

St.Botolph's CE Primary School

UKS2 PSHE Programme of units

2021-2022	2022-2023
Autumn 1	Autumn 1
<p>Myself and My Relationships Beginning and Belonging BB56 What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS</p> <p>My Emotions ME56 • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW</p>	<p>Myself and My Relationships Family and Friends FF56 • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these changed and how do we support each other? OR</p> <p>Anti Bullying AB56 • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR</p>
Autumn 2	Autumn 2
<p>Citizenship Working Together WT56 • What are my strengths and skills and how are</p>	<p>Citizenship Diversity and Communities DC56 • How do other people's perceptions, views and</p>

<p>they seen by others?</p> <ul style="list-style-type: none"> • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR 	<p>stereotypes influence my sense of identity? RR</p> <ul style="list-style-type: none"> • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution?
Spring 1	Spring 1
<p>Keeping Safe Week - Citizenship Rights, Rules and Responsibilities RR56</p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others and how can I show respect? IS/RR • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? RR <p>Warning Zone/Life Ed</p>	<p>Keeping Safe Week - Healthy and Safer Lifestyles E-Safety ES56</p> <ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR • What are the principles for my contact and conduct online, including when I am anonymous? OR • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR • How might the media shape my ideas about various issues and how can I challenge or reject these? OR • Can I explain some ways in which information and data is shared and used online? OR • How can online content impact on me positively or negatively? OR • What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS • What are some ways of reporting concerns and why is it important to persist in asking? IS • Can I identify, flag and report inappropriate content? IS <p>Warning Zone/Life Ed</p>
Spring 2	Spring 2
<p>Healthy and Safer Lifestyles Drug Education DE56</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different 	<p>Healthy and Safer Lifestyles Managing Safety and Risk MSR56</p> <p>Personal Safety PS56</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe

<p>illnesses? DAT</p> <ul style="list-style-type: none"> • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT 	<p>I am feeling? BS</p> <ul style="list-style-type: none"> • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS
<p>Summer 1</p>	<p>Summer 1</p>
<p>Healthy Me Week - Healthy and Safer Lifestyles Relationships and Sex Education 1 RS5 RS 6</p> <p>Year 5</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty?CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP <p>Year 6</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP <p>Healthy Lifestyles HL56</p>	<p>Healthy Me Week - Healthy and Safer Lifestyles Relationships and Sex Education 2 RS5 RS6</p> <p>Year 5</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP <p>Year 6</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP <p>Body Image B156</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world?

	<ul style="list-style-type: none"> • What is poverty?
Summer 2	Summer 2
<u>Myself and My Relationships</u> <u>Managing Change MC56</u> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW 	<u>Economic Wellbeing</u> <u>Financial Capability FC56</u> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty?

ENR LE5 and ENR LE6 Life Education (Friends and Decisions) to be integrated within other units.