

Sledmere Primary School  
PSHE/RSE Autumn Term Planning

Nursery

Children will know how to:

- Recognise that we are unique
- Describe different feelings and use this skill to manage relationships
- Understand that some families are different from theirs, but these families also love and care for one another.
- Recognise that there are differences and similarities between themselves
- Celebrate their friends and include them
- Understand people have different cultures and religions amongst families

Marvellous me!  
I'm special because...  
Sometimes I feel...  
Special Prayers  
People who are special to me  
Friends and family  
My special people  
Our village/town/city of families  
The colour of my family  
Including everyone  
Me and my friends  
My favourite, your favourite.

Reception

Children will know how to:

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings.
- Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried.
- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

All about me  
Special interests and skills  
This is me!  
What makes me special  
Show us what you like!  
Me and my special people  
Who's in your family?  
Who can help me?  
My Feelings  
I am Caring  
I feel left out  
I can help  
Same and different  
Same and different families  
Same and different homes

Year 1

Children will know:

H28. About rules and age restrictions that keep us safe.  
R22. About how to treat themselves and others with respect; how to be polite and courteous.  
L1. About what rules are, why they are needed, and why different rules are needed for different situations.  
H28. About rules and age restrictions that keep us safe.  
R22. About how to treat themselves and others with respect; how to be polite and courteous.  
H5. Simple hygiene routines that can stop germs from spreading  
L3. About things they can do to help look after their environment.  
H1. About what keeping healthy means; different ways to keep healthy.  
H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep H1. About what keeping healthy means; different ways to keep healthy.  
H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.  
H2. About foods that support good health and the risks of eating too much sugar.  
R8. Simple strategies to resolve arguments between friends positively.  
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.  
R8. Simple strategies to resolve arguments between friends positively.  
R8. Simple strategies to resolve arguments between friends positively.  
R21. About what is kind and unkind behaviour, and how this can affect others.  
R22. About how to treat themselves and others with respect; how to be polite and courteous.  
R24. How to listen to other people and play and work cooperatively.  
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
R11. About how people may feel if they experience hurtful behaviour or bullying.  
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.  
R21. About what is kind and unkind behaviour, and how this can affect others.  
R22. About how to treat themselves and others with respect; how to be polite and courteous.  
R9. How to ask for help if a friendship is making them feel unhappy.  
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.  
R15. How to respond safely to adults they don't know.  
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).  
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.  
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.  
Why we have classroom rules

Harold's school rules  
Catch it, Bin it, Kill it  
Around and about the school environment  
Back to School Being Healthy  
Healthy Me  
Super sleep  
I can eat a rainbow  
Eat well  
Good friends  
How are you listening  
Unkind, tease or bully  
It's not fair  
Who can help 2  
Harold has a bad day  
Pass on the praise  
Surprise and secrets

## Sledmere Primary School

### PSHE/RSE Autumn Term Planning

#### Year 2

Children will know:

3. The conventions of courtesy and manners.

L1. About what rules are, why they are needed, and why different rules are needed for different situations.

L3. About things they can do to help look after their environment.

L4. About the different groups they belong to.

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. About how people may feel if they experience hurtful behaviour or bullying.

R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

R2. To identify the people who love and care for them and what they do to help them feel cared for.

R21. About what is kind and unkind behaviour, and how this can affect others.

R21. About what is kind and unkind behaviour, and how this can affect others.

R22. About how to treat themselves and others with respect; how to be polite and courteous.

R24. How to listen to other people and play and work cooperatively.

R25. How to talk about and share their opinions on things that matter to them.

R3. About different types of families including those that may be different to their own.

R8. Simple strategies to resolve arguments between friends positively.

Relationships Education Respectful relationships

Our ideal classroom 1  
How can we look after our environment  
My day  
Harold's postcard  
Harold's bathroom  
My body needs...  
What does my body do?  
My special/important people  
Being a good friend  
An act of kindness  
Bullying or teasing?  
Don't do that!  
How do we make others feel?  
Solve the Problem  
Getting on with others

#### Year 3

Children will know:

H1. How to make informed decisions about health.

H2. About the elements of a balanced, healthy lifestyle.

H25. About personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H27. To recognise their individuality and personal qualities. R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability.

H3. About choices that support a healthy lifestyle and recognise what might influence these.

H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.

L10. About prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

L30. About some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation.

L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices).

L6. About the different groups that make up their community; what living in a community means.

L7. To value the different contributions that people and groups make to the community.

L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

L9. About stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R13. The importance of seeking support if feeling lonely or excluded.

R14. That healthy friendships make people feel included recognise when others may feel lonely or excluded; strategies for how to include them.

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

R21. About discrimination: what it means and how to challenge it. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background.

R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

As a rule  
My community  
Respect and challenge  
Our helpful volunteers  
Harold's environment project  
For or against  
Derek cooks dinner(healthy eating)  
Poorly Harold  
Tangram team challenge  
How can we solve this problem?  
Thunks  
Zeb  
Dan's dare

#### Year 4

Children will know:

H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.

H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

H2. About the elements of a balanced, healthy lifestyle.

H5. About what good physical health means; how to recognise early signs of physical illness.

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

L1. To recognise reasons for rules and laws; consequences of not adhering to rules and law

L3. About the relationship between rights and responsibilities.

L6. About the different groups that make up their community; what living in a community means.

L7. To value the different contributions that people and groups make to the community. L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

R21. About discrimination: what it means and how to challenge it.

R21. About discrimination: what it means and how to challenge it.

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.

R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

It's your right  
It's your right  
How do we make a difference?  
My school community  
Harold's seven r's  
Logo quiz  
SCARF hotel  
Ok or not ok part 1  
Ok or not ok part 2  
Under pressure  
What would I do?  
Safety in numbers  
How dare you!  
Islands  
Can you sort it?

# Sledmere Primary School

## PSHE/RSE Autumn Term Planning

### Year 5

**Children will know:**

- H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
- H35. About the new opportunities and responsibilities that increasing independence may bring.
- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
- L6. About the different groups that make up their community; what living in a community means.
- L7. To value the different contributions that people and groups make to the community.
- L7. To value the different contributions that people and groups make to the community.
- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R13. The importance of seeking support if feeling lonely or excluded.
- R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.
- R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- R21. About discrimination: what it means and how to challenge it.
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
- R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

- Rights, responsibilities and duties
- My school community
- Mo makes a difference
- Local councils
- It all adds up
- Independence and responsibility
- Getting fit
- what's the story?
- Collaboration challenge
- Give and take
- How good a friend are you?
- Qualities of friendship
- Being assertive
- Happy being me
- The land of the red people
- Kind conversations
- Relationships cake recipe

### Year 6

**Children will know:**

- H1. How to make informed decisions about health.
- H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
- H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.
- H2. About the elements of a balanced, healthy lifestyle.
- H26. That for some people gender identity does not correspond with their biological sex.
- H3. About choices that support a healthy lifestyle, and recognise what might influence these.
- H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.
- H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
- H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L3. About the relationship between rights and responsibilities. R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L7. To value the different contributions that people and groups make to the community.
- L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).
- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R13. The importance of seeking support if feeling lonely or excluded.
- R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.
- R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- R21. About discrimination: what it means and how to challenge it.
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
- R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

- Five ways to wellbeing project
- Our recommendations
- Two sides to every story
- Action stations
- Project pitch
- Working together
- Let's negotiate
- Behave yourself
- Boys will be boys
- Ok to be different
- Advertising friendships
- Solve the friendship problem
- Dan's day

Sledmere Primary School  
PSHE/RSE Spring Term Planning

Nursery

Children will know how to:

Learn how to recognize dangers and how to prepare and respond.  
Explain what they should do if they feel unsafe  
Recognise potential dangers and how to stay safe, inside and outside  
Learn the importance of keeping safe around medicines and unknown products  
Learn about taking some responsibility for their own health  
Describe ways in which they can help others and why they would do so  
Take care of their home, their learning environment and the natural environment.  
Talk about their own feelings and wishes and respect the wishes of others.  
Learn about similarities and differences and what makes them unique.  
Children will learn about the importance of helping others.

Staying Safe Outside  
What's safe to go into my body  
Looking after myself  
Healthy Eating  
Looking after myself  
Looking after others  
Our special people – family  
Looking after others  
Our special people - friends  
Looking after my environment  
Online Safety

Reception

Children will know how to:

Name ways to stay safe around medicines.  
Know how to stay safe in their home, classroom and outside.  
Know age-appropriate ways to stay safe online.  
Name adults in their lives and those in their community who keep them safe.  
Name potential dangers, both inside and outside, and how to avoid getting hurt  
Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules  
Talk about how to keep their bodies safe  
Talk about how to keep their bodies healthy and safe.  
Talk about their own feelings and wishes and respect the wishes of others.  
Understand that they can make a difference.  
Identify how they can care for their home, school and special people.  
Talk about how they can make an impact on the natural world.  
Talk about similarities and differences between themselves.  
Demonstrate building relationships with friends.  
Name the special people in their lives.  
Understand that our special people can be different to those of others.

Talk about how to keep their bodies healthy and safe.  
Name ways to stay safe around medicines.  
Know how to stay safe in their home, classroom and outside.  
Know age-appropriate ways to stay safe online.  
Name adults in their lives and those in their community who keep them safe.  
Name potential dangers, both inside and outside, and how to avoid getting hurt  
Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules  
Talk about how to keep their bodies safe

Year 1

Children will know:

H12. How to recognise and name different feelings.  
H13. How feelings can affect people's bodies and how they behave.  
H14. How to recognise what others might be feeling.  
H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.  
H16. About ways of sharing feelings; a range of words to describe feelings.  
H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.  
H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.  
H11. About different feelings that humans can experience.  
H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.  
H33. About the people whose job it is to help keep us safe.  
L10. What money is; forms that money comes in; that money comes from different sources.  
L11. That people make different choices about how to save and spend money.  
L13. That money needs to be looked after; different ways of doing this.H24. How to manage when finding things difficult.  
L2. How people and other living things have different needs; about the responsibilities of caring for them. L2.  
How people and other living things have different needs; about the responsibilities of caring for them.  
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.  
R9. How to ask for help if a friendship is making them feel unhappy

Thinking about feelings  
Our feelings  
Feelings and bodies  
Who can help  
Harold loses Geoffrey  
Harold's Money  
How should we look after our money?  
Harold learns to ride his bike  
Taking care of something  
On line safety

# Sledmere Primary School

## PSHE/RSE Spring Term Planning

### Year 2

Children will know:

- H14. How to recognise what others might be feeling.
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H16. About ways of sharing feelings; a range of words to describe feelings.
- H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.
- H24. How to manage when finding things difficult.
- L10. What money is; forms that money comes in; that money comes from different sources.
- L11. That people make different choices about how to save and spend money.
- L13. That money needs to be looked after; different ways of doing this.
- L2. How people and other living things have different needs; about the responsibilities of caring for them. L10. What money is; forms that money comes in; that money comes from different sources.
- L6. To recognise the ways they are the same as, and different to, other people.
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
- R23. To recognise the ways in which they are the same and different to others.
- R7. About how to recognise when they or someone else feels lonely and what to do.

How are you feeling  
Let's all be happy!  
When someone is feeling left out?  
When I feel like erupting?  
You can do it!  
A helping hand  
Sam moves away  
Harold saves for something special  
Harold goes camping  
On line safety

### Year 3

Children will know:

- H14. How to recognise what others might be feeling.
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H16. About ways of sharing feelings; a range of words to describe feelings.
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
- H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
- L2. How people and other living things have different needs; about the responsibilities of caring for them.
- L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation..
- R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
- R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R26. About seeking and giving permission (consent) in different situations.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

My special pet  
I am fantastic  
Getting on with your nerves  
Top talents  
You can do it!  
Recount task  
Can Harold afford it?  
Earning money  
None of your business  
On line safety lessons taken from 'Project Evolve'

### Year 4

Children will know:

- H14. How to recognise what others might be feeling.
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H16. About ways of sharing feelings; a range of words to describe feelings.
- H17. To recognise that feelings can change over time and range in intensity.
- H18. About everyday things that affect feelings and the importance of expressing feelings.
- H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H1. How to make informed decisions about health.
- H2. About the elements of a balanced, healthy lifestyle.
- H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
- H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.
- H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
- H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- H3. About choices that support a healthy lifestyle, and recognise what might influence these.
- H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.
- H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
- L2. How people and other living things have different needs; about the responsibilities of caring for them.
- L20. To recognise that people make spending decisions based on priorities, needs and wants
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L8. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationship
- R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R13. The importance of seeking support if feeling lonely or excluded.
- R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
- R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

An email from Harold  
Different feelings  
When feelings change  
The people we share our world  
With  
That is such a stereotype  
Making choices  
Moving house  
Why pay taxes  
Harold's expenses  
In the News  
Picture wise

# Sledmere Primary School

## PSHE/RSE Spring Term Planning

### Year 5

Children will know:

- H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.
- H14. How to recognise what others might be feeling.
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H16. About ways of sharing feelings; a range of words to describe feelings.
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H27. To recognise their individuality and personal qualities.
- H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
- L2. How people and other living things have different needs; about the responsibilities of caring for them.
- L20. To recognise that people make spending decisions based on priorities, needs and want
- L21. Different ways to keep track of money.
- L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- L24. To identify the ways that money can impact on people's feelings and emotions.
- L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
- R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R26. About seeking and giving permission (consent) in different situations.
- R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.

[Our emotional needs](#)  
[It could happen to anyone](#)  
[Ella's diary dilemma](#)  
[Different skills](#)  
[Star qualities](#)  
[Dear Hetty](#)  
[Fact or opinion](#)  
[Lend us a fiver](#)  
[Spending Wisely](#)  
[Spot bullying](#)  
[Play, like, share](#)

### Year 6

Children will know:

- H14. How to recognise what others might be feeling.
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H16. About ways of sharing feelings; a range of words to describe feelings.
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.
- H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- H35. About the new opportunities and responsibilities that increasing independence may bring.
- H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
- H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
- H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.
- L11. Recognise ways in which the internet and social media can be used both positively and negatively.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L31. To identify the kind of job that they might like to do when they are older.
- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.
- R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- R21. About discrimination: what it means and how to challenge it.
- R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
- R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26. About seeking and giving permission (consent) in different situations.
- R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.

[Acting appropriately](#)  
[Joe's story, part 1&2](#)  
[This will be your life](#)  
[I look great](#)  
[Jobs and taxes](#)  
[It's a puzzle](#)  
[Think before you click](#)  
[Pressure online](#)  
[Fakebook friends](#)  
[To share or not to share](#)

Sledmere Primary School  
PSHE/RSE Summer Term Planning

Nursery

Children will know how to:

Talk about change in the environment  
Describe the changes in babies, young animals and plants as they grow  
Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like  
Talk about healthy choices and activities  
Develop resilience and persistence in their learning  
Working cooperatively with others when faced with a challenge

When I was a baby  
Who does this belong to?  
Girls and Boys  
Growing and changing in nature  
What does my body need?  
I can keep trying  
I can do it!

Reception

Children will know how to:

Feel resilient and confident in their learning.  
Name and discuss different types of feelings and emotions.  
Learn and use strategies or skills in approaching challenges.  
Understand that there are changes in nature and humans.  
Name the different stages in childhood and growing up.  
Understand that babies are made by a man and a woman.  
Use the correct vocabulary when naming the different parts of the body.  
Know how to keep themselves safe.  
Understand that they can make a difference.  
Identify how they can care for their home, school and special people.  
Talk about how they can make an impact on the natural world.  
Talk about similarities and differences between themselves.  
Demonstrate building relationships with friends  
Feel resilient and confident in their learning.  
Name and recognise how healthy choices can keep us well.

Healthy eating (1&2)  
Seasons  
Move your body  
Life stages - plants, animals, humans  
Life Cycles  
Getting bigger  
Me and my body - girls and boys  
Being helpful at home and caring for our classroom  
Looking after money (1): recognising, spending, using  
Bouncing back when things go wrong  
Yes, I can!

Year 1

Children will know:

H22. To recognise the ways in which we are all unique.  
H23. To identify what they are good at, what they like and dislike.  
H26. About growing and changing from young to old and how people's needs change.  
H31. That household products (including medicines) can be harmful if not used correctly.  
H37. About things that people can put into their body or their skin; how there can affect how people feel.  
H43. About what is meant by first aid; basic techniques for dealing with common injuries.  
H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.  
H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.  
L2. How people and other living things have different needs; about the responsibilities of caring for them.  
L4. About the different groups they belong to.  
L6. To recognise the ways they are the same as, and different to, other people.  
R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.  
R2. To identify the people who love and care for them and what they do to help them feel cared for.  
R23. To recognise the ways in which they are the same and different to others.  
R3. About different types of families including those that may be different to their own.  
R4. To identify common features of family life.

What could Harold do?  
Basic First aid  
Our special important people balloons  
Same or different?  
Who are our special  
Harold's wash and brush up  
Inside my wonderful body  
Taking care of a baby  
Then and Now

# Sledmere Primary School

## PSHE/RSE Summer Term Planning

### Year 2

Children will know:

- H21. To recognise what makes them special.
- H22. To recognise the ways in which we are all unique.
- H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- H26. About growing and changing from young to old and how people's needs change.
- H29. To recognise risk in simple everyday situations and what action to take to minimise harm.
- H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
- H31. That household products (including medicines) can be harmful if not used correctly.
- H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- H33. About the people whose job it is to help keep us safe.
- H35. About what to do if there is an accident and someone is hurt.
- H36. How to get help in an emergency (how to dial 999 and what to say).
- H43. About what is meant by first aid; basic techniques for dealing with common injuries.
- L14. That everyone has different strengths.
- L6. To recognise the ways they are the same as, and different to, other people.
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not.
- R15. How to respond safely to adults they don't know.
- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
- R23. To recognise the ways in which they are the same and different to others.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

Harold's picnic  
 How safe would you feel?  
 What should Harold say?  
 Feeling safe  
 Basic first aid  
 What makes us who we are  
 I don't like that  
 Some secrets should never be kept  
 Haven't you grown  
 Keep myself safe NSPCC Pants

### Year 3

Children will know:

- H38. How to predict, assess and manage risk in different situations.
- H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
- H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.
- H43. About what is meant by first aid; basic techniques for dealing with common injuries.
- H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.
- H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
- H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.
- H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.
- R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

Safe or unsafe  
 Danger or risk  
 The risk robot  
 Alcohol and cigarettes, the facts  
 Raisin challenge 1  
 Help or harm  
 Basic first aid  
 Helping each other to stay safe  
 Looking after our special/important people  
 Our friends and neighbours  
 Body team work  
 Relationships tree  
 Body space

### Year 4

Children will know:

- H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.
- H38. How to predict, assess and manage risk in different situations.
- H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
- H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).
- H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.
- H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.
- H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).
- H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.
- H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- R21. About discrimination: what it means and how to challenge it.
- R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

Danger, risk or hazard?  
 Medicines check the label.  
 Know the norms  
 Keeping ourselves safe  
 Raisin challenge 2  
 Who helps us keep healthy and safe?  
 Basic first aid  
 Friend or acquaintance?  
 My feelings are all over the place  
 Secret or surprise  
 My body, your body  
 Period positive



## Year 5

Children will know:

- H18. About everyday things that affect feelings and the importance of expressing feelings.  
H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.  
H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  
H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.  
R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.  
H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.  
H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.  
H34. About where to get more information, help and advice about growing and changing, especially about puberty.  
H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.  
H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.  
H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).  
H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.  
H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.  
H17. To recognise that feelings can change over time and range in intensity.  
H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.  
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  
H38. How to predict, assess and  
H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  
H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).  
H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.  
National Curriculum Links  
H43. About what is meant by first aid; basic techniques for dealing with common injuries.  
R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.  
H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.  
H38. How to predict, assess and manage risk in different situations.  
R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).  
R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.  
R26. About seeking and giving permission (consent) in different situations.  
R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  
R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.  
R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.  
R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.  
H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).  
R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).  
R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Thinking about habit

Jay's dilemma

Decision dilemmas

Drugs, true or false

Smoking, what is normal?

Would you risk it?

Basic First Aid

How are they feeling?

Taking notice of our feelings

Growing up and changing bodies

Help! I'm a teenager, get me out of here

Dear Ash

My changing body

## Sledmere

### Primary School PSHE/RSE Summer Term Planning

Children will know:

- H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.  
H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.  
H18. About everyday things that affect feelings and the importance of expressing feelings.  
H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.  
H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  
H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.  
H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.  
H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).  
H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.  
H36. Strategies to manage transitions between classes and key stages.  
H38. How to predict, assess and manage risk in different situations.  
H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.  
H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.  
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  
H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  
H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).  
H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.  
L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.  
L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.  
R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.  
R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.  
R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.  
H38. How to predict, assess and manage risk in different situations.  
R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.  
R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.  
R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.  
R21. About discrimination: what it means and how to challenge it.  
R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).  
R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.  
R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.  
R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.  
R26. About seeking and giving permission (consent) in different situations.  
R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.  
R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.  
R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).  
R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.  
R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.  
R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.  
R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.  
R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.  
R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.  
R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

## Year 6

Rat park

What sort of drug is...?

Drugs: it's the law

Alcohol: what is normal?

What's the risk? 1

What is the risk? 2

Basic first aid

Don't force me

Helpful or unhelpful

Media manipulation

Is this normal?

Dear Ash

Sex education