



<u>Half Term/ Key Question:</u>	<u>Topic:</u>	<u>Link to PSHE Association Programme of Study</u>	<u>In this unit of work, pupils learn...</u>	<u>Quality Assured resources to support planning:</u>
<p><b>Autumn 1</b></p> <p><b>How can we help in an accident or emergency?</b></p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<p><u>Keeping safe</u></p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup> z Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.</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>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p><a href="https://lifeliveit.redcross.org.uk/en/Emergency-action">https://lifeliveit.redcross.org.uk/en/Emergency-action</a></p>
<p><b>Autumn 2</b></p> <p><b>What decisions can people make with money?</b></p>	<p>Living in the wider world</p> <p>Money; making decisions; spending and saving</p>	<p><u>Respecting self and others</u></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> <p><u>Economic wellbeing: Money</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p>	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they</li> </ul>	<p>Money Matters Programme - Bryan Souter</p>

	<p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>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'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	
<p><b>Spring 1</b></p> <p><b>How can friends communicate safely?</b></p>	<p>Relationships</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p><u>Families and close positive relationships</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><u>Friendships</u></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><u>Safe relationships</u></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> <p>R26. about seeking and giving permission (consent) in different situations</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><u>Media literacy &amp; digital resilience</u></p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> </ul>	<p><a href="https://www.thinkuknow.co.uk/professionals/resources/play-like-share/">https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</a></p> <p><a href="https://beinternetlegends.withgoogle.com/en_uk">https://beinternetlegends.withgoogle.com/en_uk</a> JN also has a paper copy of this.</p>

		<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<ul style="list-style-type: none"> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	
<p><b>Spring 2</b></p> <p><b>What jobs would we like?</b></p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></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>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</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>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when</li> </ul>	

			they are older, why they would choose it and what might influence their decisions	
<b>Summer 1</b>  <b>How can drugs common to everyday life affect health?</b>	Health and wellbeing  Drugs, alcohol and tobacco; healthy habits  PoS refs: H1, H3, H4, H46, H47, H48, H50	<u>Healthy lifestyles</u>  H1. how to make informed decisions about health  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  <u>Drugs, alcohol and tobacco</u>  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  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  H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  <b>H50.</b> 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	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> </ul>	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a>  <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>  PSHE Drug and Alcohol Pack

			<ul style="list-style-type: none"> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	
<p><b>Summer 2</b></p> <p><b>How will we grow and change?</b></p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<p><u>Ourselves, growing and changing</u></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>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0">https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-sea-rethink-periods-ks2-3-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-sea-rethink-periods-ks2-3-lesson-plans</a></p> <p><a href="https://bettyeducation.com/our-resources/">https://bettyeducation.com/our-resources/</a></p> <p>Lessons from Journey In Love Scheme - <u>God loves me in my changing and development.</u></p> <p>Physical, Social, Emotional, Intellectual and Spiritual lessons to be covered.</p>

