

		Cycle 1 (2022-2023)	Cycle 2 (2023-2024)	Cycle 3 (2020 – 2021)	Cycle 4 (2021 - 2022)
Autumn	1	Recognising and Managing Emotions	Keeping Safe	Healthy Lifestyle	Enterprising
	2	Keeping Safe	British values: Rules and laws	Keeping Safe	Communities
Spring	1	Developing and Maintaining Healthy Relationships	RSE	Developing and Maintaining Healthy Relationships	RSE
	2	Citizens	Communities	Keeping Safe	Keeping Safe
Summer	1	RSE	Negative or Risky Relationships	RSE	Relationships
	2	Equalities: Citizens and Relationships	Physical, Mental and Emotional Health and Wellbeing	Money	Physical, Mental and Emotional Health and Wellbeing



MEDIUM-TERM PLANNING

Aspiration for Life

Differentiated, aspirational targets dependent on pupil needs.

Language for Life

Explicit teaching/ exposure to new and know vocabulary.

Learning for Life

Opportunities to develop cross curricular skills e.g. drama

We will promote, develop, equip and prepare healthy learners for life.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Recognising and Managing Emotions

Keeping Safe

Developing and Maintaining Healthy Relationships

Citizens

RSE

Equalities: Citizens and Relationships

7 weeks

7 weeks

6 weeks

6 weeks

5 weeks

7 weeks

- Reflect and celebrate achievements.
- Identifying strengths and areas for improvement.
- Setting high aspirations and goals.
- Good and not so good feelings; extending vocabulary and develop skills to explain how they feel.
- Feelings towards others and why?
- Recognise conflicting emotions.
- When is it time to listen? - How to overcome emotions and feelings.

- Road safety.
- Listening to instructions
- Basic first aid

- How emotions change as we grow up.
- How our bodies change as they grow up.
- Labelling body parts.
- Using correct vocabulary.
- Menstruation.

- Voluntary – what it means?
- Voluntary groups.
- Community groups
- Pressure groups
- Groups in relation to health and wellbeing
- Identity
- Appreciating national, regional, religious and ethnic identities in the UK

- Naming/labelling body parts.
- Correct vocabulary.
- Knowing function of body parts.
- What to do if any body parts are hurt?
- Who we can talk to?

- Challenging points of view
- Differences and similarities between people; family, cultural, ethnic, racial, religious, age, sex, gender identity, disability.
- Recognise and challenge stereotypes.

SUGGESTED ACTIVITIES

What am I good at? What do I like to do? What could I improve at?

New school year resolutions.

Exploring, naming and role play different emotions – positive and negative.

Matching actions to emotions. Sorting positive and negative emotions.

How do we express our emotions?

Who can we talk to?

How can we manage our own emotions in a positive way?

Stop, look, listen – online activities. Why is traffic dangerous?

Identify different types of vehicles. Where is it safe to cross?

Magazine collage of vehicles on road and people on footpath.

Making own traffic lights. Practical opportunity to carry our road safety activities in school grounds and in community.

Listening and responding to instructions. Stop and go / yes and no – making the right choices.

Risk assessments

Know how to make a clear and efficient call to emergency services if necessary

Concepts of first aid - dealing with common injuries incl. head injuries

Sequence photographs from birth to now.

Look at how I have changed physically over time.

What did I need when I was a baby? How did I get it? What do I need now? How do I get it?

Friendships are important.

Characteristics of positive friendship

Identifying and role-playing emotions – using emotions cards and story card.

Use body boards to label body parts.

Mr Potato head /build a body

Where and how to seek support if you are worried about your own or someone else's mental health.

Who is a volunteer?

Why do people volunteer?

Why do we need volunteers in our communities?

Fundraisers.

Supporting people.

Role play.

The benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness

Identifying a range of body parts – body boards.

Why is it important to use the "right" name? Who will listen to us? At home? In school? Other methods? Covering up.

Private and public

Who to tell?

Growing up

Facts about puberty and the changing adolescent body incl puberty – physical and emotional changes

What makes us the same?

What makes us different? How we look?

What we like / don't like to do / to eat / to watch on TV? Our families? Our friends?

Isolation and loneliness can affect children – who to talk to?

Bullying has a negative and long-lasting impact on mental well-being.

The importance of respecting others even when they are very different e.g. physically or in temperament, make different choices or have different beliefs

CYCLE 1 – 2022-23	We will promote, develop, equip and prepare healthy learners for life.	VOCABULARY					
		Achievement Success Feelings Conflict Mental health	Aware Danger Safety Traffic Decisions	Change Emotionally Physically Friendship Mental health	Fundraising Voluntary Community Support Assistance Well being	Correct names for body parts “Slang” names for body parts Support Advice Physical change Emotional change	Differences Similarities Opinions Choices Bullying
		IMPLEMENTATION					
INTENT		Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus https://www.youtube.com/watch?v=igmU0b65WCU&safe=active					
		Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate
		Week 7: Assessment	Week 7: Assessment	Week 6: Assessment	Week 6: Assessment	Week 5: Assessment	Week 7: Assessment

MEDIUM-TERM PLANNING							
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama
CYCLE 2 – 2023-24	We will promote, develop, equip and prepare healthy learners for life.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Keeping Safe	British values: Rules and laws	RSE	Communities	Negative or Risky Relationships	Physical, Mental & Emotional Health & Wellbeing
		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
		- Rail safety. - Water safety. - Safety in the home - Fire safety. - Basic first aid	- Research, discuss and debate topical issues, problems and events concerning health and wellbeing. - How and why rules and laws protect us, why they're made and enforced? - Different rules in different situations. - Take part in making changes and rules. - Human rights.	- Public and private places. - Puberty. - Menstruation. - Masturbation. - Wet dreams.	- Antisocial and aggressive behaviours. - Discrimination and bullying of individuals and communities. - Rights and responsibilities in the environment, including home and school. - Being part of communities.	- Bullying. - Online relationships- people sometimes behave differently online pretending. - Bulling on the internet. - Bullying via mobile phones. - Who to talk to and why it's important. - Negative relationships in families. - Arguments and resolving arguments. - Making and keeping good friends. - Abuse – what is it, who to talk to, getting help.	- Recognise how images in the media does not always reflect reality. - How does the media affect how people feel about themselves. - Change and transition into Key Stage 3. - Loss, separation, divorce and bereavement.
		SUGGESTED ACTIVITIES					
		Risk assessments Assessing the scene. What are the possible dangers in images of roads / railways / fires Know how to make a clear and efficient call to emergency services if necessary Concepts of first aid - dealing with common injuries incl. head injuries. Bandages, pressure on to bleeding.	What are rules? Why do we need them? What would happen if the rules were not there? Home rules School rules How would you change them? What rules would you like to bring in at home / at school? Are they reasonable – fair to all? Make up own class rules Government and MPs make our rules. How are they chosen to represent us? Hold a class election. Look at some important rules in the world around us.	Personal space Recap on body parts – correct terminology Read “Hair in funny places” Sweating / deodorant Facts about puberty and the changing adolescent body incl. puberty – physical and emotional changes Menstrual wellbeing	The importance of respecting others even when they are very different e.g., physically or in temperament, make different choices or have different beliefs Conventions of manners and courtesy Importance of self-respect and how this links to own happiness	What is bullying? Emotional, physical, online. Role play scenarios of bullying and explain how they could make you feel. Good friend / bad friend characteristics Friendships have ups and downs – can often be worked through and resorting to violence is never right How to recognise who to trust / not trust? – where to seek help or advice if needed. How to critically consider relationships online. The rules and principles for keeping safe online. Boundaries Bullying has a negative and long-lasting impact on mental well-being. Social media, trolling and harassment.	What is real and not real – cartoons / superheroes / airbrushed photos? What a stereotype is and how they can be unfair / negative / destructive. The characteristics and mental and physical benefits of an active lifestyle Importance of regular exercise built into routines and how to achieve this Risks associated with an inactive lifestyle – inc obesity. Exercise regime. How and who to speak to if you are concerned about your health – mental health or physical health Simple self-care techniques – relaxation, time with friends, hobbies and interests Isolation and loneliness can affect children – who to talk to?

CYCLE 2 – 2023-24	We will promote, develop, equip and prepare healthy learners for life.	VOCABULARY					
		Railways	Rules	Correct terms for body parts	Communities	Negative	Stereotypes
		River	Responsibilities	Slang terms for body parts	Negative conduct	Cyber bullying	Reality vs image
		Dangerous	Protect	Menstruation	Bullying	Trolling	Change
		Safe	Change	Masturbation	Anti-social behaviour	Abuse	Transition
		Risk	Health and wellbeing	Public	Choices	Choices	Lifestyle choices
			Private	Respect	Support	Mental health	
			Changes				
	IMPLEMENTATION						
	Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus https://www.youtube.com/watch?v=igmU0b65WCU&safe=active						
INTENT	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	
	Week 7: Assessment	Week 7: Assessment	Week 6: Assessment	Week 6: Assessment	Week 5: Assessment	Week 7: Assessment	

MEDIUM-TERM PLANNING

Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.		Learning for Life		Opportunities to develop cross curricular skills e.g. drama	
CYCLE 3 – 2020-21	We will promote, develop, equip and prepare healthy learners for life.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
		Healthy Lifestyle	Keeping Safe	Developing and Maintaining Healthy Relationships	Keeping Safe	RSE	Money				
		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks				
		- Understanding the concept of a 'balanced lifestyle.' - Recognise the opportunities available to make their own choices about food. - What might influence their choices and the benefits of eating a balanced diet. - Who is responsible for helping us stay healthy - What ways can these people help?	- What is health and safety? - School rules about health and safety. - Basic emergency procedures. - Basic first aid - Where and how to get help in school, at home, in the community? - Internet safety. How to stay safe online – rules and principles, how to risk harmful content and contact and how to report them.	- Different types of relationships including friendships. - Recognising feelings for others. - Positive, healthy relationships and how to have and keep them. - Recognising unhealthy relationships and who to talk to. - Marriage/civil partnerships - Working towards shared goals. - Bullying. - Recognise and manage 'dares.'	- Basic bacteria and viruses and how we can stay safe by keeping clean. - Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources – peers and media. - Recognising how to ask for help. - Basic techniques for resisting pressure to do something dangerous, unhealthy or wrong	- Naming/labelling body parts. - Correct vocabulary. - Knowing function of body parts. - What to do if any body parts are hurt. - Who we can talk to?	- Where it comes from? - Role of money. - How it's important. - Managing money. - Savings. - 'Loans', 'interest' people borrowing money.				
		SUGGESTED ACTIVITIES									
What constitutes a healthy diet – incl. calories and nutritional content The principles of planning and preparing a range of healthy meals The characteristics and risks of a poor diet – obesity – and other behaviours eg impact of alcohol Facts about legal and illegal harmful substances and associated risk incl. smoking, alcohol misuse and drug taking How to recognise early signs of physical illness – weight loss, unexplained changes	Risk assessments Know how to make a clear and efficient call to emergency services if necessary Concepts of first aid - dealing with common injuries incl. head injuries Internet has many benefits but can have negative impact – time, money, mental health. Consider impacts of behaviour on others and know how to be respectful online. Computer games – age restriction. How and where to report concerns	Families and those who care for me – why we need our families- How others families might be different but need to be stable and caring – the formal and legal rights of civil partnerships Talk about range of emotions and why we might feel them How to recognise and talk about emotions How to judge if emotions are appropriate Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long-lasting impact on mental well being	About dental health and the benefits of good oral hygiene incl. visit to the dentist Personal hygiene and germs incl. bacteria, viruses, how they are spread and the importance of handwashing Covid 19 Allergies, immunisations and vaccination.	Personal space Recap on body parts – correct terminology Read "Hair in funny places" Sweating / deodorant Facts about puberty and the changing adolescent body incl puberty – physical and emotional changes Menstrual wellbeing	Role play shopping and exchanging money for goods. Making the right decisions. To save or to spend? Pocket money? Money for "jobs" at home? Earning money in class for completing tasks. What do you spend money on? Wish list. What would you spend your money on? Yourself or a friend or family member? What things need to be bought at home? List of expenses – food, house rent, electricity, car ... What could we do if there was no money?						

CYCLE 3 – 2020-21		VOCABULARY					
We will promote, develop, equip and prepare healthy learners for life.		Physical health Lifestyle choices Balanced diet Exercise Support Illness Illegal and harmful substances	Safety Danger First aid Internet safety Support	Healthy relationships Families Differences Emotions Positive Negative	Illness Bacteria Virus Immunisation Medication Prevention	Correct terms for body parts Slang terms for body parts Menstruation Masturbation Public Private Changes	Money Savings Expenses Choices
	INTENT	IMPLEMENTATION					
		Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus https://www.youtube.com/watch?v=igmU0b65WCU&safe=active					
		Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 7: Assessment	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 7: Assessment	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 6: Assessment	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 6: Assessment	Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 5: Assessment	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate Week 7: Assessment

MEDIUM-TERM PLANNING								
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.	Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama		
CYCLE 4 – 2021-22	We will promote, develop, equip and prepare healthy learners for life.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Enterprising	Communities	RSE	Keeping Safe	Relationships	Physical, Mental & Emotional Health & Wellbeing	
		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	
		- What does “Enterprise” mean? What does it mean to be “enterprising”?	- Institutions that support communities; locally and nationally.	- Naming/labelling body parts.	-What is the difference between the terms; risk’, ‘danger’ and ‘hazard’?	- Physical contact – what is acceptable and unacceptable?	- What things positively affect their physical, mental and emotional health?	
		- Skills we need.	- Life of people in other countries with different values and customs.	- Correct vocabulary.	- How to recognise risk, predicting it and assessing it.	- How to respond to this?	- What negatively affects their physical, mental and emotional health?	
		- Embark on a project.	- How to respond to different values and customs.	- Knowing function of body parts.	- How to manage risk (including road)	- Keeping information ‘confidential’ or a ‘secret’ – when we should or should not agree to this?	- How does the media affect physical, emotional and mental health?	
			- What is being part of a community?	- What to do if any body parts are hurt / start to change?	- Building resilience.	- Respect for people	- What is a habit?	
				- Who we can talk to?	- Independence brings increased responsibility to themselves and others keep safe.	- Feeling confident.	- What positive habits could you develop?	
						- Recognising and caring about other people’s feelings.	- What negative habits could you develop?	
							- Why they can be hard to change?	
		SUGGESTED ACTIVITIES						
		Research “Enterprise.”	School community	Facts about puberty and the changing adolescent body	Risk assessments	Isolation and loneliness can affect children – who to talk to?	The importance of sleep and how lack of it can alter weight, mood and learning ability.	
Look at previous enterprise activities in school	Family community	inc puberty – physical and emotional changes	Know how to make a clear and efficient call to emergency services if necessary	Bullying has a negative and long lasting impact on mental well being.	The characteristics and mental and physical benefits of an active lifestyle.			
Ideas to make money.	Home community	Menstrual wellbeing	Stranger danger	How to recognise if family relationships are making them unhappy and how to seek advice or help.	Importance of regular exercise built into routines and how to achieve this.			
Research	The importance of respecting others even when they are very different e.g. physically or in temperament, make different choices or have different beliefs			Boundaries.	Risks associated with an inactive lifestyle – incl obesity.			
Business plan	Conventions of manners and courtesy			Concept of privacy – not all secrets should be kept.	How and who to speak to if you are concerned about your health – mental wellbeing or physical health.			
Sharing out the activities in the group	Importance of self-respect and how this links to own happiness			Appropriate or inappropriate contact				
				How to respond safely and appropriately to unknown adults				

CYCLE 4 – 2021-22	We will promote, develop, equip and prepare healthy learners for life.	VOCABULARY					
		Enterprise Business plan Research Creation	Community Respect Difference Manner Self-respect	Correct terms for body parts Slang terms for body parts Puberty Emotional changes Physical changes Support	Safe Danger Risk assessment Responsibility First aid	Relationships Appropriate Inappropriate Confidence Emotions Support	Health Well being Positive Negative Physical health Choices
		IMPLEMENTATION					
INTENT		Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus https://www.youtube.com/watch?v=igmU0b65WCU&safe=active					
		Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate	Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate
		Week 7: Assessment	Week 7: Assessment	Week 6: Assessment	Week 6: Assessment	Week 5: Assessment	Week 7: Assessment