

# St.Botolph's CE Primary School

## LKS2 PSHE Programme of units

2021-2022	2022-2023
Autumn 1	Autumn 1
<p><b><u>Myself &amp; my relationships</u></b>  <b><u>Beginning &amp; belonging BB 3/4</u></b></p> <ul style="list-style-type: none"> <li>• What is my role in helping my school be a place where we can learn happily and safely? RR</li> <li>• How can we build relationships in our class and how does this benefit me? CF</li> <li>• What does it feel like to be new or to start something new? MW</li> <li>• How can I help children and adults feel welcome in school? RR</li> <li>• What helps me manage a new situation or learn something new? MW</li> <li>• Who are the different people in my network who I can ask for help? BS</li> </ul>	<p><b><u>Citizenship RR 3/4</u></b>  <b><u>Rights, rules &amp; responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to be treated and to treat others with respect? RR</li> <li>• Who are those in positions of authority within our school and communities and how can we show respect? RR</li> <li>• Why do we need rules and conventions at home and at school? RR</li> <li>• What part can I play in making and changing rules? RR</li> <li>• What do we mean by rights and responsibilities? RR</li> <li>• What are my responsibilities at home and at school? RR</li> <li>• How do we make democratic decisions in school? RR</li> <li>• What is a representative and how do we elect them? RR</li> </ul>
Autumn 2	Autumn 2
<p><b><u>Citizenship DC 3/4</u></b>  <b><u>Diversity &amp; communities</u></b></p> <p>What have we got in common and how are we different? RR</p> <ul style="list-style-type: none"> <li>• How might others' expectations of girls and boys affect people's feelings and choices? RR</li> <li>• How are our families the same and how are they different? FP</li> <li>• Do people who live in my locality have different traditions, cultures and beliefs? RR</li> <li>• How does valuing diversity benefit everyone? RR</li> <li>• Why are stereotypes unfair and how can I challenge them? RR</li> <li>• How do people in my locality benefit from being part of different groups? MW</li> <li>• What are the roles of people who support others with different needs in my community? MW</li> <li>• How does the media work in my community? MW</li> <li>• How can we care for the local environment and what are the benefits? RR</li> <li>• What do animals need, and what are our responsibilities? RR</li> </ul>	<p><b><u>Myself &amp; my relationships AB 3/4</u></b>  <b><u>Anti-bullying</u></b></p> <ul style="list-style-type: none"> <li>• How are falling out and bullying different? CF</li> <li>• How do people use power when they bully others? RR</li> <li>• What are the key characteristics of different types of bullying? RR</li> <li>• How can lack of respect and empathy towards others lead to bullying? RR</li> <li>• What is the difference between direct and indirect forms of bullying? RR</li> <li>• What are bystanders and followers and how might they feel? MW</li> <li>• Do I understand that bullying might affect how people feel for a long time? MW</li> <li>• How can I support people I know who are being bullied by being assertive? RR</li> <li>• How does my school prevent bullying and support people involved? RR</li> </ul>
Spring 1	Spring 1
<p><b><u>E Safety ES 3/4</u></b>  <b><u>Me and my online identity</u></b></p>	<p><b><u>Healthy &amp; safer Lifestyles HL 3/4</u></b>  <b><u>Healthy Lifestyles</u></b></p>

<ul style="list-style-type: none"> <li>• How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR</li> <li>• How does my own and others' online identity affect my decisions about communicating online? OR</li> <li>• How might people with similar likes &amp; interests get together online? OR</li> <li>• Can I explain the difference between "liking" and "trusting" someone online? OR</li> <li>• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR</li> <li>• When looking at online content, what is the difference between opinions, beliefs and facts? OR</li> <li>• Why is it important to ration the time we spend using technology and/or online? ISH</li> <li>• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH</li> <li>• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH</li> </ul> <p><b><u>Keeping Safe Week -</u></b>  <b><u>Healthy &amp; safer lifestyles</u></b>  <b><u>Managing safety and risk MSR 3/4</u></b></p> <ul style="list-style-type: none"> <li>• How do I feel in risky situations and how might my body react? MW</li> <li>• Can I make decisions in risky situations and might my friends affect these decisions?</li> <li>• When might I meet adults I don't know &amp; how can I respond safely? BS</li> <li>• What actions could I take in an emergency or accident and how can I call the emergency services? BFA</li> <li>• What are the benefits of using the roads and being near water and how can I reduce the risks? MW</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening at home and when I'm out?</li> </ul>	<p>What does healthy eating and a balanced diet mean? HE</p> <ul style="list-style-type: none"> <li>• What is an active lifestyle and how does it help me to be healthier? PHF</li> <li>• What is mental wellbeing and how is it affected by my physical health? MW</li> <li>• How much sleep do I need &amp; what happens if I don't have enough? HP</li> <li>• How do nutrition and physical activity work together?</li> <li>• How can I plan and prepare simple, healthy meals safely? HE</li> <li>• How can I look after my teeth and why is it important? HP</li> <li>• Who is responsible for my lifestyle choices and how are these choices influenced?</li> </ul> <p><b><u>Keeping Safe Week -</u></b>  <b><u>Healthy &amp; safer lifestyles PS 3/4</u></b>  <b><u>Personal Safety (Not SRE)</u></b></p> <ul style="list-style-type: none"> <li>• How do I recognise my own feelings and communicate them to others? MW</li> <li>• Which school/classroom rules are about helping people to feel safe? RR</li> <li>• Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS</li> <li>• What qualities do trusted adults and trusted friends have? CF</li> <li>• Who is on my network of support and how can I ask them for help? BS</li> <li>• What could I do if I feel worried about a friendship or family relationship? BS</li> <li>• What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</li> <li>• How can I decide if a secret is safe or unsafe? BS</li> <li>• How can I keep safe online? BS</li> </ul>
Spring 2	Spring 2
<p><b><u>Myself &amp; my relationships FF 3/4</u></b>  <b><u>Family &amp; friends</u></b></p> <ul style="list-style-type: none"> <li>• How do good friends behave on and offline and how do I feel as a result? OR</li> <li>• What is a healthy friendship and how does trust play an essential part? CF</li> <li>• What skills do I need for choosing, making and</li> </ul>	<p><b><u>Citizenship WT 3/4</u></b>  <b><u>Working together</u></b></p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people? RR</li> <li>• How do I ask open questions? RR</li> <li>• How can I share my views and opinions effectively?</li> </ul>

developing friendships and how effective are they? CF <ul style="list-style-type: none"> <li>• How can I help to resolve disagreements positively by listening and compromising? CF</li> <li>• Can I empathise with other people in a disagreement? CF</li> <li>• How can I check with my friends that their personal boundaries have not been crossed? BS</li> <li>• How do my family members help each other to feel safe and secure even when things are tough? FP</li> <li>• Who is in my network of special people now and how do we affect and support each other? FP</li> </ul>	RR <ul style="list-style-type: none"> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning? CF</li> <li>• How can I work well in a group? CF</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others? RR</li> </ul>
Summer 1	Summer 1
<u><b>Healthy Me Week - Healthy and Safer Lifestyles Relationships and Sex Education (Units split across year 3 and 4)</b></u> <b>Year 3</b> <ul style="list-style-type: none"> <li>• How are male and female bodies different and what are the different parts called? BS</li> <li>• When do we talk about our bodies, how they change, and who do we talk to? BS</li> <li>• What can my body do and how is it special?</li> <li>• Why is it important to keep myself clean? HP</li> <li>• What can I do for myself to stay clean and how will this change in the future? HP</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this? HP</li> </ul> <b>Year 4</b> What are the main stages of the human life cycle? Science <ul style="list-style-type: none"> <li>• How did I begin? Sex Education</li> <li>• What does it mean to be 'grown up'? CAB</li> <li>• What am I responsible for now and how will this change? CAB</li> <li>• How do different caring, stable, adult relationships create a secure environment for children to grow up? FP</li> </ul> <u><b>Healthy &amp; safer lifestyles DE 3/4 Drug education (nurse in?)</b></u> <ul style="list-style-type: none"> <li>• What medical &amp; legal drugs do I know about, and what are their effects? DAT</li> <li>• Who uses and misuses legal drugs? DAT</li> <li>• Why do some people need medicine and who prescribes it? DAT</li> <li>• What are immunisations and have I had any? HP</li> <li>• What are the safety rules for storing medicine</li> </ul>	<u><b>Healthy Me Week - Healthy and Safer Lifestyles Relationships and Sex Education (Units split across year 3 and 4)</b></u> <b>Year 3</b> <ul style="list-style-type: none"> <li>• How are male and female bodies different and what are the different parts called? BS</li> <li>• When do we talk about our bodies, how they change, and who do we talk to? BS</li> <li>• What can my body do and how is it special?</li> <li>• Why is it important to keep myself clean? HP</li> <li>• What can I do for myself to stay clean and how will this change in the future? HP</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this? HP</li> </ul> <b>Year 4</b> What are the main stages of the human life cycle? Science <ul style="list-style-type: none"> <li>• How did I begin? Sex Education</li> <li>• What does it mean to be 'grown up'? CAB</li> <li>• What am I responsible for now and how will this change? CAB</li> <li>• How do different caring, stable, adult relationships create a secure environment for children to grow up? FP</li> </ul> <u><b>Myself &amp; my relationships ME 3/4 My emotions</b></u> Why is it important to accept and feel proud of who we are? RR <ul style="list-style-type: none"> <li>• What does the word 'unique' mean and what do I feel proud of about myself? RR</li> <li>• Why is mental wellbeing as important as physical wellbeing? MW</li> <li>• How can I communicate my emotions? MW</li> </ul>

<p>and other risky substances? DAT</p> <ul style="list-style-type: none"> <li>• What should I do if I find something risky, like a syringe? DAT</li> <li>• What do I understand about how friends and the media persuade and influence me? CF</li> </ul>	<ul style="list-style-type: none"> <li>• Can I recognise some simple ways to manage difficult emotions? MW</li> <li>• What does it mean when someone says I am “over reacting” and how do I show understanding towards myself and others? MW</li> <li>• How do my actions and feelings affect the way I and others feel? MW</li> <li>• How do I care for other people’s feelings? MW</li> <li>• Who can I talk to about the way I feel? MW</li> <li>• How can I disagree without being disagreeable? RR</li> </ul>
Summer 2	Summer 2
<p><b><u>Myself &amp; my relationships MC 3/4</u></b></p> <p><b><u>Managing change</u></b></p> <ul style="list-style-type: none"> <li>• What changes have I and my peers already experienced and what might happen in the future?</li> <li>• What helps me when I’m experiencing strong emotions due to loss or change? MW</li> <li>• What strategies help me to thrive when my friendships change? MW</li> <li>• How might I behave when I feel strong emotions linked to loss and change? MW</li> <li>• How might people feel when loved ones or pets die, or they are separated from them for other reasons?</li> <li>• What changes might people welcome and how can they plan for these?</li> </ul>	<p><b><u>Economic wellbeing FC 3/4</u></b></p> <p><b><u>Financial capability</u></b></p> <ul style="list-style-type: none"> <li>• What different ways are there to earn and spend money?</li> <li>• What do saving, spending and budgeting mean to me?</li> <li>• How can I decide what to spend my money on and choose the best way to pay?</li> <li>• What might my family have to spend money on?</li> <li>• What is ‘value for money’?</li> <li>• How do my feelings about money change?</li> <li>• How do my choices affect my family, the community, the world and me?</li> </ul>

Internet Safety also covered during Internet Safety Day yearly.