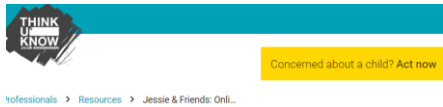




<p><u>Half Term/ Key Question:</u></p>	<p><u>Topic:</u></p>	<p><u>Link to PSHE Association Programme of Study</u></p>	<p><u>In this unit of work, pupils learn...</u></p>	<p><u>Quality Assured resources to support planning:</u></p>
<p><b>Autumn 1</b>  <b>How do we recognise our feelings?</b></p>	<p>Health and wellbeing  Feelings; mood; times of change; loss and bereavement; growing up  PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<p><u>Mental health</u>  H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a> - great resource</p> <ul style="list-style-type: none"> <li>• EPIC - Bounce back to school resources</li> <li>• ELSA resources</li> <li>• My Hidden Chimp Book</li> <li>• Picture News Emotion Bears</li> </ul>

		<p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><u>Ourselves, growing and changing</u></p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p>with feelings and how to ask for help when they need it</p>	
<p><b>Autumn 2</b></p> <p><b>What makes a good friend?</b></p>	<p>Relationships</p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<p><u>Friendships</u></p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p><u>Respecting self and others</u></p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/clips/zpfb9q">https://www.bbc.co.uk/bitesize/clips/zpfb9q</a> Making new friends (pt 1/2)</p> <p><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zxgygk7">https://www.bbc.co.uk/bitesize/clips/zxgygk7</a> What does 'friend' mean to you?</p>
<p><b>Spring 1</b></p> <p><b>What helps us</b></p>	<p>Health and wellbeing</p>	<p><u>Keeping Safe</u></p> <p>H28. about rules and age restrictions that keep us safe</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a></p>

<p><b>to stay safe?</b></p>	<p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><u>Safe relationships</u></p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves</p>	<p>medicines/ household products and online)</p> <ul style="list-style-type: none"> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p>  <p>Jessie &amp; Friends: online safety education for 4-7s</p> <p>Think you know - Jessie &amp; Friends</p> <p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a></p>
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		<p>or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><u>Shared responsibilities</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><u>Media literacy &amp; digital resilience</u></p> <p>L9. that not all information seen online is true</p>		
<p><b>Spring 2</b></p> <p><b>What can help us grow and stay healthy?</b></p>	<p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<p><u>Healthy Lifestyles</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><a href="https://www.pshe-association.org.uk/content/drug-and-alcohol-education">https://www.pshe-association.org.uk/content/drug-and-alcohol-education</a></p> <p>PSHE Drug and Alcohol Pack</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p>

<p><b>Summer 1</b></p> <p><b>What is bullying?</b></p>	<p><b>Relationships</b></p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p><u>Managing hurtful behaviour and bullying</u></p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><u>Safe relationships</u></p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><u>Respecting self and others</u></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	
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<p><b>Summer 2</b></p> <p><b>What jobs do people do?</b></p>	<p>Living in the wider world</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<p><u>Economic wellbeing</u></p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p><u>Media literacy &amp; digital resilience</u></p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p><u>Lessons from Journey In Love Scheme - We meet God's love in the community.</u> Physical, Social, Emotional, Intellectual and Spiritual lessons to be covered.</p> <p>It's a no money day - Kate Milner book</p> <p><a href="https://fatherreading.wordpress.com/2020/02/22/whole-class-reading-its-a-no-money-day/">https://fatherreading.wordpress.com/2020/02/22/whole-class-reading-its-a-no-money-day/</a></p>