <ul style="list-style-type: none"> <li>• Knowing the names of the body parts.</li> <li>• Recognise and challenge stereotypes.</li> </ul>	<p>between people, but understand everyone is equal.</p> <ul style="list-style-type: none"> <li>• Debate topical issues.</li> </ul>
<p><b>Changes</b> Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• Exploring what change means.</li> <li>• Exploring loss and change and the associated feelings.</li> <li>• Exploring the changes of growing from young to old.</li> <li>• Managing change positively.</li> <li>• Identifying strategies and where to go for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding good and not so good feelings including their range and intensity.</li> <li>• Developing an understanding that change can cause conflicting emotions.</li> <li>• Acknowledging, exploring and identifying how to manage change positively.</li> <li>• Exploring changes.</li> <li>• Knowing where to go for help and how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining intensity of feelings.</li> <li>• Exploring and managing the difficult emotions.</li> <li>• Acknowledging and managing change positively.</li> <li>• Managing transition to secondary school.</li> <li>• Exploring and managing loss, separation, divorce and bereavement.</li> <li>• Practising asking for help and knowing where to go for help.</li> </ul>
<p><b>Being Me</b> Living in the Wider World Relationships</p>	<ul style="list-style-type: none"> <li>• Recognise they belong to different groups and communities such as family and school.</li> <li>• Explore ways in which they are all unique.</li> <li>• Identify ways in which we are the same as all other people; what we have in common with everyone else.</li> <li>• Offer constructive support to others.</li> <li>• Identify what makes them special.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different kinds of responsibilities at school and in the community.</li> <li>• Identifying what being part of a community means.</li> <li>• Appreciate the range of identities in the UK.</li> <li>• Listen and respond respectfully.</li> <li>• Identifying that differences and similarities between people arise from a number of factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different kinds of responsibilities at school and in the community.</li> <li>• Identifying what being part of a community means.</li> <li>• Identifying that differences and similarities between people arise from a number of factors.</li> </ul>
<p><b>Money Matters</b> Living in the Wider World Relationships - UJ</p>	<ul style="list-style-type: none"> <li>• Recognising what money looks like.</li> <li>• Identifying how money is obtained.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the role of voluntary and charity groups.</li> <li>• Understanding different values and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how finance plays an important part in people's lives.</li> <li>• Understanding about being a critical</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding the ways money can be used.</li> <li>• Understanding how to keep money safe and what influences choices.</li> </ul>	<p>customs.</p> <ul style="list-style-type: none"> <li>• Exploring how to manage money.</li> <li>• Explaining the importance of money in people’s lives and how money is obtained.</li> <li>• Understanding the concepts of interest, loan, debt and tax.</li> <li>• Understanding enterprise and begin to develop enterprise skills.</li> </ul>	<p>consumer.</p> <ul style="list-style-type: none"> <li>• Developing an understanding of the concepts of interest, loan, debt and tax.</li> <li>• Identifying how resources are allocated and the effects on individuals, communities and the environment.</li> <li>• Developing enterprise skills.</li> <li>• Critiquing how social media presents information.</li> <li>• Recognising and managing dares.</li> </ul>
<p><b>Being Safe</b> Health and Wellbeing Living in the Wider World</p>	<ul style="list-style-type: none"> <li>• Identifying household products are hazards if not used properly.</li> <li>• Exploring rules for and ways of keeping safe in a range of situations.</li> <li>• Knowing who to go to if they are worried.</li> <li>• Recognising that they share a responsibility for keeping themselves and others safe.</li> <li>• Exploring what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy.</li> <li>• Understanding why rules are important in keeping us safe.</li> </ul> <p>Identifying people who work in the community and how to ask for help.</p>	<ul style="list-style-type: none"> <li>• Understanding how to make informed choices.</li> <li>• Exploring how to recognise, predict and assess risks in different situations.</li> <li>• Understanding that increased independence brings increased responsibility to keep themselves safe.</li> <li>• Understanding how rules can keep them safe.</li> <li>• Identifying where and how to get help.</li> <li>• Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>• Understanding the importance of protecting information particularly online.</li> <li>• Understanding how to become digitally responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to make informed choices.</li> <li>• Exploring how to recognise, predict and assess risks in different situations.</li> <li>• Understanding that increased independence brings increased responsibility to keep themselves safe.</li> <li>• Explaining how rules can keep them safe.</li> <li>• Identifying where and how to get help.</li> <li>• Understanding the term ‘habit.’</li> <li>• Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>• Understanding the importance of protecting information particularly online.</li> <li>• Understanding how to become digitally responsible.</li> </ul>