



Example PSHE education curriculum overview (School A)

to accompany PSHE Education Planning Toolkit for key stages 1 and 2

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Introduction

As no two schools are the same, a 'one size fits all' approach to curriculum design rarely works, and our PSHE Education Planning Toolkit for Key Stage 1 and 2 (that this resource accompanies) is designed to help you to create a bespoke programme tailored to your school's particular needs.

It is, however, helpful to learn from how other schools plan their PSHE education programmes. We have therefore published these example curriculum frameworks to show how two schools (which we've called 'school A' and 'school B') have used the toolkit to design schemes of work that meet their pupils' needs within the school's specific organisational context.

These exemplar frameworks are not meant as a definitive approach to PSHE education, but will help those of you looking to create a new programme or review your current provision by illustrating how to put our *Planning Toolkit* into practice in a way that works for you and your pupils.

These example frameworks have been developed using *the PSHE Association Programme of Study* and *the PSHE Association PSHE Education Planning Toolkit* and we have suggested in each case how the school PSHE subject lead and a working party of teachers worked together on development.

You can access the 'school B' example and the PSHE Education Planning Toolkit here: www.pshe-association.org.uk/primarytoolkit

Example PSHE education curriculum overview (school A)

School A takes an enquiry-based approach to curriculum planning for all subjects. As a result, they decided to group the learning opportunities from the [PSHE Association Programme of Study](#) (from across its three Core Themes: **Health and Wellbeing**, **Relationships**, **Living in the Wider World**) to form termly or half-termly topics, each of which responds to a 'big question'. The overarching key questions act as the topic titles and can be easily shared with both pupils and parents to explain what the pupils, in each year group, will be learning about that half term.

To build this curriculum framework, a working party of teachers allocated the learning opportunities from the PSHE Association Programme of Study to different year groups. These were selected carefully to reflect the context of the school and local community, address the pupils' needs and stages of development and build logically year on year (every learning opportunity from the Programme of Study is covered at least once across the primary phase). By grouping the learning opportunities together, the working party was able to see topics or short units of learning coming together. The working party then used the [PSHE Association Primary Planning Toolkit](#) to match age-appropriate learning objectives for each year group. Finally, a key question was designed as a topic title and starting point for pupil enquiry.

The [Curriculum framework whole school overview 1](#) gives a brief summary or 'at a glance view' of school A's PSHE framework, it displays the key questions or lines of enquiry each year group will follow in each term, across the school. This has been developed to be easily displayed alongside curriculum maps for other subjects and for viewing on the school website.

The [Curriculum framework whole school overview 2](#) provides a quick and simple way to view the progression of learning throughout the primary phase and provides further detail about what is taught under each 'big question'. The working party felt it would be useful for the senior leadership teams, PSHE and curriculum coordinators, teachers, parents and governors as it can help support discussions about what is included within the subject of PSHE education. It can also be used to decide which particular topic areas to collect assessment evidence on or do a work scrutiny on, or gather pupil feedback on throughout the year.

The [Curriculum framework long term planning grids](#) are intended to support school A's teachers' long term planning and set out the learning opportunities (from the Programme of Study) covered within each topic in the curriculum framework. The corresponding learning objective/s (from the Primary Planning Toolkit) have also been included. There is a grid for each year group.

For further planning guidance for each year group (including learning outcomes, key questions, the essential skills and attributes developed, and further guidance), teachers refer back to the [medium term planning grids](#) for a particular year group in the Primary Planning Toolkit.

Section 1

WHOLE SCHOOL OVERVIEW

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW - EXAMPLE A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--------------------------------|------------------------------|--|---|---|
| Year 1 | How do we decide how to behave? | What can we do with money? | How do we keep safe? | | How do we feel? | What makes us special? |
| Year 2 | How can we help? | What is bullying? | How can we be healthy? | What is the same and different about us? | How do we show our feelings? | How can we keep safe in different places? |
| Year 3 | What are the rules that keep us safe? | What can we do about bullying? | What are we responsible for? | How can we describe our feelings? | How can we eat well? | What jobs would we like? |
| Year 4 | What is diversity? | How can we be a good friend? | How do we grow and change? | | How can we keep safe in our local area? | |
| Year 5 | What makes a community? | What does discrimination mean? | How can we manage our money? | What choices help health? | How can we be safe online and using social media? | What makes us enterprising? |
| Year 6 | What makes a healthy and happy relationship? | | What are human rights? | How can money affect us? | How can we stay healthy? | How can we manage risk? |

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW - EXAMPLE A

The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Rights and responsibilities

Feelings and friendship

Money

Safety and risk

Health

Identity

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|---|---|--|
| Year 1 | How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt | What can we do with money? Where money comes from; spending; saving; keeping money safe | How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help | | How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss | What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities |
| Year 2 | How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment | What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens | How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices | What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups | How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings | How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency |
| Year 3 | What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe | What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe | What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others | How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings | How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices | What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets |
| Year 4 | What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes | How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback | How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice | | How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe | |

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| <p>Year 5</p> | <p>What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p> | <p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p> | <p>How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p> | <p>What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p> | <p>How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p> | <p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p> |
| <p>Year 6</p> | <p>What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p> | <p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p> | <p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p> | <p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p> | <p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p> | |

Section 2

CURRICULUM FRAMEWORK LONG TERM PLANNING GRIDS

| Year 1 | | | PSHE Curriculum Framework Long Term Planning: Example A | | |
|--|---|---|---|--|--|
| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | | PSHE Association Primary Planning Toolkit Y1 learning objectives | | |
| Autumn 1 How do we decide how to behave? <i>5-7 lessons</i> | L1. L2. R2. R4. R6 R7. R11. R12 | how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | Pupils learn: <ul style="list-style-type: none"> about group and class rules and why they are important about respecting the needs of ourselves and others about different types of behaviour and how this can make others feel about listening to others and playing cooperatively that bodies and feelings can be hurt | | |
| Autumn 2 What can we do with money? <i>3-5 lessons</i> | L6. L7. | that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices | Pupils learn: <ul style="list-style-type: none"> about where money comes from and what it is used for about spending and saving money about how to keep money safe | | |
| Spring 1 + 2 How do we keep safe? <i>10 lessons</i> | H11. H12. H13. H14. | that household products, including medicines, can be harmful if not used properly rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention about the ways that pupils can help the people who look after them to more easily protect them | Pupils learn: <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used correctly about rules for keeping safe (in familiar and unfamiliar situations) how to ask for help if they are worried about something about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid | | |

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|---|---|---|
| | <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> | <ul style="list-style-type: none"> • about appropriate and inappropriate touch |
| <p>Summer 1</p> <p>How do we feel?</p> <p><i>5-6 lessons</i></p> | <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss |
| <p>Summer 2</p> <p>What makes us special?</p> <p><i>4-5 lessons</i></p> | <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people |
| <p>Ongoing:</p> | <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • to share their views and opinions with others |

| Year 2 | | | PSHE Curriculum Framework Long Term Planning: Example A | | |
|--|---|--|--|--|--|
| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | | PSHE Association Primary Planning Toolkit Y2 learning objectives | | |
| Autumn 1 How can we help? <i>5-6 lessons</i> | L1. L2. L3. L5. H16. | how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy | Pupils learn: <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about looking after the local environment • about privacy in different contexts | | |
| Autumn 2 What is bullying? <i>4-5 lessons</i> | R3. R10. R13. R14. H13. H14. H15. | the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help about people who look after them, their family networks, who to go to if they are worried and how to attract their attention about the ways that pupils can help the people who look after them to more easily protect them to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets | Pupils learn: <ul style="list-style-type: none"> • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening | | |

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| <p>Spring 1 How can we be healthy? <i>5 lessons</i></p> | <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H6. the importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • about making healthy choices • about basic personal hygiene routines and why these are important |
| <p>Spring 2 What is the same and different about us? <i>5 lessons</i></p> | <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8. about the process of growing from young to old and how people's needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>L4. that they belong to different groups and communities such as family and school</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people • about groups and communities that they belong to |
| <p>Summer 1 How do we show our feelings? <i>5-7 lessons</i></p> | <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss • about recognising how other people are feeling • about sharing feelings their own feelings with others |
| <p>Summer 2 How can we keep safe in different places? <i>3-5 lessons</i></p> | <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about rules for keeping safe (in familiar and unfamiliar situations) |

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| | <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> | <ul style="list-style-type: none"> • how to ask for help if they are worried about something • about the people who work in their community • how to get their help, including in an emergency |
| Ongoing: | <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • to share their views and opinions with others |

| Year 3 | | | PSHE Curriculum Framework Long Term Planning: Example A | | |
|---|---|---|--|--|--|
| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | | PSHE Association Primary Planning Toolkit Y3 learning objectives | | |
| Autumn 1 What are the rules that keep us safe? <i>7 lessons</i> | H15. H12. H21. H23. R8. R9. | school rules about health and safety, basic emergency aid procedures, where and how to get help that bacteria and viruses can affect health and that following simple routines can reduce their spread strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and to judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' | Pupils learn: <ul style="list-style-type: none"> about the importance of school rules for health and safety that simple hygiene routines can prevent the spread of bacteria and viruses about how to get help in an emergency about keeping safe in the local environment about people who help them stay healthy and safe about the difference between acceptable and unacceptable physical contact how to respond to unacceptable physical contact about the concept of keeping something confidential or secret about when they should or should not agree to keeping a secret | | |
| Autumn 2 What can we do about bullying? <i>3-5 lessons</i> | R18. H23. | how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe | Pupils learn: <ul style="list-style-type: none"> to recognise bullying how to respond and ask for help about people who help them stay healthy and safe | | |
| Spring 1 What are we responsible for? <i>3-5 lessons</i> | L7. R7. | that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities that their actions affect themselves and others | Pupils learn: <ul style="list-style-type: none"> about their responsibilities, rights and duties (home, school and the environment) how actions can affect ourselves and others | | |
| Spring 2 How can we describe our feelings? <i>5-7 lessons</i> | H6. H7. H8. | to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement | Pupils learn: <ul style="list-style-type: none"> about a wider range of feelings, both good and not so good that people can experience conflicting feelings at the same time about describing their feelings to others | | |

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| | R1. | to recognise and respond appropriately to a wider range of feelings in others | <ul style="list-style-type: none"> • about the kinds of change that happen in life and the feelings associated with this • to recognise a wider range of feelings in others • about responding to how others are feeling |
| Summer 1 How can we eat well? <i>5-6 lessons</i> | H1. H2. H3. | <p>what positively and negatively affects their physical, mental and emotional health</p> <p>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food |
| Summer 2 What jobs would we like? <i>4-5 lessons</i> | R16. L16. R11. H15. | <p>to recognise and challenge stereotypes</p> <p>what is meant by enterprise and begin to develop enterprise skills</p> <p>to work collaboratively towards shared goals</p> <p>to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what is meant by 'stereotypes' • about what it means to be 'enterprising' • about working collaboratively toward shared goals • to recognise their achievements and set personal targets for the future |
| Ongoing: | R10. | to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view | <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to listen and respond respectfully to a wide range of people • about sharing their points of view |

| Year 4 | | | PSHE Curriculum Framework Long Term Planning: Example A | | |
|--|---|--|--|--|--|
| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | | PSHE Association Primary Planning Toolkit Y4 learning objectives | | |
| Autumn 1 What is diversity? <i>5-6 lessons</i> | L11. | to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | Pupils learn: <ul style="list-style-type: none"> to appreciate difference and diversity (people living in the UK) about the values and customs of people around the world about what is meant by 'stereotypes' | | |
| | L12. | to consider the lives of people living in other places, and people with different values and customs | | | |
| | R16. | to recognise and challenge stereotypes | | | |
| Autumn 2 How can we be a good friend? <i>4-5 lessons</i> | R1. | to recognise and respond appropriately to a wider range of feelings in others | Pupils learn: <ul style="list-style-type: none"> to recognise a wider range of feelings in others about responding to how others are feeling to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves about resolving differences – agreeing and disagreeing | | |
| | R2. | to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | | | |
| | R12. | to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves | | | |
| | L8. | to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices | | | |
| Spring 1 + 2 How do we grow and change? <i>10 lessons</i> | H7. | to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | Pupils learn: <ul style="list-style-type: none"> how to further describe the range and intensity of their feelings to others how to manage complex or conflicting emotions about the changes that happen at puberty how the spread of infection can be prevented about who is responsible for their health and wellbeing where to get help advice and support about different types of relationships (friends, families, couples, marriage, civil partnership) about what constitutes a positive, healthy relationship | | |
| | H8. | about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement | | | |
| | H12. | to understand that bacteria and viruses affect health and simple routines reduce their spread | | | |
| | H18. | how their body will, and their emotions may, change as they approach and move through puberty | | | |
| | H23. | about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe | | | |
| | R2. | to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | | | |

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| | R4. | to recognise different types of relationship, including those between acquaintances, friends, relatives and families | <ul style="list-style-type: none"> about the skills to maintain positive relationships |
| <p>Summer 1+2</p> <p>How can we keep safe in our local area?</p> <p><i>10 lessons</i></p> | <p>H9.</p> <p>H10.</p> <p>H11.</p> <p>H13.</p> <p>H14.</p> <p>H21.</p> <p>H23.</p> <p>R7.</p> <p>R15.</p> | <p>to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>that their actions affect themselves and others</p> <p>to recognise and manage 'dares'</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> about managing risk in familiar situations and keeping safe about feeling negative pressure and how to manage this about keeping safe in the local environment about people who help them stay healthy and safe how actions can affect ourselves and others to recognise and manage dares |
| Ongoing: | R10. | to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view | <p>Pupils learn:</p> <ul style="list-style-type: none"> how to listen and respond respectfully to a wide range of people about sharing their points of view |

| Year 5 | | PSHE Curriculum Framework Long Term Planning: Example A | |
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| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | PSHE Association Primary Planning Toolkit Y5 learning objectives | |
| Autumn 1 What makes a community? <i>4-7 lessons</i> | <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in the UK • about the lives, values and customs of people living in other places | |
| Autumn 2 What does discrimination mean? <i>3-6 lessons</i> | <p>R7. that their actions affect themselves and others</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) '</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation | |
| Spring 1 How can we manage our money? <i>3-5 lessons</i> | <p>L13. To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality | |

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| <p>Spring 2 What choices help health? <i>5-7 lessons</i></p> | <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R7. that their actions affect themselves and others</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about people who help them stay healthy and safe • how actions can affect ourselves and others |
| <p>Summer 1 How can we be safe online and using social media? <i>5-6 lessons</i></p> | <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L17. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to keep safe and well when using a mobile phone • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • about the importance of keeping personal boundaries and the right to privacy • to be critical of what they see and read in the media • to critically consider information they choose to forward to others |
| <p>Summer 2 What makes us</p> | <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different ways of achieving and celebrating personal goals |

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| enterprising? <i>4-5 lessons</i> | R11. | to work collaboratively towards shared goals | <ul style="list-style-type: none"> • how having high aspirations can support personal achievements • what it takes to set up an enterprise • about what enterprise means for work and society |
| Ongoing: | R10. | to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view | Pupils learn: <ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary • to research, discuss and debate to discuss and debate issues concerning health and wellbeing |
| | L1. | to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people | |

| Year 6 | | PSHE Curriculum Framework Long Term Planning: Example A | |
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| Term, key question, number of lessons <i>(min. 10 per term)</i> | PSHE Association Programme of Study - KS1 Learning opportunities covered | | PSHE Association Primary Planning Toolkit Y6 learning objectives |
| Autumn 1+2 What makes a healthy and happy relationship? <i>10 lessons</i> | R2. R3. R4. R5. R6. R19. H19. | to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support to recognise different types of relationship, including those between acquaintances, friends, relatives and families that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership about human reproduction | Pupils learn: <ul style="list-style-type: none"> about different types of relationships (friends, families, couples, marriage, civil partnership) about what constitutes a positive, healthy relationship about the skills to maintain positive relationships to recognise when a relationship is unhealthy about committed loving relationships (including marriage and civil partnership) that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree to learn about human reproduction |
| Spring 1 What are human rights? <i>5-6 lessons</i> | L2. L3. L4. L5. H20. | why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers | Pupils learn: <ul style="list-style-type: none"> why and how laws are rules and laws are made how to take part in making and changing rules about the importance of human rights (and the Rights of the Child) about the UN declaration on the Rights of the Child about the right they have to protect their body that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights that human rights overrule any beliefs, ideas or practices that harm others that female genital mutilation (FGM) is physical abuse and is illegal |

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| | <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> | <ul style="list-style-type: none"> • about the importance of speaking out about FGM • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about confidentiality • about times when it appropriate and necessary to break a confidence |
| <p>Spring 2 How can money affect us? <i>4-5 lessons</i></p> | <p>L13. about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • how finance plays an important part in people’s lives • about being a critical consumer¹ • about what is meant by ‘interest’, ‘loan’, ‘debt’ • about the importance of looking after money, including managing loans and debts • that people pay ‘tax’ to contribute to society • how resources are allocated and the effect this has on individuals, communities and the environment • to research, discuss and debate to discuss and debate issues concerning health and wellbeing |
| <p>Summer 1 How can we stay healthy? <i>4-6 lessons</i></p> | <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a ‘balanced lifestyle’ • which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • about who is responsible for their health and wellbeing • where to get help advice and support |

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| <p>Summer 2</p> <p>How can we manage risk?</p> <p><i>4-6 lessons</i></p> | <p>H9.</p> <p>H10.</p> <p>H11.</p> <p>H13.</p> <p>H14.</p> <p>H22.</p> <p>H25.</p> <p>L6.</p> <p>R7.</p> | <p>to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p> <p>to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>that their actions affect themselves and others</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others |
| <p>Ongoing:</p> | <p>R10.</p> | <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view</p> | <p>Pupils learn:</p> <ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary |