



PSHE CYCLE B

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?

<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? • Can you discuss people who help us and their roles? 	<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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		<ul style="list-style-type: none"> 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	LIVING IN THE WIDER WORLD	HEALTH AND WELLBEING
	BIG QUESTION: What makes a good friend?	BIG QUESTION: What jobs do people do?	BIG QUESTION: What helps us grow and stay healthy?
	<p>PRIOR LEARNING: EYFS making friends; what makes a good friend; getting on and falling out; how to deal with emotions; respectful relationships; politeness and respect; Y1/2 Cycle B - What is bullying?</p> <p>NEXT STEPS: Y1/2 Cycle B - What is bullying? Y3/4 Cycle A - How can we be a good friend? Y3/4 Cycle B - How do we treat each other with respect?</p>	<p>PRIOR LEARNING: EYFS Visit from key workers (police, nurses etc); introduce children to different occupations and how they use transport to help them in their jobs; stranger danger and how to identify safer strangers that can help them when they are in need and the occupations that they do</p> <p>NEXT STEPS: Y3/4 Cycle B - What strengths, skills and interests do we have? Y5/6 Cycle A - What jobs would we like?</p>	<p>PRIOR LEARNING: EYFS regular physical activity; healthy food choices; oral health; gardening; Y1/2 Cycle A - What helps us stay healthy?</p> <p>NEXT STEPS: Y1/2 Cycle A - What helps us 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? Y4 Cycle B - How will we grow and change?</p>
	VOCABULARY: important, kind, help, love, feelings, together, argument, conflict, resolution, positive, disagreement, friends, friendship, cooperate	VOCABULARY: Qualities, community, opportunity, interests, positive, improve, resilience, job, skill, qualifications, gender, talk, creative, goal, aim, success, home, achieve, learn	VOCABULARY: choice, choose, healthy, eat, exercise, sun, safety, screen-time, rest, diet, clean, teeth, body, safe, bedtime
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> How can we make friends with others? How do we know when others feel lonely? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> How do jobs help people earn money to pay for things they need and want? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> How do we keep our bodies healthy? (food and drink, physical activity, sleep and rest)

<ol style="list-style-type: none"> 3. What could we do about it? 4. What makes a good friend? 5. How do we resolve arguments that can happen in friendships? 6. How do we ask for help if a friendship is making us unhappy? 	<ol style="list-style-type: none"> 2. Can you name a range of different jobs? (including those done by people you know or people who work in their community) 3. How do people's strengths and interests enable them to do different jobs? 4. Can you name some digital devices that would help people do their jobs? 5. How do people use the internet and digital devices in their jobs and everyday life? 	<ol style="list-style-type: none"> 2. How would eating and drinking too much sugar can affect our health? (including dental health) 3. How much exercise and sleep should we have every day? 4. Can you name different ways to learn and play? (When to take a break from screen-time) 5. How does sunshine help our bodies grow? 6. How do we keep safe and well in the sun?
<p>RELATIONSHIPS</p> <p>BIG QUESTION: What is bullying?</p>	<p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: What helps us to stay safe?</p>	<p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: How do we recognise our feelings?</p>
<p>PRIOR LEARNING:</p> <p>EYFS Y1/2 Cycle A - What is the same and different about us? Y1/2 Cycle B - What makes a good friend?</p> <p>NEXT STEPS:</p> <p>Y1/2 Cycle A - What is the same and different about us? Y3/4 Cycle A - How can we be a good friend? Y3/4 Cycle B - How do we treat each other with respect?</p>	<p>PRIOR LEARNING:</p> <p>EYFS IT'S GOOD TO BE ME – visit from key workers (nurses, police etc) Y1/2 Cycle A - Who helps to keep us safe?</p> <p>NEXT STEPS:</p> <p>Y3/4 Cycle A - What keeps us safe? Y3/4 Cycle B - How can we manage risk in different places?</p>	<p>PRIOR LEARNING:</p> <p>EYFS IT'S GOOD TO BE ME – being a valuable individual; OUR WORLD – identify and regulate our feelings; GROWING – resilience and perseverance; CELEBRATIONS - problem solving</p> <p>NEXT STEPS:</p> <p>Y3/4 Cycle B - How can we manage our feelings? Y4 Cycle B - How will we grow and change?</p>
<p>VOCABULARY: Consent, listening, kind, unkind, fair, unfair, bullying, teasing, body language, consequence, choice, mind-set, teamwork</p>	<p>VOCABULARY: Seatbelt, danger, help, e-safety, hurt, online, medicine, zebra-crossing, pedestrian crossing, safe, careful, trusted adult, protect, rules, stranger danger, road safety, water safety, emergency, household products</p>	<p>VOCABULARY: facial expressions, sad, worried, excited, nervous, happy, safe, loved, cross, loss, change, memories, likes, thoughts.</p>

	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can words and actions affect how people feel? 2. What is physical contact? (How to ask for and give/not give permission regarding physical contact) 3. What should we do if physical contact makes us uncomfortable or unsafe? 4. Why is name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable? 5. How do we respond if this behaviour happens? 6. How do we report bullying or other hurtful behaviour to a trusted adult? (The importance of doing so including online) 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Which rules help keep us safe? (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) 2. How can we tell we might be doing something risky or unsafe? (in familiar and unfamiliar environments, including online) 3. What steps could we take to make sure we are safe? 4. What should you do when something makes you feel unsafe or uncomfortable? (including keeping secrets) 5. Is everything you see online true or trustworthy? (people can pretend to be someone they are not) 6. Who should you tell if you are worried that something is unsafe or scares you? (Online) 7. 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Can you recognise, name and describe a range of feelings? 2. What helps you feel good, or better if not feeling good? 3. How do different experiences bring about different feelings for different people? (including loss, change and bereavement or moving on to a new class/year group) 4. How do feelings affect people in their bodies and their behaviour? 5. How can we manage big feelings? (importance of sharing feelings with adult) 6. When might you need help with feelings and who could you ask?
YEAR 3/4	HEALTH AND WELLBEING	HEALTH AND WELLBEING	LIVING IN THE WIDER WORLD
	BIG QUESTION: What strengths, skills and interests do we have?	BIG QUESTION: How can we manage our feelings?	BIG QUESTION: How can our choices make a difference to others and the environment?
	<p>PRIOR LEARNING: Y1/2 Cycle B - what jobs do people do?</p> <p>NEXT STEPS: Y5/6 Cycle A - What makes up a person's identity?</p>	<p>PRIOR LEARNING: Y1/2/ Cycle B - How do we recognise our feelings?</p> <p>NEXT STEPS: Y4 Cycle B - How will we grow and change?</p>	<p>PRIOR LEARNING: Y1/2 Cycle B - What jobs do people do?</p> <p>NEXT STEPS: Y5/6 Cycle A - What decisions can people make with money?</p>

	Y5/6 Cycle A - What jobs would we like?	Y5/6 Cycle B - What will change as we become more independent? How do friendships change as we grow?	Y5/6 Cycle A - What jobs would we like? Y5/6 Cycle B - How can the media influence people?
	VOCABULARY: Skills, opportunity, attributes, positive, attitude, improve, resilience, job, ambition, qualification, gender, stereotype, challenge, aim, goal, success, happiness, growth mind-set, achievements, learn	VOCABULARY: Confidence, achievements, strengths, feelings, angry, calm, sad, worried, excited, nervous, happy, proud, thoughts, opinion, media, advertisement, assertive, sorry, uncomfortable	VOCABULARY: Fair, unfair, inequality, stereotype, global warming, poverty, urban, rural, trade, global, citizen, climate, help, charity, consequence, community, similar, different
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do we recognise personal qualities and individuality? 2. How can we develop our self-worth? (identifying positive things about themselves) 3. What are your strengths, skills and interests? 4. How do your strengths, skills and interests contribute to your self-esteem? 5. What goals can you set for yourselves? 6. What do we do when there are set-backs? (learn from mistakes and reframe unhelpful thinking) 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do everyday things affect our feelings? 2. How do feelings change over time and why can they be at different levels of intensity? 3. In what ways can we express our feelings and why is this important? 4. How can we manage feelings in different situations? 5. What different strategies can we use to manage our feelings in times of loss, grief and change? 6. How do we access advice and support to help manage our own or others' feelings? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do we share responsibility to help protect the world around us? 2. How do our everyday choices affect the environment? 3. How does what people choose to buy affect others or the environment? (e.g. Fairtrade, single use plastics, giving to charity) 4. What environmental issue is big at the moment? (the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues) 5. How can we show care and concern for others? (people and animals) 6. How can we carry out our personal responsibilities in a caring and compassionate way?
	<p>RELATIONSHIPS</p> <p>BIG QUESTION: How do we treat each other with respect?</p>	<p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: How will we grow and change?</p>	<p>HEALTH AND WELLBEING</p> <p>BIG QUESTION: How can we manage risk in different places?</p>

<p>PRIOR LEARNING: Y1/2 Cycle B - What is bullying?</p> <p>NEXT STEPS: Y5/6 Cycle A - How can friends communicate safely? Y5/5 Cycle B - How can the media influence people? Y5/6 Cycle B - How do friendships change as we grow?</p>	<p>PRIOR LEARNING: Y1/2 Cycle B - What is bullying?</p> <p>NEXT STEPS: Y5/5 Cycle B – How can we keep healthy as we grow? Y5/5 Cycle B - What will change as we become more independent?</p>	<p>PRIOR LEARNING: Y1/2 Cycle B - What helps us to stay safe? Y3/4 Cycle A - What keeps us safe?</p> <p>NEXT STEPS: Y3/4 Cycle A - What keeps us safe? Y5/6 Cycle A - How can we help in an accident or emergency?</p>
<p>VOCABULARY: Human right, universal, equality, fair, respect, protect, share, choice, action, kindness, impact, rules, law, discriminate, stereotype, happy, safe, healthy, fulfilling</p>	<p>VOCABULARY: Puberty, sperm, egg, penis, vagina, emotions, family, reproduction, foetus, developing baby, baby, crush, love, lesbian, gay, relationships, growing ups, partnerships, parents, grandparents</p>	<p>VOCABULARY: Seatbelt, injury, help, decision, risk, danger, hazard, e-safety, dare, online, harm, safe, cigarettes, alcohol, drugs, medicine, peer pressure, password, zebra crossing, pedestrian crossing</p>
<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How does people’s behaviour effect yourselves and others? (including online) 2. How can we be polite and courteous in different situations? (and what respectful behaviour they should receive in return) 3. What is the relationship between rights and responsibilities? 4. What is the right to privacy? (how to recognise when a secret should be kept - nice birthday surprise and when to tell e.g. if someone is being upset or hurt - <i>linked to FGM but not explicitly</i>) 5. What rights do children have and why it is important to protect these? (<i>linked to FGM but not explicitly</i>) 	<p>ENQUIRY QUESTIONS:</p> <p>YEAR 4 ONLY</p> <ol style="list-style-type: none"> 1. What is puberty and how will our bodies change during puberty? (including menstruation and menstrual wellbeing, erections and wet dreams) 2. How will puberty affect our emotions and feelings? 3. How do personal hygiene routines change during puberty? 4. Who could you ask for advice and support about growing, changing and puberty? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can we recognise, predict, assess and manage risk in different situations? 2. In what ways can we stay 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) 3. How can people be influenced by their peers’ behaviour? (how to manage this influence) 4. How can people’s online actions impact on other people? 5. How can we stay safe online? (including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns)

	6. How can you make sure everyone feels included and respected and how should you respond to aggressive or inappropriate behaviour? (including online and unwanted physical contact)		6. Can you name some rules, restrictions and laws that exist to help people stay safe? (how to respond if they become aware of a situation that is anti-social or against the law)
YEAR 5/6	HEALTH AND WELLBEING BIG QUESTION: How can we keep healthy as we grow?	LIVING IN THE WIDER WORLD BIG QUESTION: How can the media influence people?	RELATIONSHIPS BIG QUESTION: What will change as we become more independent? How do friendships change as we grow?
	PRIOR LEARNING: Y3/4 Cycle B - How will we grow and change? NEXT STEPS: Y5/6 Cycle A - How can drugs common to everyday life affect health? KS3	PRIOR LEARNING: Y3/4 Cycle B - How can our choices make a difference to others and the environment? Y3/4 Cycle - How can we manage risk in different places? Y5/6 Cycle A - How can friends communicate safely? NEXT STEPS: Y5/6 Cycle A - How can friends communicate safely? KS3	PRIOR LEARNING: Y3/4 Cycle B - How do we treat each other with respect? Y4 Cycle B - How will we grow and change? NEXT STEPS: KS3
	VOCABULARY: Choices, body image, consent, healthy, unhealthy, exercise, diet, sleep, drugs, alcohol, tobacco, pressure, puberty, cleanliness, physical health, mental health, wellbeing, self-respect, support, Childline	VOCABULARY: Emergency, safe, danger, risk, dare, peer pressure, password, decision, help, first aid, hazard, e-safety, social media, harm, injury, cyber stranger, trusted adult, privacy, courage	VOCABULARY: Puberty, hygiene, emotion, relationships, growing up, body image, feeling different, lesbian, gay, reproduction, retouched, retouched, foetus, sexual intercourse, contraception, bisexual, birth, heterosexual
	ENQUIRY QUESTIONS: 1. What is mental health and how can you cope with challenges? 2. What is a healthy diet? 3. How can I keep my teeth healthy?	ENQUIRY QUESTIONS: 1. Can I identify the benefits of the internet and do I know how to look after my digital wellbeing?	ENQUIRY QUESTIONS: 1. What are human rights? 2. What opportunities and responsibilities do we have as we grow up? 3. What types of relationships are there?

	<ol style="list-style-type: none"> 4. Why is exercise important? 5. How can I sleep well? 6. How do I use medicines safely? 7. What are legal and illegal drugs? 8. How can I manage pressure to take drugs? 9. How does the media present drugs and alcohol? 10. How can I be a good friend and where can I go for help? 	<ol style="list-style-type: none"> 2. How can I stay safe, healthy and happy online when I use digital technology? 3. How can I develop safe, respectful and healthy online relationships and recognise the signs of inappropriate and harmful online relationships? 4. How can I use social media responsibly to protect the health, wellbeing and rights of all? 5. Is all information online true and how can I assess the reliability of both text and images? 6. Can you use everything you have learnt in this topic unit to answer the BIG QUESTION: How can the media influence people? 	<ol style="list-style-type: none"> 4. How does puberty relate to growing from childhood to adulthood? 5. What is a period? 6. How may friendships change as you grow? 7. Can you use everything you have learnt in this topic unit to answer the BIG QUESTION: What will change as we become more independent? How do friendships change as we grow?
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