



**LKS2 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.

LKS2 PSHE Year A (Y3)				
TERM	UNIT	LESSON	SKILLS	VOCABULARY
AUTUMN I	Me and My Relationships	As a rule	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.	British Values Rules and Laws Safeguarding Democracy
		My special pet	Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.	Bereavement Loss Support networks Change Relationships Education (formerly SRE or RSE)
		Tangram team challenge	Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.	Achievement Conflict Resolution Cooperation Teamwork
		Looking after our special people	Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.	Friendship Positive relationships Support networks Relationships Education (formerly SRE or RSE)



		<p>How can we solve this problem?</p> <p>Dan's dare</p> <p>Thanks</p> <p>Friends are special</p>	<p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.</p> <p>Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p>	<p>Conflict Resolution Positive relationships</p> <p>Dares Risk-taking Safety Support networks</p> <p>Conflict Resolution Friendship Positive relationships Relationships Education (formerly SRE or RSE) Relationships</p>
AUTUMN 2	Valuing Difference	<p>Family and friends</p> <p>My community</p>	<p>Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p>	<p>Diversity Friendship Positive relationships Respect Stereotypes Tolerance Family Relationships Education (formerly SRE or RSE) LGBT Adoption</p> <p>Community Five ways to wellbeing Support networks</p>







		<p>None of your business!</p>	<p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>	<p>Safety Internet Safety Consent Relationships Education (formerly SRE or RSE)</p>
		<p>Raisin challenge (1)</p>	<p>Demonstrate strategies for assessing risks;</p> <p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions.</p>	<p>Resilience Risk-taking Relationships Education (formerly SRE or RSE)</p>
		<p>Help or harm?</p>	<p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>lcohol Body parts Drugs Healthy Lifestyles Medicines Safety Science Smoking</p>



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<p><b>SPRING 2</b></p>	<p>Rights and Responsibilities</p> <p>Includes money/living in the wider world/environment</p>	<p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Harold's environment project</p>	<p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Understand how an event can be perceived from different viewpoints;</p> <p>Plan, draft and publish a recount using the appropriate language.</p> <p>Define what is meant by the environment;</p> <p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p>	<p>Community Environment Five ways to wellbeing</p> <p>Safeguarding Safety Support networks</p> <p>Caring Community Environment Pupil voice</p>
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<p><b>SUMMER 2</b></p>	<p>Growing and Changing</p> <p>Includes RSE-related issues</p>	<p>Relationship Tree</p> <p>Body space</p> <p>Secret or surprise?</p> <p>My changing body</p> <p>Basic first aid</p>	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</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>Building self-esteem Caring Community Emotional needs Friendship Support networks Trust Family Relationships Education (formerly SRE or RSE)</p> <p>Appropriate touch Positive relationships Safeguarding Relationships Education (formerly SRE or RSE)</p> <p>Feelings Safeguarding Secrets Support networks Relationships Education (formerly SRE or RSE)</p> <p>Growing and changing Personal Hygiene Positive relationships Puberty Relationships Education (formerly SRE or RSE) Periods Menstruation Body Changes National Curriculum Science - Relationships elements</p>
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