UKS2 PSHE Year A				
TERM	**UNIT**	**LESSON**	**SKILLS**	**VOCABULARY**
AUTUMN 1	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 Being assertive	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.	Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, support.
		Our emotional needs	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.	
		Communication	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.	
AUTUMN 2	Valuing Difference	Qualities of friendship	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	Respect British Values Tolerance Relationships
		Kind conversations	Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.	Unkind Tease Bullying Cyberbullying
		Happy being me	Develop an understanding of discrimination and its injustice, and describe this using examples;	Wellbeing

		The land of the Red People Is it true? Stop, Start Stereotypes It could happen to anyone	Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. 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. 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. 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.	Courtesy Manners Love Security stability
SPRING 1	Keeping Safe	Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false?	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. 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. 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. 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.	Bullying Internet Safety Assertiveness Dares Standing up for yourself 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 Safeguarding Safety Internet Safety Relationships Education (formerly SRE or RSE) Keeping Safe Decision Making Keeping Safe Online

			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.	Alcohol Drugs Healthy Lifestyles Medicines Smoking
		Smoking: what is normal?	Understand the actual norms around smoking and the reasons for common misperceptions of these.	Drugs Healthy Lifestyles Peer Pressure Risk-taking Smoking Social Norms Peer influence Assertiveness Dares Friendship Media influence Positive relationships Respect Risk-taking
		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.	
SPRING 2	Rights and Respects	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
		Lend us a fiver!	Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.	Money Responsibility
		Local councils	Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.	British Values Rules and Laws Democracy
SUMMER 1	Being My Best	Getting fit	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.	Alcohol Drugs Five ways to wellbeing Healthy Lifestyles Science Smoking

			Understand the actual norms around smoking and the reasons for common misperceptions of these.	Animals including humans Body parts Science
		It all adds up!	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.	Achievement Aspirations Building self -esteem Diversity Growth Mindset Talents
		Different skills	Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.	Community
		My school community (2)	State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.	Being Yourself British Values Building self -esteem Growing and changing Risk-taking Safeguarding Relationships Education (formerly SRE or RSE) Independence
		Independence and responsibility	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	
		Star qualities?	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.	Body Image Building self -esteem Bullying Growing and changing Media influence Relationships Education (formerly SRE or RSE)
		Basic first aid	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.	
SUMMER 2	Growing and Changing	How are they feeling?	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.	Building self -esteem Bullying Growing and changing Resilience Relationships Education (formerly SRE or RSE)

		Taking notice of our feelings	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.	Appropriate touch Bullying Feelings Safeguarding Support networks Relationships Education (formerly SRE or RSE) Keeping Safe Inappropriate Touch Seeking Help
		Dear Ash	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.	
		Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	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
		Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.	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)
		Help! I'm a teenager - get me out of here!	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.	Assertiveness Conflict Resolution Feelings Growing and changing Resilience Safety Support networks Peer influence Relationships Education (formerly SRE or RSE) Communication Relationships Emotions
		Stop, start, stereotypes	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.	Safeguarding Secrets Support networks Bullying Stereotypes Relationships Education (formerly SRE or RSE) Relationships Sex Gender Identity Sexual Orientation