



## Goldthorn Park Primary School – PSHEe long and medium term plan



				Spring – Living in the wider world			Summer - Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting others and ourselves	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Managing friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines & keeping healthy; healthy teeth; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment ; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisation and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and media



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	Topic	In this unit, children learn:	Suggested resources
Year 1 Autumn – Relationships	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• <b>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</b></li> <li>• <b>the role these different people play in children’s lives and how they care for them</b></li> <li>• <b>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</b></li> <li>• <b>about the importance of telling someone — and how to tell them — if they are worried about something in their family</b></li> </ul>	<p>Medway - KS1 Lesson 1 - ‘My Special People’ (Saved) <i>Need book – Grandfather and I (ordered)</i></p> <p>1 Decision (5-8) Our World – Growing in our world (includes different types of families)</p> <p>Metro charity KS1 Love and respectful relationships (Saved) <i>Need book – And Tango makes Three (ordered)</i></p>
	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>• <b>about situations when someone’s body or feelings might be hurt and whom to go to for help</b></li> <li>• <b>about what it means to keep something private, including parts of the body that are private</b></li> <li>• <b>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</b></li> <li>• <b>how to respond if being touched makes them feel uncomfortable or unsafe</b></li> <li>• <b>when it is important to ask for permission to touch others</b></li> <li>• <b>how to ask for and give/not give permission</b></li> </ul>	<p>1 Decision (5-8) Relationships – Touch (sister hurting brother)</p> <p>NSPCC pants rule resources (saved)</p>
	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> <li>• <b>what kind and unkind behaviour mean in and out school</b></li> <li>• <b>how kind and unkind behaviour can make people feel</b></li> <li>• <b>about what respect means</b></li> <li>• <b>about class rules, being polite to others, sharing and taking turns</b></li> </ul>	<p>Twinkl: Behaviour (saved)</p> <p>Twinkl: Respect (saved)</p>



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<p>Year 1 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	<p>1 Decision (5-8) Our World – Living in our world</p> <p>1 Decision (5-8) Being Responsible – Water spillage</p> <p>Twinkl – Looking after each other (saved)</p> <p>PDSA Needs of animals lesson (saved)</p> <p><i>Could have PDSA/RSPCA visit to do workshops?</i></p>
	<p><b>Media literacy and digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> <li>• <b>how and why people use the internet</b></li> <li>• <b>the benefits of using the internet and digital devices</b></li> <li>• <b>how people find things out and communicate safely with others online</b></li> </ul>	<p>Bitesize – What is the Internet <a href="https://www.bbc.co.uk/bitesize/topics/z4gwhyc/articles/zgwnsbk">https://www.bbc.co.uk/bitesize/topics/z4gwhyc/articles/zgwnsbk</a></p> <p>Bitesize – How can you use the Internet? <a href="https://www.bbc.co.uk/bitesize/topics/z4gwhyc/articles/zgqfyrd">https://www.bbc.co.uk/bitesize/topics/z4gwhyc/articles/zgqfyrd</a></p> <p>Bitesize – How can you use the Web safely? <a href="https://www.bbc.co.uk/bitesize/topics/zymykat/articles/zym3b9q">https://www.bbc.co.uk/bitesize/topics/zymykat/articles/zym3b9q</a></p> <p>Twinkl – What is the Internet? (saved)</p>
	<p><b>Money and work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p>Twinkl – Strengths (saved)</p> <p>Twinkl – Jobs (saved)</p> <p>Twinkl – People who help us (saved)</p> <p><i>Could get some visitors in to discuss their jobs and strengths needed!</i></p>



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Year 1 Summer – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H1</p>	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	<p>Bitesize – What do humans need to stay healthy? <a href="https://www.bbc.co.uk/bitesize/clips/zgtr82p">https://www.bbc.co.uk/bitesize/clips/zgtr82p</a></p> <p>1 Decision (5-8) Keeping/Staying Healthy – Washing hands</p> <p>1 Decision (5-8) Keeping/Staying Healthy – Healthy eating</p> <p>Premier League Primary Stars – Eat the Rainbow <a href="https://plprimarystars.com/resources/eat-the-rainbow">https://plprimarystars.com/resources/eat-the-rainbow</a></p> <p>Twinkl – Joe Wicks why we need to exercise (saved)</p> <p>Twinkl – Sun safety (saved)</p>
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	<p>PSHE Association Mental Health and Wellbeing Lessons KS1 – Lessons 1 and 2 (saved)</p> <p>Medway Relationships Education KS1 Lesson 2 – Growing up, the human life-cycle (saved)</p> <p>1 Decision (5-8) Feelings and emotions – Jealousy</p> <p>1 Decision (5-8) Feelings and emotions – Worry</p>
	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p>1 Decision (5-8) Keeping/ staying safe- Road safety</p> <p>1 Decision (5-8) Hazard Watch: Is it safe to eat or drink?</p> <p>1 Decision (5-8) Hazard Watch: Is it safe to play with?</p> <p>Thinkuknow: Jessie and Friends <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> (storybooks saved in case videos do not work)</p>



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	Topic	In this unit, children learn:	Suggested resources
Year 2 Autumn – relationships	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>• <b>how to be a good friend, e.g. kindness, listening, honesty</b></li> <li>• <b>about different ways that people meet and make friends</b></li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• <b>how to positively resolve arguments between friends</b></li> <li>• <b>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</b></li> </ul>	<p>1 Decision (5-8) Relationships – Friendship</p> <p>BBC Bitesize: Friendship Class Clips <a href="https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1">https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1</a></p> <p>www.teachitprimary.co.uk – Getting on and Falling Out <a href="https://www.teachitprimary.co.uk/seal-pshe/getting-on-and-falling-out/tags/2689">https://www.teachitprimary.co.uk/seal-pshe/getting-on-and-falling-out/tags/2689</a></p>
	<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>• <b>how to recognise hurtful behaviour, including online</b></li> <li>• <b>what to do and whom to tell if they see or experience hurtful behaviour, including online</b></li> <li>• <b>about what bullying is and different types of bullying</b></li> <li>• <b>how someone may feel if they are being bullied</b></li> <li>• <b>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</b></li> <li>• <b>how to resist pressure to do something that feels uncomfortable or unsafe</b></li> <li>• <b>how to ask for help if they feel unsafe or worried and what vocabulary to use</b></li> </ul>	<p>1 Decision (5-8) Relationships: Bullying</p> <p>1 Decision (5-8) Computer Safety: Online Bullying</p> <p>Childnet: Digiduck’s Big Decision (saved)</p>
	<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R2</p>	<ul style="list-style-type: none"> <li>• <b>about the things they have in common with their friends, classmates, and other people</b></li> <li>• <b>how friends can have both similarities and differences</b></li> <li>• <b>how to play and work cooperatively in different groups and situations</b></li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p>PSHE Association – Inclusion, Belonging and Addressing Extremism – Lesson 1 - Sameness and difference (saved)</p> <p>BBC Bitesize: Differences and similarities class clips <a href="https://www.bbc.co.uk/bitesize/topics/z3mmn39/resources/1">https://www.bbc.co.uk/bitesize/topics/z3mmn39/resources/1</a></p> <p><i>Plan some practical activities which involve using the skills of listening, working cooperatively, discussing and sharing reasons for views</i></p>



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<p>Year 2 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> <li>• <b>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</b></li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• <b>to recognise that they are all equal, and ways in which they are the same and different to others in their community</b></li> </ul>	<p>1 Decision (5-8) :Being Responsible – Helping Someone in Need</p> <p>BBC Bitesize class clips: Rights and Responsibilities <a href="https://www.bbc.co.uk/bitesize/topics/z8ffr82/resources/1">https://www.bbc.co.uk/bitesize/topics/z8ffr82/resources/1</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• <b>to recognise the purpose and value of the internet in everyday life</b></li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• <b>that information online might not always be true</b></li> </ul>	<p>Childnet: The Adventures of Smartie the Penguin Powerpoint (saved)</p> <p>Childnet: Digiduck’s Famous friend (saved)</p>
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p>1 Decision (5-8) Our World – Working in our World</p> <p>Natwest <a href="https://natwest.mymoneysense.com/students/students-5-8/">https://natwest.mymoneysense.com/students/students-5-8/</a></p> <p>Values, Money &amp; Me: <a href="https://www.valuesmoneyandme.co.uk">https://www.valuesmoneyandme.co.uk</a></p> <p>Lifesavers: <a href="https://www.lifesavers.co.uk/classroom-resources">https://www.lifesavers.co.uk/classroom-resources</a></p>



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Year 2 Summer – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• <b>about routines and habits for maintaining good physical and mental health</b></li> <li>• <b>why sleep and rest are important for growing and keeping healthy</b></li> <li>• <b>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</b></li> <li>• <b>the importance of, and routines for, brushing teeth and visiting the dentist</b></li> <li>• <b>about food and drink that affect dental health</b></li> <li>• <b>how to describe and share a range of feelings</b></li> <li>• <b>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</b></li> <li>• <b>how to manage big feelings including those associated with change, loss and bereavement</b></li> <li>• <b>when and how to ask for help, and how to help others, with their feelings</b></li> </ul>	<p>BBC – Sleep <a href="https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-sleep">https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-sleep</a></p> <p>1 Decision (5-8) Keeping/Staying Healthy: Medicine</p> <p>1 Decision (5-8) Keeping/Staying Healthy: Brushing Teeth</p> <p><i>Plan visits from School Nurse/Dental Nurse</i></p> <p>1 Decision (5-8) Relationships: Body Language</p> <p>PSHE Association Mental Health and Wellbeing Lessons KS1 – Lesson 3 (Saved)</p> <p>1 Decision (5-8) Feelings and Emotions – Grief</p>
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• <b>about the human life cycle and how people grow from young to old</b></li> <li>• <b>how our needs and bodies change as we grow up</b></li> <li>• <b>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</b></li> <li>• <b>about change as people grow up, including new opportunities and responsibilities</b></li> <li>• <b>preparing to move to a new class and setting goals for next year</b></li> </ul>	<p>Twinkl: Human Life Cycle (saved)</p> <p>Medway Relationships Education KS1 Lesson 3 – Everybody’s body</p> <p>1 Decision (5-8) Being Responsible - Practice Makes Perfect</p>





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	<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H2</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• <b>how to respond if there is an accident and someone is hurt</b></li> <li>• <b>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</b></li> </ul>	<p>1 Decision (5-8) Keeping/Staying Safe: Tying Shoelaces</p> <p>1 Decision (5-8) Keeping/Staying Safe: Staying Safe</p> <p>1 Decision (5-8) Keeping/Staying Safe: Leaning Out of Windows</p> <p>British Red Cross: <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p>NHS Ambulance Service: <a href="https://www.nwas.nhs.uk/get-involved/children-youth/lesson-plans/">https://www.nwas.nhs.uk/get-involved/children-youth/lesson-plans/</a></p> <p>Think.gov.uk – Tales of the Road <a href="https://www.think.gov.uk/resource/tales-of-the-road/">https://www.think.gov.uk/resource/tales-of-the-road/</a></p> <p><i>Plan visits from paramedics, police? (Save fire service for Y3.)</i></p>
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	Topic	In this unit, children learn:	Suggested resources
Year 3 Autumn – Relationships	<b>Families and friendships</b>  What makes a family; features of family life  PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	Barnardo's KS2 lessons Diversity – Diversity in Families Page 15 (saved)  Coram Life Education – The Adoptables' Schools Toolkit <a href="https://www.coramlifeeducation.org.uk/adoptables/the-adoptables-toolkit-understanding-the-challenges-adopted-children-face-at-school-resources-for-9-11-year-olds">https://www.coramlifeeducation.org.uk/adoptables/the-adoptables-toolkit-understanding-the-challenges-adopted-children-face-at-school-resources-for-9-11-year-olds</a>  PSHE Association: Our Special People lessons KS2 (saved)
	<b>Safe relationships</b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour  PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	1 Decision (5-8) Computer Safety: Image Sharing  1 Decision (5-8) Computer Safety: Making Friends Online  Thinkuknow: <a href="https://www.thinkuknow.co.uk/professionals/resources/play-like-share/">https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</a>



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	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> <li>• <b>to recognise respectful behaviours e.g. helping or including others, being responsible</b></li> <li>• <b>how to model respectful behaviour in different situations e.g. at home, at school, online</b></li> <li>• <b>the importance of self-respect and their right to be treated respectfully by others</b></li> <li>• <b>what it means to treat others, and be treated, politely</b></li> <li>• <b>the ways in which people show respect and courtesy in different cultures and in wider society</b></li> </ul>	<p>Premier League Primary Stars – Be Kind <a href="https://plprimarystars.com/resources/be-kind-challenge">https://plprimarystars.com/resources/be-kind-challenge</a></p> <p>BBC Bitesize class clips: Respecting Differences <a href="https://www.bbc.co.uk/bitesize/topics/z7rrd2p/resources/1">https://www.bbc.co.uk/bitesize/topics/z7rrd2p/resources/1</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>1 Decision (8-11) – Coming Home on Time</p> <p>1Decision 5-8 – Being Responsible – Stealing</p> <p>Twinkl- Why do we have Rules? (saved)</p> <p>Amnesty International – Learning about human rights in the primary school (saved)</p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12 L16, H42</p>	<ul style="list-style-type: none"> <li>• <b>how the internet can be used positively for leisure, for school and for work</b></li> <li>• <b>to recognise that images and information online can be altered or adapted and the reasons for why this happens</b></li> <li>• <b>strategies to recognise whether something they see online is true or accurate</b></li> <li>• <b>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</b></li> <li>• <b>to make safe, reliable choices from search results</b></li> <li>• <b>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</b></li> </ul>	<p>1Decision (5-8) Computer Safety – Computer Safety Documentary</p> <p>Childnet.com: The adventures of Cara, Winston and the SMART crew: Chaper 1: What should you Accept? Chapter 2: What is Reliable? <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a></p>



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	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p>Natwest Money Sense – What are the links between jobs and money? (saved)</p> <p>Twinkl – Challenging Stereotypes (saved)</p> <p>Twinkl – The World of Work (saved)</p> <p>Premier League Primary Stars – Rainbow Laces <a href="https://plprimarystars.com/resources/rainbow-laces">https://plprimarystars.com/resources/rainbow-laces</a></p>
<p>Year 3 Summer – Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• <b>about the choices that people make in daily life that could affect their health</b></li> <li>• <b>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</b></li> <li>• <b>what can help people to make healthy choices and what might negatively influence them</b></li> <li>• <b>about habits and that sometimes they can be maintained, changed or stopped</b></li> <li>• <b>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</b></li> <li>• <b>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</b></li> <li>• <b>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</b></li> <li>• <b>about the things that affect feelings both positively and negatively</b></li> <li>• <b>strategies to identify and talk about their feelings</b></li> <li>• <b>about some of the different ways people express feelings e.g. words, actions, body language</b></li> <li>• <b>to recognise how feelings can change overtime and become more or less powerful</b></li> </ul>	<p>Premier League Primary Stars – Nutrition <a href="https://plprimarystars.com/resources/nutrition">https://plprimarystars.com/resources/nutrition</a></p> <p>Premier League Primary Stars – Nutrition Around the World <a href="https://plprimarystars.com/resources/nutrition-around-the-world">https://plprimarystars.com/resources/nutrition-around-the-world</a></p> <p>BBC – Health Class clips: Does eating breakfast affect concentration? Eating a varied diet Food needed by the human body The importance of fitness <a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/resources/1">https://www.bbc.co.uk/bitesize/topics/zrffr82/resources/1</a></p> <p>PSHE Association – Mental health and wellbeing lessons KS2 - Y3/4 (saved)</p> <p>1 Decision (5-8) Feelings and Emotions –Anger</p>



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<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p>Premier League Primary Stars – Self-esteem <a href="https://plprimarystars.com/resources/self-esteem">https://plprimarystars.com/resources/self-esteem</a></p> <p>BBC: The Growth Mindset and Wellbeing Lesson <a href="https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382">https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382</a></p>
<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and rework safety</li> </ul>	<p>1Decision (8-11) Cycle Safety</p> <p>1Decision (5-8) Fire Safety – Hoax Calling</p> <p>1 Decision (5-8) Fire Safety: Petty Arson</p> <p>1Decision (5-8) Fire Safety – Enya and Deedee Visit the Fire Station</p> <p>1Decision (5-8) Fire Safety – Texting Whilst Driving</p> <p><i>Visit from Fire service?</i></p>

	<b>Topic</b>	<b>In this unit, children learn:</b>	<b>Suggested resources</b>
Year 4 Autumn – Relationships	<b>Families and friendships</b>  Positive friendships, including online  PoS Refs: R10, R11, R12, R13, R18, R24	<ul style="list-style-type: none"> <li>• <b>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</b></li> <li>• <b>strategies to build positive friendships</b></li> <li>• <b>how to seek support with relationships if they feel lonely or excluded</b></li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• <b>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</b></li> <li>• <b>what to do or whom to tell if they are worried about any contact online</b></li> </ul>	1 Decision (8-11) – Feelings and Emotions – Jealousy  BBC Bitesize: From bully to best friend <a href="https://www.bbc.co.uk/bitesize/clips/zjfhfg8">https://www.bbc.co.uk/bitesize/clips/zjfhfg8</a>  Childnet.com: The adventures of Cara, Winston and the SMART crew: Chapter 5: Be careful when meeting up <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a>
	<b>Safe relationships</b>  Responding to hurtful behaviour; managing confidentiality; recognising risks online  PoS Refs: R20, R23, R27, R28, R29	<ul style="list-style-type: none"> <li>• <b>to differentiate between playful teasing, hurtful behaviour and bullying, including online</b></li> <li>• <b>how to respond if they witness or experience hurtful behaviour or bullying, including online</b></li> <li>• <b>recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</b></li> <li>• <b>how to manage pressures associated with dares</b></li> <li>• <b>when it is right to keep or break a confidence or share a secret</b></li> <li>• <b>how to recognise risks online such as harmful content or contact</b></li> <li>• <b>how people may behave differently online including pretending to be someone they are not</b></li> <li>• <b>how to report concerns and seek help if worried or uncomfortable about someone’s behaviour including online</b></li> </ul>	BBC Bitesize – What is bullying? <a href="https://www.bbc.co.uk/bitesize/clips/zmbfb9q">https://www.bbc.co.uk/bitesize/clips/zmbfb9q</a>  1 Decision (8-11) Computer Safety – Online Bullying  Childnet.com: The adventures of Cara, Winston and the SMART crew: Chapter 4: Who should I tell? <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities</a>



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	<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• to understand the importance of respecting the differences and similarities between people, consider those pupils with disabilities</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p>1 Decision (8-11) A World Without Judgement – Breaking Down Barriers</p>
<p>Year 4 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>What makes a community; shared Responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p>1 Decision (8-11) The Working World – Chores at Home</p> <p>PSHE Association – Inclusion, Belonging and Addressing Extremism Lesson 2 – Belonging to a community (saved)</p> <p>RSPCA Compassionate Class Resources <a href="https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources">https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L12, L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p>Twinkl – Being Smart – online adverts (saved)</p> <p>BBC Bitesize – How Search Works <a href="https://www.bbc.co.uk/bitesize/clips/zspbcdm">https://www.bbc.co.uk/bitesize/clips/zspbcdm</a></p>



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	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>1 Decision (8-11) The Working world – Enterprise</p> <p>1 Decision (8-11) The Working world – In-app purchases</p> <p>Natwest Money Sense: How can I pay for things? (saved)</p> <p>Lessons about keeping our money safe – Age 7-9 Making Choices: Activity 4 – What I want, what I really, really want!; Activity 5 – Cash is not the only way to pay; Activity 6 – Lending and borrowing (saved)</p> <p>☺</p>
<p>Year 4 Summer – Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>• <b>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</b></li> <li>• <b>what good physical health means and how to recognise early signs of physical illness</b></li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• <b>how to maintain oral hygiene and dental health, including how to brush and floss correctly</b></li> <li>• <b>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</b></li> </ul>	<p>1 Decision (8-11) Keeping/Staying Healthy – Healthy Living</p> <p>BBC Bitesize – Why is a healthy lifestyle important? <a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqf-cw">https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqf-cw</a></p> <p>Change4Life – Keeping our teeth healthy (saved)</p> <p>BBC Bitesize: The effects of different drinks on teeth <a href="https://www.bbc.co.uk/bitesize/clips/znr4wx">https://www.bbc.co.uk/bitesize/clips/znr4wx</a></p>
	<p><b>Growing and changing</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• <b>ways to boost their mood and improve emotional wellbeing</b></li> <li>• <b>about the link between participating in interests, hobbies and community groups and mental wellbeing</b></li> </ul>	<p>The Linking Network – Primary Identity Pack <a href="https://thelinkingnetwork.org.uk/resource/linking-network-primary-identity-pack/">https://thelinkingnetwork.org.uk/resource/linking-network-primary-identity-pack/</a></p> <p>Premier League Primary Stars – Resilience <a href="https://plprimarystars.com/resources/resilience">https://plprimarystars.com/resources/resilience</a></p>





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	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H14, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• <b>the importance of taking medicines correctly and using household products safely</b></li> <li>• <b>to recognise what is meant by a ‘drug’</b></li> <li>• <b>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</b></li> <li>• <b>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</b></li> <li>• <b>to identify some of the risks associated with drugs common to everyday life</b></li> <li>• <b>that for some people using drugs can become a habit which is difficult to break</b></li> <li>• <b>how to ask for help or advice</b></li> </ul>	<p>Twinkl - Medicine safety (saved)</p> <p>Twinkl – The dangers of smoking (saved)</p> <p>Twinkl – The effects of alcohol (saved)</p>
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	<b>Topic</b>	<b>In this unit, children learn:</b>	<b>Suggested resources</b>
Year 5 Autumn – Relationships	<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• <b>what makes a healthy friendship and how they make people feel included</b></li> <li>• <b>strategies to help someone feel included</b></li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• <b>that it is common for friendships to experience challenges</b></li> <li>• <b>strategies to positively resolve disputes and reconcile differences in friendships</b></li> <li>• <b>that friendships can change over time and the benefits of having new and different types of friends</b></li> <li>• <b>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</b></li> <li>• <b>when and how to seek support in relation to friendships</b></li> </ul>	<p>1 Decision (8-11) Being responsible – looking out for others</p> <p>1 Decision (8-11) Keeping/staying safe – peer pressure</p> <p>BBC Teach: Friendship struggles <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</a></p> <p>Premier League Primary Stars – Play the Right Way <a href="https://plprimarystars.com/resources/play-the-right-way">https://plprimarystars.com/resources/play-the-right-way</a></p> <p>Premier League Primary Stars – Teamwork <a href="https://plprimarystars.com/resources/teamwork">https://plprimarystars.com/resources/teamwork</a></p>



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	<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• <b>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</b></li> <li>• <b>how to ask for, give and not give permission for physical contact</b></li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• <b>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</b></li> <li>• <b>whom to tell if they are concerned about unwanted physical contact</b></li> </ul>	<p>1 Decision (8-11) Growing and Changing – appropriate touch</p> <p>Revisit NSPCC PANTS Rules</p>
	<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• <b>to recognise that everyone should be treated equally</b></li> <li>• <b>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</b></li> <li>• <b>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</b></li> <li>• <b>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</b></li> </ul>	<p>1 Decision (8-11) A world without judgement – British values</p> <p>Premier League Primary Stars – Developing Values <a href="https://plprimarystars.com/resources/values">https://plprimarystars.com/resources/values</a></p> <p>Premier League Primary Stars – KS2 – Diversity <a href="https://plprimarystars.com/resources/diversity">https://plprimarystars.com/resources/diversity</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>	<p>BBC Bitesize: How do human beings affect the environment? <a href="https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p">https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p</a></p> <p>Premier League Primary Stars KS2 PSHE – Tackling plastic pollution <a href="https://plprimarystars.com/resources/tackling-plastic-pollution">https://plprimarystars.com/resources/tackling-plastic-pollution</a></p> <p>Team Margot – Giving help to others (blood donation) <a href="http://givingtohelpothers.org/">http://givingtohelpothers.org/</a></p>



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<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>• <b>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</b></li> <li>• <b>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</b></li> <li>• that some media and online content promote stereotypes</li> <li>• <b>how to assess which search results are more reliable than others</b></li> <li>• <b>to recognise unsafe or suspicious content online</b></li> <li>• <b>how devices store and share information</b></li> </ul>	<p>The Guardian – Lesson 5, Spotting Fake News <a href="https://www.theguardian.com/news/2019/oct/07/lesson-5-spotting-fake-news-pshe-education">https://www.theguardian.com/news/2019/oct/07/lesson-5-spotting-fake-news-pshe-education</a></p> <p>The Guardian – Lesson 6, Understanding that news is targeted <a href="https://www.theguardian.com/news/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe">https://www.theguardian.com/news/2019/oct/07/lesson-6-understanding-that-news-is-targeted-pshe</a></p>
<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>Bitesize Careers <a href="https://www.bbc.co.uk/bitesize/articles/zhst2sg">https://www.bbc.co.uk/bitesize/articles/zhst2sg</a></p> <p>SIEMENS – Girls in STEM lessons (saved)</p> <p>☺</p>

## Goldthorn Park Primary School – PSHEe long and medium term plan

Year 5 Summer – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12, H16</p>	<ul style="list-style-type: none"> <li>• <b>how sleep contributes to a healthy lifestyle</b></li> <li>• <b>healthy sleep strategies and how to maintain them</b></li> <li>• <b>about the benefits of being outdoors and in the sun for physical and mental health</b></li> <li>• <b>how to manage risk in relation to sun exposure, including skin damage and heat stroke</b></li> <li>• <b>how medicines can contribute to health and how allergies can be managed</b></li> <li>• <b>that some diseases can be prevented by vaccinations and immunisations</b></li> <li>• <b>that bacteria and viruses can affect health</b></li> <li>• <b>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</b></li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p>The Sleep factor (saved)</p> <p>BBC Bitesize: Why do we take medicine? <a href="https://www.bbc.co.uk/bitesize/clips/zcys34j">https://www.bbc.co.uk/bitesize/clips/zcys34j</a></p> <p>BBC Science: Edward Jenner <a href="https://www.bbc.co.uk/programmes/p0119r1v">https://www.bbc.co.uk/programmes/p0119r1v</a></p> <p>BBC Bitesize: The importance of handwashing <a href="https://www.bbc.co.uk/bitesize/clips/zc2qxnbc">https://www.bbc.co.uk/bitesize/clips/zc2qxnbc</a></p>
	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• <b>how to identify external genitalia and reproductive organs</b></li> <li>• <b>about the physical and emotional changes during puberty</b></li> <li>• <b>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</b></li> <li>• <b>strategies to manage the changes during puberty including menstruation</b></li> <li>• <b>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</b></li> <li>• <b>how to discuss the challenges of puberty with a trusted adult</b></li> <li>• <b>how to get information, help and advice about puberty</b></li> </ul>	<p>1 Decision – Growing and Changing – Puberty</p> <p>Medway Primary RSE lessons Y4/5 (saved)</p> <p>Betty: Its perfectly Natural <i>Arrange free visit from the Betty Bus?</i></p> <p>BBC Bitesize – What’s happening to my body? <a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• <b>how to deal with common injuries using basic first aid techniques</b></li> <li>• <b>how to respond in an emergency, including when and how to contact different emergency services</b></li> <li>• that female genital mutilation (FGM) is against British law</li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<p>1 Decision (8-11) Keeping/staying safe – water safety</p> <p>Gamble Aware Lesson 1 – Exploring risk</p> <p>British Red Cross Life. Live it KS2 lesson - Help Save Lives, Emergency Action <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p><i>Could arrange for first aid visitors?</i></p> <p><i>FGM – Freedom Charity?</i></p>



## Goldthorn Park Primary School – PSHEe long and medium term plan

	Topic	In this unit, children learn:	Suggested resources
Year 6 Autumn – Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>Medway Public Health Directorate Primary RSE – KS2 Y6 Lesson 3 Positive and healthy relationships (saved)</p> <p>Metro Charity – Gender (saved)</p> <p>Childline – Forced marriages <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/</a></p> <p><i>(Need resources on forced marriage – Freedom Charity? Contacted)</i></p>
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R11, R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p>1 Decision (8-11) Computer safety – Image sharing</p> <p>NSPCC Share Aware Lesson 1 – Alex (I saw your willy) <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</a></p>
	<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>1 Decision (8-11) A World Without Judgement – Inclusion and acceptance</p> <p>Premier League Primary Stars KS2 Behaviour/Relationships Do the right thing <a href="https://plprimarystars.com/resources/do-the-right-thing">https://plprimarystars.com/resources/do-the-right-thing</a></p>



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<p>Year 6 Spring - Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• <b>how to recognise acts of discrimination</b></li> <li>• <b>strategies to safely respond to and challenge discrimination</b></li> <li>• <b>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</b></li> <li>• <b>how stereotypes are perpetuated and how to challenge this</b></li> </ul>	<p>Premier League Primary Stars KS2 PSHE - Inclusion <a href="https://plprimarystars.com/resources/inclusion">https://plprimarystars.com/resources/inclusion</a></p> <p>PSHE Association – Belonging and Addressing Extremism KS2 Lessons 3 and 4</p>
	<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things Online</p> <p>PoS Refs: H37, L11, L13, L15, L16, r20</p>	<ul style="list-style-type: none"> <li>• <b>about the benefits of safe internet use e.g. learning, connecting and communicating</b></li> <li>• <b>how and why images online might be manipulated, altered, or faked</b></li> <li>• how to recognise when images might have been altered</li> <li>• <b>why people choose to communicate through social media and some of the risks and challenges of doing so</b></li> <li>• <b>that social media sites have age restrictions and regulations for use</b></li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• <b>how online content can be designed to manipulate people’s emotions and encourage them to read or share things</b></li> <li>• <b>about sharing things online, including rules and laws relating to this</b></li> <li>• <b>how to recognise what is appropriate to share online</b></li> <li>• <b>how to report inappropriate online content or contact</b></li> </ul>	<p>1 Decision (8-11) Computer safety – making friends online</p> <p>NSPCC Share Aware Lesson 2 – Lucy and the boy <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</a></p> <p>Childnet Trust Me Lessons (saved)</p>
	<p><b>Money and Work</b></p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• <b>how having or not having money can impact on a person’s emotions, health and wellbeing</b></li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p>Gamble Aware Lesson 2 – Chancing it (saved)</p> <p>Lessons about keeping our money safe – Age 9-11 Paying for the things we want (Activity 7: Spending wisely; Activity 8: It’s tempting – credit and debt; Activity 9: Danger – watch out for sharks!) (saved)</p>





## Goldthorn Park Primary School – PSHEe long and medium term plan

Year 6 – Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24, H42, R19</p>	<ul style="list-style-type: none"> <li>• <b>that mental health is just as important as physical health and that both need looking after</b></li> <li>• <b>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</b></li> <li>• <b>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</b></li> <li>• <b>positive strategies for managing feelings</b></li> <li>• <b>that there are situations when someone may experience mixed or conflicting feelings</b></li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• <b>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</b></li> <li>• <b>identify where they and others can ask for help and support with mental wellbeing in and outside school</b></li> <li>• <b>the importance of asking for support from a trusted adult</b></li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• <b>about strategies that can help someone cope with the feelings associated with change or loss</b></li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• <b>how balancing time online with other activities helps to maintain their health and wellbeing</b></li> <li>• <b>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</b></li> <li>• <b>what to do and whom to tell if they are frightened or worried about something they have seen online</b></li> </ul>	<p>1 Decision (8-11) Feeling and emotions – anger</p> <p>PSHE Association Mental Health and Wellbeing Lessons (KS2 Y5/6) – Lesson 2 (Managing challenges and change) and Lesson 3 (Feelings and anxieties when transitioning to secondary school) (saved)</p> <p>NSPCC – Making sense of relationships lesson – Healthy Online Friendships (saved)</p> <p>Public Health England – Rise above - Social media (saved)</p> <p>The Guardian – Lesson 3 – Managing feelings about the news (saved)</p> <p>Childnet: Screen time and healthy balance activities (saved)</p>
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## Goldthorn Park Primary School – PSHEe long and medium term plan

	<p><b>Growing and changing</b></p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• <b>about the transition to secondary school and how this may affect their feelings</b></li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• <b>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</b></li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p>1 Decision (8-11) Feelings and emotions - worry</p> <p>NSPCC Making Sense of relationships – Secondary school and Changing friendships (saved)</p> <p>Public Health England – Transition to secondary school (saved)</p> <p>1 Decision (8-11) Growing and changing – Conception</p> <p>Medway Public Health Directorate Primary RSE – KS2 Y6 Lessons (saved)</p>
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## Goldthorn Park Primary School – PSHEe long and medium term plan

	<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• <b>how to protect personal information online</b></li> <li>• to identify potential risks of personal information being misused</li> <li>• <b>strategies for dealing with requests for personal information or images of themselves</b></li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• <b>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</b></li> <li>• <b>how to report the misuse of personal information or sharing of upsetting content/images online</b></li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• <b>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</b></li> <li>• <b>about the risks and effects of different drugs</b></li> <li>• <b>about the laws relating to drugs common to everyday life and illegal drugs</b></li> <li>• <b>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</b></li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p>BBFC KS2 Resources - Lets Watch a film! Making choices about what to watch (saved)</p> <p>Childnet - Live streaming scenarios (saved)</p> <p>1 Decision (8-11) Keeping/staying healthy – alcohol</p> <p>1 Decision (8-11) - Keeping/staying healthy – smoking</p> <p>Twinkl – Drug and substance misuse (saved)</p> <p><i>Arrange visit from police?</i></p>
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