



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 1	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)
		How can we solve this problem?	Rehearse and demonstrate simple strategies for resolving given conflict situations.	Conflict Resolution Positive relationships
		Dan's dare	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.	Dares Risk-taking Safety Support networks
		Thunks	Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.	



		Friends are special	Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	Conflict Resolution Friendship Positive relationships Relationships Education (formerly SRE or RSE) Relationships
<b>AUTUMN 2</b>	Valuing Difference	Family and friends	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	Diversity Friendship Positive relationships Respect Stereotypes Tolerance Family Relationships Education (formerly SRE or RSE) LGBT Adoption
		My community	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.	Community Five ways to wellbeing Support networks
		Respect and challenge	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	British Values Cooperation Positive relationships Respect Teamwork Tolerance
		Our friends and neighbours	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	British Values Caring Community Respect Tolerance Great get together
		Let's celebrate our differences	Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).	British Values Bullying Diversity Respect Support networks Tolerance Relationships Education (formerly SRE or RSE)
			Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.	Being Different Being Yourself Building self -esteem Bullying Caring Diversity Homophobic bullying Prejudice Racism Social Norms



		Zeb		Stereotypes Tolerance Relationships Education (formerly SRE or RSE)
<b>SPRING 1</b>	<p>Keeping Myself Safe</p> <p>Includes aspects of Relationships Education</p>	<p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk Robot</p> <p>Alcohol and cigarettes: the facts</p> <p>Super Searcher</p> <p>None of your business!</p>	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.</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>Safety Support networks</p> <p>Risk-taking Safety</p> <p>Risk-taking Safety</p> <p>Alcohol Body parts Drugs Science Smoking</p> <p>Media influence Internet Safety</p> <p>Safety Internet Safety Consent</p>



		<p>Raisin challenge (1)</p> <p>Help or harm?</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>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>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Relationships Education (formerly SRE or RSE)</p> <p>Resilience Risk-taking Relationships Education (formerly SRE or RSE)</p> <p>Alcohol Body parts Drugs Healthy Lifestyles Medicines Safety Science Smoking</p>
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**LKS2 PSHE Rolling Programme**

<b>SPRING 2</b>	Rights and Responsibilities	Our helpful volunteers	<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>	Community Environment Five ways to wellbeing
	Includes money/living in the wider world/environment	Helping each other to stay safe	<p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p>	Safeguarding Safety Support networks
		Recount task	<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>	
		Harold's environment project	<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>	Caring Community Environment Pupil voice
		Can Harold afford it?	<p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p>	Money Saving Responsibility
		Earning money		



			<p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	Money Responsibility
<b>SUMMER 1</b>	<p>Being My Best</p> <p>Includes keeping healthy/Growth Mindset/goal setting/achievement</p>	<p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold</p> <p>For or against?</p> <p>I am fantastic!</p> <p>Getting on with your nerves!</p> <p>Body team work</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.</p> <p>Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research</p> <p>Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.</p>	<p>Healthy Eating Healthy Lifestyles Science</p> <p>Drugs Hygiene Illness Medicines Safety Science Viruses</p> <p>Respect Tolerance</p> <p>Achievement Aspirations Body Image Diversity Media influence Relationships Education (formerly SRE or RSE)</p> <p>Body parts Cooperation Science Teamwork</p>



LKS2 PSHE Rolling Programme

		Top talents	Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	Body parts Cooperation Science Teamwork  Achievement Aspirations Building self -esteem Growth Mindset Talents
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LKS2 PSHE Rolling Programme

<p><b>SUMMER 2</b></p>	<p>Growing and Changing</p> <p>Includes RSE-related issues</p>	<p>Relationship Tree</p>	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with.</p>	<p>Building self -esteem Caring Community Emotional needs Friendship Support networks Trust Family Relationships Education (formerly SRE or RSE)</p>
		<p>Body space</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>Appropriate touch Positive relationships Safeguarding Relationships Education (formerly SRE or RSE)</p>
		<p>Secret or surprise?</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>Feelings Safeguarding Secrets Support networks Relationships Education (formerly SRE or RSE)</p>
		<p>My changing body</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>Growing and changing Personal Hygiene Positive relationships Puberty Relationships Education (formerly SRE or RSE) Periods Menstruation Body Changes National Curriculum Science - Relationships elements</p>
		<p>Basic first aid</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>	