



**Cycle A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1/2</b>	<b>What makes a good friend?</b>	<b>What is bullying?</b>	<b>What jobs do people do?</b>	<b>What helps us to stay safe?</b>	<b>What helps us grow and stay healthy?</b>	<b>How do we recognise our feelings?</b>
<b>What will they learn?</b>	<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>	<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>	<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>	<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 medicines/ household products and online)</li> <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</li> </ul>	<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>	<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</li> <li>- how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>

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				if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them		
<b>Why this? Why now?</b>	<i>This unit builds on from EYFS as children begin to use their social skills in real-life situations and consider what makes themselves and others a good friend.</i>	<i>This unit helps children understand what bullying is, and isn't. They will begin to understand how to recognise bullying and how to deal with it.</i>	<i>This unit builds on from EYFS where children learn about people who help us. They will begin to explore different jobs and look at their own family's situation.</i>	<i>This unit builds on from Autumn 2 but enables children to consider a range of situations which may not be safe and how they can report them and ask for help.</i>	<i>The children will now consider how to keep themselves healthy – both physically and mentally-through their own choices and in daily life.</i>	<i>Now that children have developed an understanding of keeping themselves safe and healthy, they will now begin to be able to recognise and name their own feelings. They will also know how and who to ask for help if they need it.</i>
<b>Year 3/4</b>	<b>What strengths, skills and interests do we have?</b>	<b>How do we treat each other with respect?</b>	<b>How can we manage our feelings?</b>	<b>How we will change as we grow?</b>	<b>How can our choices make a difference to others and the environment?</b>	<b>How can we manage risk in different places?</b>
<b>What will they learn?</b>	<ul style="list-style-type: none"> <li>- how to recognise personal qualities and individuality</li> <li>- to develop self-worth by identifying positive things about themselves and their achievements</li> <li>- how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>- how to set goals for themselves</li> <li>- how to manage when there are set-backs, learn from</li> </ul>	<ul style="list-style-type: none"> <li>- how people's behaviour affects themselves and others, including online</li> <li>- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>- about the relationship between rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- how everyday things can affect feelings</li> <li>- how feelings change over time and can be experienced at different levels of intensity</li> <li>- the importance of expressing feelings and how they can be expressed in different ways</li> <li>- how to respond</li> </ul>	<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>	<ul style="list-style-type: none"> <li>- how people have a shared responsibility to help protect the world around them</li> <li>- how everyday choices can affect the environment</li> <li>- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>- the skills and vocabulary to</li> </ul>	<ul style="list-style-type: none"> <li>- how to recognise, predict, assess and manage risk in different situations</li> <li>- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>- how people can be</li> </ul>

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	<p>mistakes</p> <p>and reframe unhelpful thinking</p>		<p>proportionately to, and manage, feelings in different circumstances</p> <p>- ways of managing feelings at times of loss, grief and change</p> <p>- how to access advice and support to help manage their own</p> <p>others' feelings</p>		<p>share their thoughts, ideas and opinions in discussion about topical issues</p> <p>- how to show care and concern for others (people and animals)</p> <p>- how to carry out personal responsibilities in a caring and compassionate way</p>	<p>influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p>
Why this? Why now?	<p><i>This unit allows children to explore their own strengths and skills. They have already learned about others' strengths but will now recognise their own.</i></p>	<p><i>This unit builds on from Y1/2 'What makes a good friend' as children learn how to treat all people with respect, not just friends.</i></p>	<p><i>This unit builds on from Y1/2 where children were able to recognise their own feelings, as they now learn how to manage them and where to turn for advice, help and support.</i></p>	<p><i>This unit builds on, and supports learning from Big Talk Education, as the children now begin to learn how they will change.</i></p>	<p><i>This unit builds on learning in Y1/2 where children learn about different jobs and they now learn how choices affect the environment around them.</i></p>	<p><i>As children have learned how to recognise situations that are unsafe, they will now begin to manage that risk by learning how to assess different places and to listen to their own judgements.</i></p>
Year 5/6	<p><b>How can we keep healthy as we grow?</b></p>		<p><b>How can the media influence people?</b></p>		<p><b>What will change as we become more independent? How do friendships change as we grow?</b></p>	
What will they learn?	<p>- how mental health and physical health are linked</p> <p>- how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>- how to make choices that support a health,</p>		<p>- how the media, including online experiences, can affect people's well-being – their thoughts, feelings and actions</p> <p>- that not everything should be shared online or</p>		<p>- that people have different kinds of relationships in their lives, including romantic and intimate relationships</p> <p>- that people who love each other and are attracted to each other can be of any gender, faith or ethnicity</p> <p>- that adults can choose to be part of a committed relationship or not, including marriage and civil</p>	

	<p>balanced lifestyle (such as how to plan a healthy meal, how to stay physically active, good dental hygiene, how sleep contributes to a healthy lifestyle)</p> <ul style="list-style-type: none"> <li>- that habits can be healthy and unhealthy</li> </ul> <p>How legal and illegal drugs can affect health and how to manage situations involving them</p> <ul style="list-style-type: none"> <li>- how to recognise early signs of physical or mental ill-health</li> <li>- that anyone can experience mental health problems and to talk to a trusted adult</li> </ul>	<p>social media and there are rules about this</p> <ul style="list-style-type: none"> <li>- that mixed messages in the media exist and these can influence opinions and decisions</li> <li>- how text and images can be manipulated or invented</li> <li>- how to evaluate how reliable different types of online content and media are</li> <li>- how information is ranked, selected and targeted to meet the interests of individuals and groups and can be used to influence them</li> <li>- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>- how to respond to, and if necessary report, online viewing that is frightening, upsetting or untrue</li> <li>- to discuss and debate what influences peoples' decisions, taking into account different viewpoints</li> </ul>	<p>partnership</p> <ul style="list-style-type: none"> <li>- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>- how puberty relates to growing from childhood to adulthood</li> <li>- about the reproductive organs and process – how babies are conceived and born and how they need to be cared for</li> <li>- that there are ways to prevent a baby being made</li> <li>- how growing up and becoming more independent comes with increased responsibilities and opportunities</li> <li>- how friendships may change as they grow and how to manage this</li> <li>- how to manage change, including moving to secondary school</li> </ul>
<p>Why this? Why now?</p>	<p><i>This unit builds on from Y3/4 and Big Talk Education's learning about bodily changes as they grow. Children will now learn more about how they can remain mentally healthy as they experience changes and how to manage this.</i></p>	<p><i>Building on from Y3/4 and considering the impact that others have on us, this unit moves into how social media and online content has an influence on people.</i></p>	<p><i>This unit builds on from earlier learning about changes and becoming more mature, but now the children will also consider how they will develop with their growing independence. This unit will help to support pupils as they transition to secondary education.</i></p>

RELATIONSHIPS

HEALTH AND WELLBEING

LIVING IN THE WIDER WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	<b>What is the same and different about us?</b>	<b>Who is special to us?</b>	<b>What helps us stay healthy?</b>	<b>What can we do with money?</b>	<b>Who helps to keep us safe?</b>	<b>How can we look after each other and the world?</b>
What will they learn?	<ul style="list-style-type: none"> <li>- what they like/dislike and are good at</li> <li>- what makes them special and how everyone has different strengths</li> <li>- how their personal features or qualities are unique to them</li> <li>- how they are similar or different to others, and what they have in common</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<ul style="list-style-type: none"> <li>- that family is one of the groups they belong to, as well as school, friends clubs etc</li> <li>- about the different people in their family/those that love and care for them</li> <li>- what their family, or people who are special to them, do to make them feel loved and cared for</li> <li>- how families are all different but share common features</li> <li>- about different features of family life, including what families do/enjoy together</li> <li>- that it is important to tell someone if something about their family makes them feel unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>- that things people put into or onto their bodies can affect how they feel</li> <li>- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>- why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>- what they can do to take care of themselves on a daily basis e.g. brushing teeth and hair, hand washing</li> </ul>	<ul style="list-style-type: none"> <li>- what money is - that money comes in different forms</li> <li>- how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>- how people make choices about what to do with money, including spending and saving</li> <li>- the difference between needs and wants - that people may not always be able to have the things they want</li> <li>- how to keep money safe and the different ways of doing this</li> </ul>	<ul style="list-style-type: none"> <li>- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>- how to respond safely to adult they don't know</li> <li>- what to do if they feel unsafe or worried for themselves or others and the importance of keeping asking for help until they are heard</li> <li>- how to get help if there is an accident and someone is hurt, including how to dial 999 and what to say</li> </ul>	<ul style="list-style-type: none"> <li>- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>- the responsibilities they have in and out of the classroom</li> <li>- how people and animals need to be looked after and cared for</li> <li>- what can harm the local and global environment; how they and others can help care for it</li> <li>- how people grow and change and how people's needs change as they grow from young to old</li> <li>- how to manage change when moving to a new class/year group</li> </ul>

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<p><b>Why this? Why now?</b></p>	<p><i>In this unit children will begin to recognise and name similarities and differences. Building from EYFS Big Talk Education they will now name the correct body parts.</i></p>	<p><i>This unit builds on from EYFS learning about people who help us. They will now recognise people special to them, identify why and who they can rely upon for support.</i></p>	<p><i>This builds on from Year 1 where pupils learned how to safe. They will now focus on ways of keeping themselves physically healthy.</i></p>	<p><i>Building on from learning about different jobs children will now have the opportunity to develop their financial literacy and understand more about money.</i></p>	<p><i>This unit enables pupils to consider those around them who help them stay safe, following on from understanding how they themselves keep safe, and where to go for help.</i></p>	<p><i>Building on from understanding how to be a good friend and help others, children now consider how they can look after the world and those in it.</i></p>
<p><b>Year 3/4</b></p>	<p><b>How can we be good friends?</b></p>	<p><b>What keeps us safe?</b></p>	<p><b>What are families like?</b></p>	<p><b>What makes a community?</b></p>	<p><b>Why should we eat well and look after our teeth?</b></p>	<p><b>Why should we keep active and sleep well?</b></p>
<p><b>What will they learn?</b></p>	<ul style="list-style-type: none"> <li>- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>- how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>- how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>- that friendships sometimes have difficulties and how to manage when there is a problem or argument between friends</li> <li>- how to recognise if a</li> </ul>	<ul style="list-style-type: none"> <li>- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>- how people within families should care for each other and the different ways they demonstrate this</li> <li>how to ask for help or advice if family relationships are making them feel unhappy,</li> </ul>	<ul style="list-style-type: none"> <li>- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>- what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>- how the community helps everyone to feel included and values the different contributions that people make</li> <li>- how to be respectful towards people who may live differently to them</li> </ul>	<ul style="list-style-type: none"> <li>- how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>- how people make choices about what to eat and drink, including who or what influences these</li> <li>- how, when and where to ask for advice and help about</li> </ul>	<ul style="list-style-type: none"> <li>- how regular physical activity benefits bodies and feelings</li> <li>- how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>- how to make choices about physical activity, including what and who influences decisions</li> <li>- how the lack of physical activity can affect health and wellbeing</li> <li>- how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>- how to seek support in</li> </ul>

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	friendship is making them feel unhappy or uncomfortable	(including online)  - how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)  - how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns  - what to do in an emergency, including calling for help and speaking to the emergency services	worried or unsafe		healthy eating and dental care	relation to physical activity, sleep and rest and who to talk to if they are worried
<b>Why this? Why now?</b>	<i>This unit builds on from children understanding what makes a good friend as they now begin to look at positive relationships with others.</i>	<i>This unit builds on from Years 1 and 2 as children learn about the things that keep them safe, including how to protect themselves if they are uncomfortable.</i>	<i>This unit begins to identify all types of families and builds on from younger pupils learning about people who are special to them.</i>	<i>Building on from the term previous children will learn about community, including diversity and belonging.</i>	<i>Building on from KS1 children will consider oral hygiene and the impact this has on overall health. This leads into Y5/6 where they will look more in depth at a healthy lifestyle.</i>	<i>This unit leads into Y5/6 and healthy lifestyles. Children will learn the importance that sleep has on individuals and how this can link to mental health and wellbeing.</i>
<b>Year 5/6</b>	<b>What makes up a person's identity?</b>	<b>What decisions can people make with money?</b>	<b>How can we help in an accident or emergency?</b>	<b>How can friends communicate safely?</b>	<b>How can drugs common to everyday life affect health?</b>	<b>What jobs would we like?</b>

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<p><b>What will they learn?</b></p>	<ul style="list-style-type: none"> <li>- how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>- how to challenge stereotypes and assumptions about others</li> </ul>	<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 want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> <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>	<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>	<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> <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>	<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> <li>- how to ask for help from a trusted adult if they have any worries or concerns about</li> </ul>	<ul style="list-style-type: none"> <li>- that there are 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 maybe 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 they are older, why they would choose it and</li> </ul>
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					drugs	what might influence their decisions
Why this? Why now?	<i>This unit builds on from KS1 and LKS2 as children look at identity and the personal qualities and values that help to make up a person's identity.</i>	<i>This unit builds on from KS1 and now children will look at how people can choose to spend money. It will also begin to teach them about debt and making smart choices with finance as they are prepared for adult life.</i>	<i>Children have learned about people who help them and how to keep safe, they will now learn more about how they can help others and help to keep other people safe.</i>	<i>Building on from KS1 and LKS2 children will use learned skills to identify safe communication in all its forms. This will lead into further learning at KS3 as they begin to access more online.</i>	<i>This unit builds on from Y5 where children have learned about keeping healthy. They will now look at everyday drugs and begin to understand more about addiction. This is well placed to give them the skills for transition into secondary school where they may be further exposed to legal drugs, such as smoking.</i>	<i>This unit helps prepare children from transition to secondary school where they will begin to show further talent in subject areas and in KS3/4 take options for GCSEs to lead into employment.</i>

RELATIONSHIPS

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