



**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<br>Year A |   |                            |   |   |
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| TERM                | UNIT  | LESSON                     | SKILLS  | VOCABULARY  |
| AUTUMN<br>I         | Me and My Relationships<br><br>Includes feelings/emotions/conflict resolution/friendships | Collaboration Challenge!   | Explain what collaboration means;<br>Give examples of how they have worked collaboratively;<br>Describe the attributes needed to work collaboratively.                | Body language<br>Facial expressions   |
|                     |   | Give and take              | Explain what is meant by the terms negotiation and compromise;<br>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;<br>Give examples of some key qualities of friendship;<br>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;<br>Identify who they could talk to if they needed help.   | Mutual respect,   |



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|                        |  | <p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>   | <p>Identify characteristics of passive, aggressive and assertive behaviours;<br/>Understand and rehearse assertiveness skills.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance;<br/>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;<br/>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><b>AUTUMN 2</b></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;<br/>Describe ways of making a friendship last;<br/>Explain why friendships sometimes end.</p> <p>Rehearse active listening skills:<br/>Demonstrate respectfulness in responding to others;<br/>Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples;<br/>Empathise with people who have been, and currently are, subjected to injustice, including through racism;<br/>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;<br/>Describe the benefits of living in a diverse society;<br/>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> |



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|                                    |   | <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;<br/>           Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;<br/>           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;<br/>           Give examples of how individual/group actions can impact on others in a positive or negative way.</p>     | <p>Love<br/>           Security<br/>           stability</p>  |
| <p><b>SPRING</b><br/> <b>I</b></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;<br/>           Describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks;<br/>           Explain how to weigh up risk factors when making a decision;<br/>           Describe some of the possible outcomes of taking a risk.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;<br/>           Demonstrate strategies and skills for supporting others who are bullied;<br/>           Recognise and describe the difference between online and face-to-face bullying.</p> | <p>Aspirations Drugs<br/>           Healthy Lifestyles<br/>           Safeguarding Smoking</p> <p>Positive relationships<br/>           Resilience Risk-taking<br/>           Safeguarding</p> <p>Bullying Internet<br/>           Safety</p> |



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|  |  | <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;<br/>Explain why someone might give a dare;<br/>Suggest ways of standing up to someone who gives a dare.</p> <p>Recognise which situations are risky;<br/>Explore and share their views about decision making when faced with a risky situation;<br/>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;<br/>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;<br/>Know how to protect personal information online;<br/>Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Understand some of the complexities of categorising drugs;<br/>Know that all medicines are drugs but not all drugs are medicines;<br/>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<br/>Standing up for yourself</p> <p>Assertiveness Being Yourself Bullying<br/>Conflict Resolution<br/>Media influence<br/>Resilience Risk-taking<br/>Safety Support networks Peer influence Relationships<br/>Education (formerly SRE or RSE) Keeping Safe Decision Making</p> <p>Safeguarding Safety Internet Safety Relationships<br/>Education (formerly SRE or RSE) Keeping Safe Decision Making<br/>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;<br>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. | Assertiveness Dares<br>Friendship Media influence Positive relationships Respect<br>Risk-taking |
| SPRING<br>2 | Rights and Responsibilities<br><br>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;<br>Express their opinions on an issue concerning health and wellbeing;<br>Make recommendations on an issue concerning health and wellbeing.                      | Healthy Lifestyles<br>Responsibility  |
|             |   | Fact or opinion?                    | Understand the difference between a fact and an opinion;<br>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;<br>Discuss what can make them difficult to follow;<br>Identify the impact on individuals and the wider community if responsibilities are not carried out.                               | Community<br>Environment<br>Responsibility Rights   |
|             |   | Mo makes a difference               | Explain what we mean by the terms voluntary, community and pressure (action) group;<br>Give examples of voluntary groups, the kind of work they do and its value.   | Community<br>Environment<br>Responsibility  |
|             |   | Spending wisely                     | State the costs involved in producing and selling an item;<br>Suggest questions a consumer should ask before buying a product.  | Money Responsibility  |



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|                        |  | <p>Lend us a fiver!</p> <p>Local councils</p> | <p>Define the terms loan, credit, debt and interest;<br/>Suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for;<br/>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><b>SUMMER I</b></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.<br/>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.<br/>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>                      | <p>Alcohol Drugs Five ways to wellbeing<br/>Healthy Lifestyles<br/>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.<br/>Explain the function of at least one internal organ.<br/>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>                                  | <p>Animals including humans<br/>Body parts<br/>Science</p>   |
|                        |  | <p>Different skills</p>                       | <p>Identify their own strengths and talents;<br/>Identify areas that need improvement and describe strategies for achieving those improvements.</p>   | <p>Achievement<br/>Aspirations Building self-esteem<br/>Diversity<br/>Growth Mindset<br/>Talents</p> |
|                        |  | <p>My school community (2)</p>                | <p>State what is meant by community;<br/>Explain what being part of a school community means to them;<br/>Suggest ways of improving the school community.</p>   | <p>Community</p>   |



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|          |  | <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;<br/>Identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media;<br/>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;<br/>Describe 'star' qualities that 'ordinary' people have.</p> <p>H43. About what is meant by first aid; basic techniques for dealing with common injuries.<br/>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<br/>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;<br/>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>  |



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|  |  | <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;<br/>Understand what kinds of touch are acceptable or unacceptable;<br/>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;<br/>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;<br/>Discuss some of the myths associated with puberty.</p> <p>Identify some products that they may need during puberty and why;<br/>Know what menstruation is and why it happens.</p> | <p>Appropriate touch<br/>Bullying Feelings<br/>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;<br/>List some of the ways our body feels when it is nervous or sad;<br/>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;<br/>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;<br/>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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