



UKS2 PSHE Rolling Programme

This is only guidance, as long as all objectives/lessons are covered it is down to the teacher to decide the order. There are certain lessons that may be more appropriate to a current situation i.e. if someone in your class was to lose a family member then 'Harold loses Geoffrey' or with the current climate 'catch it, bin it, kill it.'

Certain vocabulary is repeated due to the nature of the subject/issue.

UKS2 PSHE Year A				
TERM	UNIT	LESSON	SKILLS	VOCABULARY
AUTUMN I	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Collaboration Challenge!	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	Body language Facial expressions
		Give and take	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences
		How good a friend are you?	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences
		Relationship cake recipe	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	Mutual respect,



		<p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>	<p>Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, support.</p>
<p>AUTUMN 2</p>	<p>Valuing Difference</p> <p>Includes British Values focus</p>	<p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red People</p>	<p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p> <p>Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Respect</p> <p>British Values</p> <p>Tolerance</p> <p>Relationships</p> <p>Unkind</p> <p>Tease</p> <p>Bullying</p> <p>Cyberbullying</p> <p>Wellbeing</p> <p>Courtesy</p> <p>Manners</p>



		<p>Is it true?</p> <p>It could happen to anyone</p>	<p>Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Love Security stability</p>
<p>SPRING I</p>	<p>Keeping Myself Safe</p> <p>Includes aspects of Relationships Education</p>	<p>'Thinking' about habits</p> <p>Jay's dilemma</p> <p>Spot bullying</p>	<p>Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.</p>	<p>Aspirations Drugs Healthy Lifestyles Safeguarding Smoking</p> <p>Positive relationships Resilience Risk-taking Safeguarding</p> <p>Bullying Internet Safety</p>



		<p>Ella's diary dilemma</p> <p>Decision dilemmas</p> <p>Play, like, share</p> <p>Drugs: true or false?</p> <p>Smoking: what is normal?</p>	<p>Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.</p> <p>Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>	<p>Assertiveness Dares Standing up for yourself</p> <p>Assertiveness Being Yourself Bullying Conflict Resolution Media influence Resilience Risk-taking Safety Support networks Peer influence Relationships Education (formerly SRE or RSE) Keeping Safe Decision Making</p> <p>Safeguarding Safety Internet Safety Relationships Education (formerly SRE or RSE) Keeping Safe Decision Making Keeping Safe Online</p> <p>Alcohol Drugs Healthy Lifestyles Medicines Smoking</p> <p>Drugs Healthy Lifestyles Peer Pressure Risk-taking Smoking Social Norms Peer influence</p>
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		Would you risk it?	Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	Assertiveness Dares Friendship Media influence Positive relationships Respect Risk-taking
SPRING 2	Rights and Responsibilities Includes money/living in the wider world/environment	What's the story?	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	Healthy Lifestyles Responsibility
		Fact or opinion?	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	Media influence
		Rights, responsibilities and duties	Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.	Community Environment Responsibility Rights
		Mo makes a difference	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	Community Environment Responsibility
		Spending wisely	State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.	Money Responsibility



		<p>Lend us a fiver!</p> <p>Local councils</p>	<p>Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p>	<p>Money Responsibility</p> <p>British Values Rules and Laws Democracy</p>
<p>SUMMER I</p>	<p>Being My Best</p> <p>Includes keeping healthy/Growth Mindset/goal setting/achievement</p>	<p>Getting fit</p>	<p>Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>	<p>Alcohol Drugs Five ways to wellbeing Healthy Lifestyles Science Smoking</p>
		<p>It all adds up!</p>	<p>Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>	<p>Animals including humans Body parts Science</p>
		<p>Different skills</p>	<p>Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p>	<p>Achievement Aspirations Building self-esteem Diversity Growth Mindset Talents</p>
		<p>My school community (2)</p>	<p>State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.</p>	<p>Community</p>



		<p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid</p>	<p>Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p> <p>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.</p>	<p>Being Yourself British Values Building self-esteem Growing and changing Risk-taking Safeguarding Relationships Education (formerly SRE or RSE) Independence</p> <p>Body Image Building self-esteem Bullying Growing and changing Media influence Relationships Education (formerly SRE or RSE)</p>
SUMMER 2	<p>Growing and Changing</p> <p>Includes RSE-related issues</p>	<p>How are they feeling?</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.</p>	<p>Building self-esteem Bullying Growing and changing Resilience Relationships Education (formerly SRE or RSE)</p>



		<p>Taking notice of our feelings</p> <p>Dear Hetty</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p>	<p>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.</p> <p>Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p>Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p>	<p>Appropriate touch Bullying Feelings Safeguarding Support networks Relationships Education (formerly SRE or RSE) Keeping Safe Inappropriate Touch Seeking Help</p> <p>Body Image Building self-esteem Feelings Growing and changing Puberty Relationships Education (formerly SRE or RSE) Body parts (including genitalia) Reproduction Masturbation Wet Dreams Emotions National Curriculum Science - Relationships elements</p> <p>FGM Growing and changing Personal Hygiene Puberty Relationships Education (formerly SRE or RSE) Periods Menstruation Body Odour National Curriculum Science - Relationships elements Female Genital Mutilation (FGM)</p>
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		<p>Help! I'm a teenager - get me out of here!</p> <p>Dear Ash</p> <p>Stop, start, stereotypes</p>	<p>Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>Assertiveness Conflict Resolution Feelings Growing and changing Resilience Safety Support networks Peer influence Relationships Education (formerly SRE or RSE) Communication Relationships Emotions</p> <p>Safeguarding Secrets Support networks</p> <p>Bullying Stereotypes Relationships Education (formerly SRE or RSE) Relationships Sex Gender Identity Sexual Orientation</p>
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