


UKS2 PSHE Medium Term Plan UKS2

Autumn B

Week Beginning	Theme Statutory headings	Statutory objective	Learning objective Vocabulary	Resources	End point knowledge What should children know at the end of this lesson? This content will be taken forward as retrieval practice.
4.09.23	Respectful relationships	In school and in wider society they can be expected to be treated with respect by others and that in turn, they should show due respect to others, including those of authority.	<p><u>L.O. To understand that respect should be given and received in wider society, including by those of authority</u></p> <p>Ready, respectful, safe, authoritative figures, community.</p>	<p>Children to create their class charters and explore what Ready, Respectful, Safe looks like in their classroom.</p> <p>How do these rules transfer to life outside of school? When you are in the community? How do we show respect? Look at the images below – discuss different ways of showing respect.</p> <div style="text-align: center;">  </div>	<p>Know what our school rules are and understand what they should do to adhere to them.</p> <p>Be able to transfer knowledge of our rules and values to life outside school.</p>

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<p>11.09.23</p>	<p>Respectful relationships</p>	<p>The conventions of courtesy and manners.</p>	<p><u>L.O. TO understand how courtesy and manners can change in different places.</u></p> <p><i>(Include: places of worship, home, grandparents, shops)</i></p> <p>Respect, courtesy, manners.</p>	 <p>https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners/</p> <p>Use the above website to gauge children’s thoughts on manners and begin discussions.</p> <p>https://www.zendesk.com/blog/manners-around-the-world/</p> <p>Consider manners in different countries – How is it similar to our culture? How is it different?</p> <p>Scenarios: Conventions of courtesy and manners</p> <p>1) You are waiting to get on the bus. You start to push and shove other kids out of the way and rush to get on the bus before the people who were queuing.</p> <p>2) You are with your mates in a local shop. There are adults in the shop too. You and your mates start to point and laugh at one old lady’s hat. You poke fun at her and start to use bad language</p>	<p>Know how courtesy and manners could differ depending on place.</p>
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				3) Some younger kids are walking along the street. A group of teenagers are standing outside the mobile phone shop. As the younger kids walk past, they spit on the pavement and laugh.	
18.09.23	Respectful relationships	The importance of self-respect and how this links to their own happiness.	<p><u>L.O. TO understand what self-respect is and its importance</u></p> <p>Self-respect, wellbeing, positive, negative.</p>	<p>Self-respect statements – discuss which ones have a positive or negative impact on wellbeing</p> <p>Extracts from Marcus Rashford book... discuss how showing self-respect can impact positively on wellbeing.</p>  <p>Espresso – Self respect bingo/ self respect statements also available.</p>	<p>Know the importance of self-respect.</p> <p>Understand how low levels of self-respect can impact on and individuals wellbeing.</p>
25.09.23	Respectful relationships	The importance of permission-seeking and giving in relationships with friends, peers and adults.	<p><u>L.O. To understand the importance of permission seeking online</u></p> <p>Permission seeking, online.</p>	Use this image to generate discussion about seeking permission online.	Know why seeking permission is important.

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				<p>When consent is not asked or given online, it has a real impact on young people.</p> <p>"I saw something about me online that I didn't want up there"</p> <p>  <small>Didn't mind</small> 15% <small>Angry</small> 44% <small>Anxious or not in control</small> 46% </p> <p>  But...  </p> <p> <small>of 8-17s say they know when and how to ask permission to post something about someone else.</small> <small>say someone they know shared a photo or video of them without asking them first.</small> </p> <p>https://app.discoveryeducation.co.uk/learn/videos/212c2e7d-27b3-423f-9b9f-f23691d8c081</p> <p>Video on online sharing – why is it important to gain permission to share other people's information?</p>	<p>Understand the impacts of not seeking permission from others – link to online.</p>
2.10.23	Internet safety and harms	For most people the internet is an integral part of life and has many benefits.	<p><u>L.O. To consider the impact of not having the internet as an integral part of life</u></p> <p>Internet, benefits, socially, academically.</p>	<p>Brain dump: What do we use the internet for? What are the benefits?</p> <p>https://app.discoveryeducation.co.uk/learn/videos/03a3d50a-871a-4128-a60b-96fb2c3228b9</p> <p>Watch the video and add to brain dumps.</p> <p>What if we didn't have the internet... how would our worlds change?</p> <p>What if we asked you to have one week with no internet access – how would it affect your world? Socially,</p>	<p>Know how the internet is used positively.</p> <p>Understand the implications the internet may have socially on individuals.</p>

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				<p>academically? The table below gives some sentence stems for children to consider...</p> <p>1.1 Imagine you had to live for one week without the Internet. How would your life be different? You may want to use words and phrases from the following table to respond to this question.</p> <table border="1"> <tr> <td>If I could not access the Internet</td> <td>I would not be able</td> <td>to chat with my friends.</td> </tr> <tr> <td>If I couldn't check my email</td> <td>it would be impossible</td> <td>to check my homework.</td> </tr> <tr> <td>During a week without the Internet</td> <td></td> <td>to see what's going on in the news.</td> </tr> <tr> <td>If I were not allowed to go online</td> <td></td> <td></td> </tr> <tr> <td>If the Internet had been disconnected for a week</td> <td></td> <td></td> </tr> </table>	If I could not access the Internet	I would not be able	to chat with my friends.	If I couldn't check my email	it would be impossible	to check my homework.	During a week without the Internet		to see what's going on in the news.	If I were not allowed to go online			If the Internet had been disconnected for a week			
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9.10.23	Internet safety and harms	The impact of positive and negative content online on their own and others' mental and physical wellbeing.	<p><u>L.O. To consider the effect of time spend online on physical and mental wellbeing</u></p> <p>Mental wellbeing, physical health, benefits, negative, online.</p>	<p>Split A4 page in half –positive benefits of being online / negative effects of being online in relation to physical and mental wellbeing.</p> <p>Collect thoughts on image below and then link to FOMO....</p>  <p>FOMO 'Fear of Missing Out' – Discuss what this means to children – does social media use mean that we miss out on what is happening in our real lives?</p> <p>https://www.defendyoungminds.com/post/what-the-fear-of-missing-out-is-doing-to-your-family</p>	<p>Understand how spending too much time online can affect a person's physical and mental wellbeing.</p> <p>Be able to evaluate their own time online.</p>															

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				<p>FOMO scenarios... https://app.discoveryeducation.co.uk/learn/player/f11f1395-31c6-4828-8e41-coca714d6421</p>  <p>What solutions can we come up with that may help our FOMO?</p>	
16.10.23	Internet safety and harms	Why some social media is age restricted.	<p><u>L.O. To understand why social media is age restricted</u></p> <p>Age restrictions, social media and parental guidance.</p>	<p>National Online Safety website will have resources.</p>  <p>https://www.internetmatters.org/resources/what-age-can-my-child-start-social-networking/</p> <p>Why did whats app change from 13 to 16? https://www.saferinternet.org.uk/blog/age-restrictions-social-media-services</p>	<p>Know why social media is age restricted.</p> <p>Understand the potential dangers associated with social media.</p> <p>Understand different restrictions.</p>

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				Create a leaflet for parents explaining age restrictions on apps and where to look for further information.	
23.10.23	Caring friendships	The characteristics of friendships, sharing interests and experiences and support with problems and difficulties.	<p><u>L.O. To understand the characteristics of friendships, sharing interests and experiences and support with problems and difficulties</u></p> <p>Characteristics of friendship, interests, peer pressure, disagreements.</p>	<p>Why do we become friends with someone? PowerPoint goes through characteristics of being a good friend, strategies for problem solving and help to maintain friendships.</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/staying-friends-%E2%80%94-ks2-relationships-home-learning</p> <p>How do we feel when friendship groups change? How do we cope with the problems and difficulties we may face? Scenarios listed in video.</p> <p>https://app.discoveryeducation.co.uk/learn/videos/62beb425-143e-4d96-8133-749e620286bd/</p>	<p>Know what the characteristics of friendship are.</p> <p>Understand how to overcome difficulties within friendships.</p> <p>Evaluate own friendships.</p>
Half term					
6.11.23	Mental wellbeing	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<p><u>L.O. To consider whether my feelings and reactions are appropriate</u></p> <p>Appropriate, proportionate, emotions</p>	<p>Discussion based lesson.</p> <p>Provide children with some different scenarios and discuss the behaviours that are shown.</p> <p>Do they agree with the behaviours? Why? What would they do differently?</p>	<p>Understand that different people react differently.</p> <p>Consider whether their reactions are appropriate and proportionate.</p>

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Science

13.11.23	Caring friendships Anti-bullying week	To understand the impact of bullying and the responsibility of bystanders.	<p><u>L.O. To understand the impact of bullying and the responsibility of bystanders</u></p> <p><i>(Link to bullies and how to help them)</i></p> <p>Bully, bystanders, impact, physical and mental health.</p>	<p>Play clip from Jesy Nelson documentary: Odd one out https://www.bbc.co.uk/bitesize/articles/zmm6jhv</p> <p>Listen to the impact that bullying had on a famous person – how it affected their wellbeing.</p> <p>Discuss the term bystander and what it means. How can we stand up for people who are victims of bullying?</p> <p>https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/peer-support-strategies/bystanders</p> <p>How do we help a bully?</p>	<p>Understand the impact of bullying on an individual's mental and physical health.</p> <p>Know what bystanders should do.</p>
20.11.23	Mental wellbeing	There is a normal range of emotions and scale emotions that all humans experience in relation to different (and the same) experiences and situations.	<p><u>L.O. To understand the range of emotions that all humans experience</u></p> <p><i>(Link to how different individual would react differently)</i></p> <p>Range of emotions taken from book – tailor to emotions of children in class.</p>	 <p>Use the following text to explore a range of different emotions. Discuss how different people may react in the same situation.</p>	<p>Know that it is normal to experience a range of emotions.</p> <p>Understand different emotions.</p> <p>Be able to discuss coping with emotions.</p>

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Science

27.11.23	Mental wellbeing	Simple self-care techniques, hobbies and interests.	<p><u>L.O. To understand how hobbies and interests can support my mental wellbeing</u></p> <p>Self-care, mental wellbeing, hobbies, interest, self-esteem.</p>	<p>Revisit the 5 ways to wellbeing:</p>  <p>Use resources in TEAMS folder from packs put together from EPE to support each of the above themes. Discuss how wellbeing looks different for everyone but hobbies and interests can link to the 5 areas. Link various hobbies to one of the areas and discuss how it would impact positively on wellbeing? (Football for example links to being active and connecting with people)</p>	<p>Understand the 5 ways to wellbeing.</p> <p>Know what self-care techniques can be used to support wellbeing.</p>
04.12.23	Basic first aid Potential visit from First Aid deliverers.	Concepts of basic first aid	<p><u>L.O. To understand basic first aid in relation to bleeding</u></p> <p>First Aid, bleeding, pressure, tourniquet.</p>	<p>St. Johns first aid lessons.</p> <p>KS2 Bleeding Lesson Plan St John Ambulance (sja.org.uk)</p>	<p>Know how to react in a situation where basic first aid may be needed.</p> <p>Understand why bleeding can be dangerous.</p>
11.12.23	Basic first aid	How to make a clear and efficient call to emergency services if necessary.	<p><u>L.O. To understand the effect hoax calls have on emergency services.</u></p> <p>Emergency services, hoax calls.</p>	<p>Information on hoax calling can be found here: https://west-midlands.police.uk/your-options/hoax-calling</p> <p>Impact: https://www.gloucestershirelive.co.uk</p>	<p>Know when a call should be made to emergency services.</p> <p>Understand the impact hoax calls have on the emergency services.</p>

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				/news/gloucester-news/hoax-999-call-warning-ambulance-1874205 Discuss that during Christmas period – emergency services are very busy and that hoax calls could cost lives.	
Life Skills Assessment					

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