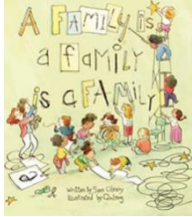
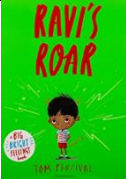





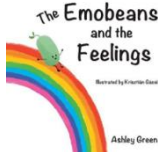
St Mark's C of E Primary School: Medium Term Planning

PSHE Life Skills: Cycle B Spring Term

KS1

Week Beginning	Theme Statutory headings	Statutory objective	Learning objective Vocabulary	Resources	End point knowledge What should children know at the end of the lesson? This content will be taken forward as retrieval practice.
08.01.24	Families and people who care for me.	Pupils should know that families are important for children growing up because they can give love .	<u>L.O. To understand how important my family is</u> Love, security.	 Allow children to draw their own families and how they make them feel.	-Families provide love and security to us. -Families are important in making us feel happy.
15.01.23	Families and people who care for me.	Pupils should know how to recognise if family relationships are making them feel unhappy.	<u>L.O. To be able to discuss my feelings</u> (Link to families) Angry, upset.	 Explore Ravi and how he deals with his emotions.	-Know what to do and who to talk to if family relationships are upsetting them. -Understand who they can talk to.


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				<p>Allow children to discuss how their families may make them feel at times.</p> <p>How do we deal with these feelings?</p>	
22.01.24	Online relationships	<p>Pupils should know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p>	<p><u>L.O. To understand how to behave online</u></p> <p>Respect, online relationships.</p>	<p>Brain dump how we should behave with our friends.</p> <p>Explain to children that this is the same as when were online.</p> <p>Children to create a collection of behaviours that are appropriate for online friendships.</p>	<p>-Know what online relationships are.</p> <p>-Understand how to behave online.</p>
29.01.24	Online relationships	<p>Pupils should know that people sometimes behave differently online.</p> <p><i>(Link to characters in books)</i></p>	<p><u>L.O. To understand that some people behave differently online</u></p> <p>Behaviour, negative, positive.</p>	 <p>Explore the story with children. Provide them with scenarios. Encourage discussion – Teacher to record some evidence.</p>	<p>-Know that sometimes people behave differently online.</p> <p>-Know who to speak to about issues online.</p>
05.02.24 (Link to Children's Mental	Mental wellbeing	<p>Pupils should know how to recognise and talk about their emotions</p>	<p><u>L.O. To understand and talk about my feelings</u></p> <p>Retrieve: angry, upset.</p>		<p>-Understand happy and sad emotions</p> <p>-Know how to talk about my feelings.</p>



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Health week)			New: scared, excited.	Use book to discuss different feelings that the children may have experienced.	
Half term					
12.02.24	Being safe	Pupils should know what sorts of boundaries are appropriate in friendships. <i>(Link to school friendships)</i>	<u>L.O. To understand what is appropriate in friendships</u> Friendships, appropriate.	 <p>What does the mouse do that we would not do at school?</p>	-Know and understand that honesty is important within friendships.
19.02.24	Families and people who care for me.	Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family. (Focus on families in school)	<u>L.O. To understand that others' families can look different</u> Difference, similarities, love.	 <p>Use book to explore some of the different families we may see in and around school.</p>	<p>u-Know that some families are different to their own.</p> <p>-Understand that it is normal for families to look different but the same love and care should be given.</p>
26.03.24	Families and people who care for me.	Pupils should know the characteristics of healthy family life, commitment to each other, including the	<u>L.O. To understand the importance of family life</u> Happiness, love, time.		<p>-Know that families are important in keeping us safe and loving us.</p> <p>-Spending time together is important.</p>

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		importance of spending time together.		How do the family feel when Stickman is lost? How does he feel? Link to how they feel when they are with their families.	
04.03.24	Families and people who care for me.	Pupils should know how to recognise if family relationships are making them feel unhappy.	<u>L.O. To understand what to do if my family is making me unhappy</u>	Discuss Horrid Henry with children. Ralph is always upset with Henry. What advice would you give Ralph?	-Know what to do and who to talk to if their family is making them feel unhappy. -Be able to offer appropriate advice to Ralph.
11.03.24	Being safe	Pupils should know how to recognise and report feelings of being unsafe or feeling bad about any adult. (Link to school)	<u>L.O. To know who my trusted adults are in school</u> Children may come up with their own vocabulary – trusted adults.	Imagine you were in this classroom. How would you feel? What would you do? Is it safe? 	-understand who the trusted adults are in school. -Understand that a trusted adult will always listen.
18.03.21	Health and prevention.	Pupils should know about personal hygiene (Basic personal hygiene)	<u>L.O. To understand what I should do to keep my body clean</u> Germs, hygiene, clean.	Do germs test with glitter. Talk about what we can do to keep our bodies clean.	-Understand the importance of hand washing.

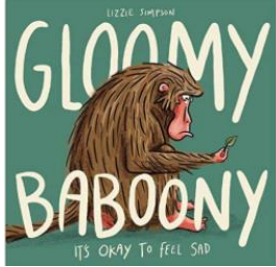
LOVING, GROWING and **SUCCESSING TOGETHER**

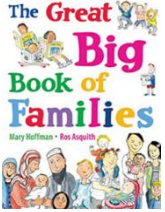

Week Beginning	Theme	Statutory objective Health Relationships	Learning objective Vocabulary	Resources	End point knowledge What should children know at the end of the lesson? This content will be taken forward as retrieval practice.
08.01.24	Families and people who care for me	Pupils should know that families are important for children growing up because they can give love, security and stability.	<u>L.O. To understand the importance of families</u> Safe, loved, secure.	 <p>Use text to discuss our class as a family.</p> <p>Now ask children to build a house using words.</p>	-Understand what a family unit is and that they offer security, love and happiness.
15.01.24	Families and people who care for me	Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe.	<u>L.O. To recognise how my family relationships make me feel</u> Safe, unsafe, happy, unhappy.	 <p>Use page linked to feelings to explore how the families are feel.</p> <p>Reflect on this and think about times when we have felt like the families in the book.</p>	-Know that families make us happy. -know and identify trusted adults who they can talk to if their families are making them unhappy.

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				Use scenarios to allow children to learn about what they should do if their families are making them feel unsafe.	
22.01.24	Online relationships	Pupils should know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	<u>L.O. To understand the importance of respect when online</u> (Link to British Value – Respect) Anonymous, e-safety.	Being respectful online - KS2 Computing - BBC Bitesize Use the video clip to discuss expectations of behaviour online. Should we still show respect, friendships etc.?	-Know what they should do and how they should behave with people they interact with online – even anonymous people.
29.01.24	Online relationships	Pupils should know that people sometimes behave differently online, including by pretending to be someone they are not.	<u>L.O. To understand the behaviours of people online</u> Strangers, online gaming.	Chapter 2: What is Reliable? - Childnet Watch the video and discuss how some people can behave differently online. What should we do if we ever come across this?	-Know that people can behave differently online. -know what to do and who to talk to if they are concerned with the behaviour of someone online

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		<i>(Link to online gaming)</i>			
05.02.24 (Link to Children's Mental Health week)	Mental wellbeing	<p>Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>(Link to feelings of others)</p> <p>Pupils should know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's</p>	<p><u>L.O. To understand that mental wellbeing is a normal part of life</u></p> <p>Mental health, 5 ways to wellbeing.</p>	 <p>Use the book as a gateway to discuss our feelings.</p> <p>Record what children say onto post it notes to form evidence in folders.</p> <p>Thinking about these feeling, when should we seek help if we are worried about someone else's mental wellbeing?</p>	<p>-Understand that some people suffer with mental health</p> <p>-Know what mental health is and ways to support mental health</p>

		mental wellbeing.			
Half term					
12.02.24	Families and people who care for me.	<p>Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family.</p> <p>(Focus on families in the wider world)</p>	<p><u>L.O. To understand that families on the wider world may look different to my family</u></p> <p>Families, different, types of families.</p>	 <p>Explore all families that children may see in the wider world.</p> <p>What different families have they seen in the wider world? Shopping centres, holiday, books, films.</p>	<p>-Know and understand that some families look different.</p> <p>-Be able to discuss differences between families.</p>
19.02.24	Families and people who care for me.	<p>Pupils should know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p><u>L.O. To understand the importance of families</u></p> <p>Security, healthy family characteristics, stability.</p>	 <p>Explore how the feelings of the main character change about his family.</p> <p>Track his feelings throughout.</p> <p>What can we learn from this?</p>	<p>-Know that all families should be stable and caring.</p> <p>-There are different types of family but the healthy family life characteristics are the same.</p>

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26.03.24	Families and people who care for me.	Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe .	<u>L.O. To understand how my family make me feel</u> Own personal feelings – Children may come up within their own vocabulary for feelings.	Use the colour monster book to revisit emotions. Children to think about a time when they have felt a range of emotions. Link to their families. What should we do if our family relationships ever make us feel unsafe ?	-Know that families should make them happy. -Know what to do and who to speak to if they feel unsafe within their family. -Share other emotions our families may make us feel.
04.03.24	Being safe	Pupils should know how to recognise and report feelings of being unsafe or feeling bad about any adult. Pupils should know where to get advice from e.g. family, school and/or other sources. (Wider world)	<u>L.O. To identify trusted adults in the wider world</u> Trusted adults.	Provide children with some scenarios. What should ___ do? Who should they talk to? What should happen next? What would you do? Teacher to record the trusted adults the children are identifying and display onto Life Skills board.	-Children should know who to seek support and advice from in and out of school.
11.03.24	Health and prevention.	Pupils should know about personal hygiene	<u>L.O. To understand how to keep myself clean</u>	Using the basket in classroom, discuss how its contents can be used to keep us clean.	-Know the essentials in keeping clean and hygienic.

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		(Link to themselves)	Hygiene, dental health.	Ask if children understand how to use all the products and if they know why they are using them. Discuss if they would like anything else in the basket.	
18.04.24	Health and prevention.	Pupils should know the facts and science relating to allergies. (Focus on hay fever and nut allergies)	<u>L.O. To understand what an allergy is and understand the facts and science relating to it</u> Allergy, anaphylactic shock.	Living with anaphylactic allergies - Izzy and Ben's story - KS2 PSHE and Citizenship - BBC Bitesize Use hay fever poster and nut allergy power point (twinkl) to discuss. (Will need to adapt ppt) Allow children to lead discussion and then create a leaflet/poster to inform others of hay fever and nut allergies.	-Understand that some people around them have allergies. -Understand the importance of not sharing food with others.

UKS2

Week Beginning	Theme	Statutory objective	Learning objective Vocabulary	Resources	End point knowledge What should children know at the end of the lesson? This content will be taken forward as retrieval practice.
08.01.24 15.01.24	Families and people who care for me.	Pupils should know that marriage, a formal and legally recognised commitment of two people to each other with is intended to be lifelong.	<u>L.O. To understand that marriage is a commitment and is intended to be lifelong</u> (2 weeks) Marriage, commitment.	What is a relationship? Friends, boyfriends/girlfriends/ marriage. What's the same, what's different? UNICEF define a child as anyone under the age of 18. However, what did the law used to say about marriage? Look at recent laws that have moved the legal marriage age from 16 to 18. Do children agree with this? How has the commitment in marriage changed over time?	-Children understand the differences and similarities in relationships. -Know that marriage involves commitment and understand the legal age for marriage.
22.01.24	Online relationships	Pupils should know that the same principles apply to online relationships as	<u>L.O - To understand the importance of being respectful when online.</u>	Resources that could be used: https://www.bbc.co.uk/bitesize/topics/zj8xvcw/articles/z9r72hv#zyf8d2p	-Know how they should behave online -Understand who to talk to if they're having issues in an online relationship


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		to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <i>(Must be a link to social media)</i>	Online relationships, age restrictions, respect.	https://www.unodc.org/e4j/en/primary/e4j-tools-and-materials/lesson-plan-lets-be-respectful-online.html	
29.01.24	Online relationships	Pupils should know that people sometimes behave differently online, including by pretending to be someone they are not <i>(Link to social media)</i>	<u>L.O – To understand that people sometimes behave differently online</u> Strangers, appropriate, inappropriate.	Newsround special: Caught in the web https://www.bbc.co.uk/newsround/13908828 https://www.bbc.com/ownit/collections/bullying-and-trolling https://www.thinkuknow.co.uk/8_10/stay-safe/chat/	-Know that sometimes people behave differently online. -Understand who to speak to if they encounter any upset online. -Understand how they should behave towards others online.
31.01.22	Being safe	Pupils should know what sorts of boundaries are appropriate in friendships with peers and	<u>L.O - To identify how we keep ourselves safe online by setting boundaries.</u> Boundaries, online safety, danger.	https://learning.nspcc.org.uk/research-resources/schools/its-not-ok	-Know how to speak to people online appropriately. -Understand how to stay safe online.


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		<p>others (including in a digital context).</p> <p><i>(Link to social media)</i></p>		<p>https://bulliesout.com/need-support/young-people/cyber-bullying/staying-safe-online/</p>	
<p>05.02.22</p> <p>(Link to Children's Mental Health week)</p>	<p>Mental wellbeing</p>	<p>Pupils should know it is common for people to experience mental ill health.</p> <p>For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible</p>	<p><u>L.O – To explore mental health and how we can find support</u></p> <p>Mental health, 5 ways to wellbeing, self-esteem.</p>	<p>Phillip Schofield interview - <small>"It's surprising how you think you've got a grip on everything and suddenly your head takes you to dark and scary places.</small> <small>"There's no question I needed a lot of help in recent times with people who sit right beside me right now," he said, referring to co-host Holly Willoughby, "who helped me enormously.</small> <small>"Steph, my wife at home, my girls (daughters), my family... and loved ones can be instrumental in helping.</small> <small>"I understand and realise that not everyone is as lucky as I am, to have sympathetic ears to listen to... but the first point surely has to be... to reach out to the people that know you the best and hopefully you can find a rock that you can tie yourself to.</small></p> <p>Discuss Phillip's interview.</p> <p>What could we learn from this? Who did he seek support from?</p> <p>Other option: Mental Health in football – Footballers seeking support to deal with pressures of fame.</p> <p>https://www.headstogether.org.uk/the-duke-of-cambridge-joins-gareth-southgate-in-heads-ups-sound-of-support-series/</p>	<p>-Know that it is common for people to experience ill mental health.</p> <p>-Know what mental health is.</p> <p>-Be able to discuss how to 5 ways to wellbeing help</p>

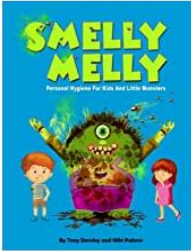
Half term

<p>12.02.24</p>	<p>Families and people who care for me.</p>	<p>Pupils should know that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p>	<p><u>L.O – To know that families look different but have the same things in common.</u></p> <p>Adopted, fostered.</p>	 <p>Show children images of families above.</p> <p>What is the same/different?</p>	
<p>19.02.24</p>	<p>Families and people who care for me.</p>	<p>Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p>(Link to families in the wider world.</p>	<p><u>L. O – To explore family relationships and the impact of them.</u></p> <p>Love, stability, trust, honesty</p>	<p>Discuss what factors are important in a family: love, stability, trust, honesty. Family books available in Life Skills section of library.</p> <p>What happens if these factors are not there within a family? How does that impact on the way we feel?</p>	<p>-Know the impact of unhappy family life</p> <p>-Consider how individuals are effecting in unhappy families.</p>

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		Consider impact of not feeling loved, secure or stable)		 <p>Discuss Matilda and how unhappy she feels with her Aunt and Uncle to provide example of a family situation which does not show some of the characteristics described.</p>	
26.03.24	Families and people who care for me.	Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<u>L. O – To know ways to seek support from others when relationships make us feel unhappy or unsafe.</u> Unhappy, unsafe, secure, insecure.	<p>(Link back to last week's learning)</p> <p>What did Matilda do to ensure felt happy and safe in her family unit?</p> <p>Link to own lives – What would you do if you were unhappy or unsafe? Who would you speak to?</p> <p>Link to trusted adults in school – Matilda confided in Miss Honey. Who do you trust to keep you safe?</p> <p>https://www.youtube.com/watch?v=Pc-B6bm8Qyc</p>	<p>-Know the impact of unhappy family life</p> <p>-Consider how individuals are effecting in unhappy families.</p>

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04.03.24	Being safe	<p>Pupils should know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Pupils should know where to get advice from e.g. family, school and/or other sources.</p> <p>(Wider world – link to future/online)</p>	<p><u>L.O – To know where to seek advice if we feel unsafe from sources other than school.</u></p> <p>Unsafe, advice, support, trusted adults.</p>	<p>Seeking support: Signpost to services that children can access including Childline</p> <p>https://www.childline.org.uk/get-support/</p> <p>Online safety: https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/</p> <p>On NSPCC website, tabs open various scenarios that children may encounter and advice on how to access support.</p>	-Know what to do and who to speak to if they feel unsafe outside of school
11.03.24	Health and prevention	<p>Pupils should know about personal hygiene.</p> <p>(Link to bodies changing and how they can look after their bodies)</p>	<p><u>L.O. To know how I can look after my changing body</u></p>	 <p>Read book with children and discuss. Introduce Hygiene boxes in classrooms (resources provided)</p>	u-Children should know how to look after their bodies as they begin to change.

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				<p>Discuss 5 types of hygiene that children need to be aware of: Food, hand, body, health and oral hygiene.</p> <p>Explore different ways to ensure personal hygiene and the importance of this as they get older.</p>	
08.03.24	Health and prevention	<p>Pupils should know the facts and science relating to immunisation and vaccination</p> <p>(Link to Covid)</p>	<p><u>L.O – To know why immunisation and vaccinations are used to prevent illnesses.</u></p> <p>Immunisation, vaccination.</p>	<p>https://www.historyofvaccines.org/blog/archive/201810</p> <p>Newsround: Scientists who invented Covid vaccination https://www.youtube.com/watch?v=9Du0WNW_uqs</p>	-Understand what vaccinations and immunisations are.