



PSHE CYCLE A

AUTUMN

SPRING

SUMMER

EYFS

Relationships: knows right from wrong and can explain why it is important to have boundaries and routines; working and play co-operatively and taking turns with others; recognise and show sensitivity to their own and others' needs; recognise similarities and differences between themselves and others.
Health and Wellbeing: managing their own personal hygiene and basic needs; shows an understanding of their own feelings and those of others; being able to regulate their behaviour; shows an understanding of how to stay safe in a range of common situations.
Living in the wider world: shows care and concern for living things; name and describe people who might help us in the local community (police, fire service, doctors and teachers).

- Can you transition into school without support?
- Do you know and can you follow the classroom rules/school rules/playground rules and dinnertime rules?
- Do you show appropriate feelings, and can you recognise those feelings in others?
- Do you sit still and listen when a grown-up addresses you?
- Do you respond with manners to an adult?
- Can you start to take turns and share fairly?
- Do you display good manners and respect for others and the equipment in the school?
- Do you happily join in with activities?
- Do you look after your own resources? Do you hang up your coat, collect your book bag at the end of the day?
- Do you show an awareness of what is right and what is wrong?
- Can you toilet yourself and show an awareness of good hygiene?

- Do you know what to do if you aren't comfortable with a screen that pops up when you are online?
- Can you identify and control your own feelings both socially and emotionally?
- Are you aware of the views and feeling of yourself and others?
- Can you take turns and share fairly?
- Do you know the names of the children and the constant staff in the classroom?
- Do you display good manners and respect for others and the equipment in the school?
- Do you help your friends?
- Do you happily join in with activities?
- Do you look after your own resources? Do you hang up your coat, collect your book bag at the end of the day?
- Do you show an awareness of what is right and what is wrong?
- Can you toilet yourself and show an awareness of good hygiene?

- Do you understand the importance of cleaning your teeth?
- Can you initiate an apology where appropriate and understand that other children might think and respond in different ways to you?
- Can you follow instructions, requests and ideas in a range of situations?
- Can you talk about your own abilities positively?
- Can you tidy up after yourself and support others?
- Can you explain the importance of friends?
- Can you explain why we take turns?
- Can you wait politely?
- Can you show resilience in the face of challenge?
- Can you show perseverance in the face of challenge?
- Are you confident to try new activities and say why you like some more than others?

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| <ul style="list-style-type: none"> • Do you understand how to listen carefully and why listening is important? • Do you know the names of the children and the constant staff in the classroom? • Do you display respect for the equipment in the school? • Do you help your friends? • Have you begun to use social phrases like “Good Morning”? • Can you talk about members of your immediate family and the relationship to them, name and describe people who are familiar to them? • Do you respect yourself and the special things in your life? • Can you talk about and describe the features of your own family? • Can you discuss the roles staff have in school and how they all support each other to ensure the school day runs smoothly? <p>Can you discuss people who help us and their roles?</p> | <ul style="list-style-type: none"> • Do you understand the need to respect and care for the natural environment and all living things? • Who do you love? What do they do for you? What do you do for them? • Do you know that it is important to work together to look after our classroom resources and in the playground? • Can you keep play going by co-operating, listening, speaking and explaining? • Can you reflect on the work of others and self-evaluate your own work? • Can you use language to negotiate, play and organise? • Do you know what makes a good friend? • Do you understand that listening is important and attend to other people both familiar and unfamiliar? • Are you happy to stand up in assembly or in front of the class and share achievements with others? • Can you get dressed and undressed for nature school/PE/Club sessions? • Do you begin to show persistence when face with challenges? • Do you keep play going in response to the ideas of others and engage in conversation relevant to play theme? • Do you use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen? | <ul style="list-style-type: none"> • Do you believe that with more effort or with a different approach success will occur? • Do you understand rules linked to road safety? • Do you know it is important for all of us to keep safe when using and transporting tools, equipment and resources? • Can you be considerate to the needs of others? • Do you know how to make friends to stop yourself from feeling lonely? • Can you think of ways to solve problems and stay friends? • Have you begun to understand the impact of unkind words? • Do you know how to be a good friend? • Can you make healthy food choices and do you understand where your food comes from? • Can you list the changes you have made yourself and your developmental changes (height, motor skills etc)? • Can you discuss your feelings about moving to Year 1? • Can you say who you have connected to this year? • Do you understand how your words and actions can impact others? • Can you continue to keep solid relationships with peers and adults you meet in and around the school? • Can you discuss who is important to you? |
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| | | Can you say how your parents or family help you? | <ul style="list-style-type: none"> • Can you take care of your own belongings (coat, water bottle, bag, hat etc)? • Can you follow the class rules? • Are you becoming independent with toileting, personal hygiene and sun safety? Can you discuss likes and dislikes with staff and peers? |
| YEAR 1/2 | RELATIONSHIPS | HEALTH AND WELLBEING | HEALTH AND WELLBEING |
| | BIG QUESTION: What is the same and different about us? | BIG QUESTION: What helps us stay healthy? | BIG QUESTION: Who helps to keep us safe? |
| | PRIOR LEARNING: EYFS celebrating differences; talking about experiences that are familiar to them; ourselves (growing and moving on); share different cultures versions of famous fairy tales; Y1/2 Cycle B - What is bullying? NEXT STEPS: Y1/2 Cycle B - What is bullying? Y3/4 Cycle B - How do we treat each other with respect? Y3/4 Cycle B - How will we grow and change? | PRIOR LEARNING: EYFS Healthy me; looking after pets; looking after the planet; regular physical activity; healthy eating; toothbrushing; screen time; good sleep routine; Y1/2 Cycle B - What helps us grow and stay healthy? NEXT STEPS: Y1/2 Cycle B - What helps us grow and stay healthy? Y3/4 Cycle A - Why should we eat well and look after our teeth? Y3/4 Cycle A - Why should we keep active and sleep well? | PRIOR LEARNING: EYFS class rules and routines; visit from key workers (police, nurses etc); Fire Brigade; safer strangers and their occupations and who can help us when we are in need; Y1/2 Cycle B - What helps us to stay safe? NEXT STEPS: Y1/2 Cycle B - What helps us to stay safe? Y3/4 Cycle A - What keeps us safe? Y3/4 Cycle B - How can we manage risk in different places? |
| VOCABULARY: Skills, talent, confidence, penis, vulva, qualities, interests, positive, improve, resilience, gender, creative, goal, aim, success, achieve, learn | VOCABULARY: Healthy, eat, exercise, diet, clean, teeth, body, safe, bedtime, private, germs, medicine, warning, instructions | VOCABULARY: Team, class, group, community, carer, friends, family, belong, help, respect, share, listen, neighbour, neighbourhood, multicultural | |

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| | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What do you like/dislike and what are you good at? 2. What makes you special? 3. How are your personal features and qualities unique to you? 4. How are you similar or different to others? 5. What are the names for the main parts of the body? (including external genitalia) 6. Which parts of our body are private? (underwear rule) | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What does being healthy mean and who helps help you to stay healthy? (parent, dentist, doctor) 2. How can things people put into or onto our bodies affect how we feel? 3. How can medicines (including vaccinations and immunisations) help people stay healthy? (That some people need to take medicines every day to stay healthy) 4. Why is hygiene important? 5. How can simple hygiene routines stop germs from being passed on? 6. What can you do to take care of yourself on a daily basis? (brushing teeth and hair, hand washing). | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What different roles in the community to help keep us safe? 2. Who can help you in different places and situations? 3. How can you attract someone's attention or ask for help? (what to say) 4. How do you respond safely to adults you don't know? 5. What would you do if you feel unsafe or worried for yourself or others? (The importance of keeping on asking for support until they are heard) 6. How would you get help if there was an accident and someone was hurt? (including how to dial 999 in an emergency and what to say) |
| | <p>RELATIONSHIPS</p> <p>BIG QUESTION: Who is special to us?</p> | <p>LIVING IN THE WIDER WORLD</p> <p>BIG QUESTION What can we do with money?</p> | <p>LIVING IN THE WIDER WORLD</p> <p>BIG QUESTION How can we look after each other and the world?</p> |
| | <p>PRIOR LEARNING: EYFS identifying their family; what relation they are to them; similarities and make comparisons between families; name and describe people who are familiar to them; talk about members of their immediate family</p> <p>NEXT STEPS: Y3/4 Cycle A - What are families like?</p> | <p>PRIOR LEARNING: EYFS</p> <p>NEXT STEPS: Y3/4 Cycle A - How can our choices make a difference to others and the environment? Y5/6 Cycle A - What decisions can people make with money?</p> | <p>PRIOR LEARNING: EYFS look at what rubbish can do to our environment and animals; notice the weather; notice our local and immediate environment; being a valuable individual</p> <p>NEXT STEPS: Y3/4 Cycle B - How can our choices make a difference to others and the environment?</p> |

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| | VOCABULARY: Family, important, kind, help, love, feelings, together, argument, conflict, resolution, positive, disagreement, friends, friendship, love, cooperate, cooperation, team, care, support, special | VOCABULARY: Money, coins, bank notes, spend, save, income, belongings, receipt, wallet, purse, shop, needs, wants, choices | VOCABULARY: listening, kind, unkind, fair, unfair, bullying, teasing, consequence, choice, mind-set, teamwork, environment, responsibility, natural resources, Earth, protect, world, harm, help, worried, excited, nervous, happy, safe, change, memories |
| | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Which groups do you belong to? (family, school, friends, clubs) 2. Who are the different people in your family / those that love and care for you? 3. What do your family members, or people that are special to you, do to make you feel loved and cared for? 4. What common features do all families have? What is the same and different about them? 5. What do families do / enjoy together? 6. What do you do if something about you family makes you feel unhappy or worried? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is money? (That money comes in different forms) 2. How money is obtained? (earned, won, borrowed, presents) 3. How do people make choices about what to do with money? (including spending and saving) 4. What is the difference between needs and wants? (people may not always be able to have the things they want) 5. How can we keep money safe? (The different ways of doing this) | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How does kind and unkind behaviour affect others? (being polite, playing and working co-operatively) 2. What responsibilities do you have in and out of the classroom? 3. How can people and animals be looked after and cared for? 4. What can harm the local and global environment and how can we help care for it? 5. How do people grow and change and how people's needs change as they grow from young to old? 6. What will it be like moving to a new class/year group? 7. |
| YEAR 3/4 | RELATIONSHIPS | RELATIONSHIPS | HEALTH AND WELLBEING |
| | BIG QUESTION: How can we be a good friend? | BIG QUESTION: What are families like? | BIG QUESTION: Why should we eat well and look after our teeth? |
| | PRIOR LEARNING: Y1/2 Cycle B - What makes a good friend? | PRIOR LEARNING: Y1/2 Cycle A - Who is special to us? | PRIOR LEARNING: Y1/2 Cycle A - What helps us stay healthy? Y1/2 Cycle B - What helps us grow and stay healthy? |

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| | <p>NEXT STEPS: Y5/6 Cycle A - How can friends communicate safely? Y5/6 Cycle B - How do friendships change as we grow?</p> | <p>NEXT STEPS: Y5/6 Cycle A - What makes up a person's identity?</p> | <p>NEXT STEPS: Y3/4 Cycle A - Why should we keep active and sleep well? Y5/6 Cycle A - How can drugs common to everyday life affect health? Y5/6 Cycle B - How can we keep healthy as we grow?</p> |
| | <p>VOCABULARY: friendships, wellbeing, mental health, lonely, excluded, positive, good friends, happy, together, argument, resolution, dispute, reconcile, difference, similarities</p> | <p>VOCABULARY: family, differences, single parent, same sex parents, step-parents, foster, adoptive parents, blended families, positive, love, laughter, care, help, advice, worried, unsafe</p> | <p>VOCABULARY: healthy, diet, benefits, oral, dental, hygiene, brushing, flossing, regular, dentist, balanced, sugar, acidity, choices, influence, culture, religion, allergies, intolerance, advice, help</p> |
| | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do our friendships support wellbeing? 2. Why is it important to seek support if feeling lonely or excluded? 3. How can we recognise if others are feeling lonely and excluded? (strategies to include them) 4. How can we build good friendships? (including identifying qualities that contribute to positive friendships) 5. How can we manage when there is a problem or an argument between friends? (resolve disputes and reconcile differences) 6. How can we recognise if a friendship is making us unhappy? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do 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) 2. What are some common features of positive family life? (shared experiences, e.g. celebrations, special days or holidays) 3. How should people within family's care for each other? 4. Who could you speak to for help or advice if you feel unhappy, worried or unsafe about your family. | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are the benefits of a healthy diet? 2. How do we maintain good oral hygiene? (including regular brushing and flossing and the importance of regular visits to the dentist) 3. How can the lack of a balanced diet affect our health? (including the impact of too much sugar/acidic drinks on dental health) 4. How do people make choices about what to eat and drink? (including who or what influences these – allergies, religion) 5. How, when and where could you ask for advice and help about healthy eating and dental care? |
| | <p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: What keeps us safe?</p> | <p>LIVING IN THE WIDER WORLD</p> <p>BIG QUESTION: What makes a</p> | <p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: Why should we keep</p> |

| | | community? | active and sleep well? |
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| <p>PRIOR LEARNING: Y1/2 Cycle A - Who helps to keep us safe? Y1/2 Cycle B - What helps us to stay safe? Y3/4 Cycle B - How can we manage risk in different places?</p> <p>NEXT STEPS: Y3/4 Cycle B - How can we manage risk in different places? Y5/6 Cycle A- How can we help in an accident or emergency?</p> | <p>PRIOR LEARNING: Y1/2 Cycle B - What jobs do people do?</p> <p>NEXT STEPS: Y3/4 Cycle B - How do we treat each other with respect? Y5/6 Cycle A - What makes up a person's identity?</p> | <p>PRIOR LEARNING: Y1/2 Cycle A - What helps us stay healthy? Y1/2 Cycle B - What helps us grow and stay healthy? Y3/4 Cycle A - Why should we eat well and look after our teeth?</p> <p>NEXT STEPS: Y5/6 Cycle B - How can we keep healthy as we grow?</p> | |
| <p>VOCABULARY: hazards, harm, injury, risk, safe, protected, seatbelt, helmet, stabilizers, hi-vis, body, belong, permission, uncomfortable, peer pressure, online pressure, routines, hygiene, medicines, inhaler, accident</p> | <p>VOCABULARY: groups, community, school, class, team, family, clubs, faith, diverse, inclusion, valued, contributions, respect, different</p> | <p>VOCABULARY: physical activity, benefit, feeling, emotions, down, sad, upset, carefree, influence, decision, active, balance, exercise, sleep, mood, routines, quality, support, worries</p> | |
| <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What hazards may cause harm or injury? (reduce risk and keep themselves safe) 2. In what ways do we help keep our bodies protected and safe? (wearing a seatbelt, protective clothing, helmet, stabilizers) 3. Who does your body belong to? (They should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable) 4. How do we recognise and respond to peer pressure? (including online) | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Which different groups and communities do you belong to? (friendship, faith, clubs, classes/year groups) 2. What is meant by a diverse community? 3. How does our community help everyone to feel included and valued? 4. What different contributions do people make to our community? 5. How can we be respectful towards people who may live differently to us? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can regular physical activity benefit our bodies and feelings? 2. How can we be active on a daily and weekly basis? - how can we balance time online with other activities? 3. What and who influences our decisions about physical exercise? 4. How does a lack of physical activity affect our health and wellbeing? | |

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| | <p>5. How do 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)</p> <p>6. How should you react and respond if there is an accident? (including calling for help and speaking to the emergency services and dealing with minor injuries)</p> | | <p>5. How does lack of sleep affect our body and mood? How do simple routines support good quality sleep?</p> <p>6. How could we seek support in relation to physical activity, sleep and rest and who could we talk to if you are worried?</p> |
| YEAR 5/6 | <p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: What makes up a person's identity?</p> | <p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: How can we help in an accident or emergency?</p> | <p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: How can drugs common to everyday life affect health?</p> |
| | <p>PRIOR LEARNING: Y3/4 Cycle A - What are families like? Y3/4 Cycle B - What strengths, skills and interests do we have?</p> <p>NEXT STEPS: Y5/6 Cycle B - How can the media influence people? Y5/6 Cycle B - What will change as we become more independent? KS3</p> | <p>PRIOR LEARNING: Y3/4 Cycle A - What keeps us safe? Y3/4 Cycle B - How can we manage risk in different places?</p> <p>NEXT STEPS: KS3</p> | <p>PRIOR LEARNING: Y3/4 Cycle A – What keeps us safe? Y3/4 Cycle A - Why should we keep active and sleep well? Y3/4 Cycle B - How can we manage risk in different places? Y5/6 Cycle B - How can we keep healthy as we grow? Y5/6 Cycle B - How can the media influence people?</p> <p>NEXT STEPS: Y5/6 Cycle B - How can we keep healthy as we grow? Y5/6 Cycle B - How can the media influence people? KS3</p> |

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| | <p>VOCABULARY: respect, similarities and differences, identity, ethnicity, faith, culture, gender, gender identity, transgender, gender fluid, stereotypes, influence, behaviours, attitude, assumptions, challenge</p> | <p>VOCABULARY: first aid, emergency services, 999, 111, help, head injury, injured, calm, information, location, burns, scalds, cuts, bleeds, choking, asthma, inhaler, allergic reaction</p> | <p>VOCABULARY: drugs, smoking, nicotine, vaping, alcohol, caffeine, medicines, paracetamol, health, wellbeing, legal, illegal, laws, protect, habit, support, concerns, worries</p> |
| | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do we recognise and respect similarities and differences between people and what do we have in common with others? 2. What factors contribute to a person's identity? (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 3. How does 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) 4. How can stereotypes negatively influence behaviours and attitudes towards others? 5. How can we challenge stereotypes and assumptions about others? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. When is it appropriate to use first aid? 2. Why should you seek adult help that if someone has experienced a head injury? 3. Why is it important to remain calm in an emergency and provide clear information about what has happened to an adult or the emergency services? 4. How would you carry out basic first aid for burns, scalds, cuts? 5. How would you carry out basic first aid for bleeds, choking, asthma attacks or allergic reactions? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) affect our health and wellbeing? 2. Why are some drugs legal (but may have laws or restrictions related to them) and other drugs are illegal? 3. How do laws surrounding the use of drugs protect us and others? 4. Why so some people choose to use or not use different drugs? (understand that for some people, drug use can become a habit which is difficult to break) 5. How do organisations help people to stop smoking? 6. Who could you ask for help from if you have any worries or concerns about drugs? |
| <p>LIVING IN THE WIDER WORLD</p> | <p>RELATIONSHIPS</p> | <p>LIVING IN THE WIDER WORLD</p> | |
| <p>BIG QUESTION: What decisions can people make with money?</p> | <p>BIG QUESTION: How can friends communicate safely?</p> | <p>BIG QUESTION: What jobs would we like?</p> | |
| <p>PRIOR LEARNING: Y1/2 Cycle A - What can we do with money?</p> | <p>PRIOR LEARNING: Y3/4 Cycle A - How can we be a good friend? Y3/4 Cycle A – What keeps us safe?</p> | <p>PRIOR LEARNING: Y1/2 Cycle B - What jobs do people do? Y3/4 Cycle B - What strengths, skills and</p> | |

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| <p>Y3/4 Cycle B - How can our choices make a difference to others and the environment?</p> <p>NEXT STEPS: Y5/6 Cycle A - What jobs would we like? KS3</p> | <p>NEXT STEPS: Y5/6 Cycle B - How can the media influence people? Y5/6 Cycle B - What will change as we become more independent? How do friendships change as we grow? KS3</p> | <p>interests do we have?</p> <p>NEXT STEPS: KS3</p> |
| <p>VOCABULARY: money, influence, spending, saving, current account, saving accounts, credit cards, debit cards, cash, loans, mortgage, value, feelings, emotions, depression, worry, finance</p> | <p>VOCABULARY: relationship, communicate, friends, family, internet, social media, facebook, whatsapp, tik tok, skype, facetime, content, online, safely, risk, worried, uncomfortable, advice, pressure, inappropriate content, concerns</p> | <p>VOCABULARY: jobs, careers, stereotypes, challenge, sexism, voluntary, skills, attributes, qualifications, GCSE, A-Level, Degree, Masters, PHD, collage, apprentice, university, influence, decision, interests, wage, pay</p> |
| <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What influences people when making decisions about spending and saving money? 2. How can you keep track of money so you know how much you have to spend or save? 3. What choices do people have about ways of paying for things they want and need? (e.g. from current accounts/savings; store card/credit cards; loans) 4. What makes something 'value for money' and what does this means to you? 5. What risks are associated with money? (it can be won, lost or stolen) 6. How money can affect people's feelings and emotions? | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What different types of relationships do people have in their lives? 2. How can friends and family communicate together? (internet and social media can be used positively) 3. How does knowing someone online differ from knowing someone face-to-face? 4. Which 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) 5. How would you recognise risk in relation to friendships and keeping safe? (And how to respond if a friendship is making them feel worried, unsafe or uncomfortable) | <p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Do you know that there is broad range of different jobs and people often have more than one during their careers and over their lifetime? (challenge stereotypes about the types of jobs people can do) 2. Which jobs are paid more than others? (some may be voluntary (unpaid)) 3. What skills, attributes, qualifications and training do you think is needed for different jobs? 4. What are the different ways into jobs and careers? (college, apprenticeships and university) 5. What influences someone's career decision? (skills, interests and pay) |

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| | | 6. How could you ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety? | 6. What might you choose as a career/job when you are older? (Why they would choose it and what might influence their decisions) |
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