

**KS2 (Cycle A) PSHRE Medium Term Plan**

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|  | **Autumn 1**  | **Spring 1** | **Summer 1** |
| **Topic** |  **The Potteries** |  **Stone Age** | **Amazing Africa** |
| **Significant Person** | Clarice Cliffe | William Watt | Oba Esigie |
| **Vocabulary** | bullying, impact, online, consequences, hurtful, encounter, respectful, behaviour, predict, assess, manage, friendships, relationships, hazards, environment, positive health, well-being, truthfulness, loyalty, kindness, generosity, lonely, excluded, deliberate, excluded, trolling, harassment.  | rules, situations, responsibilities, environment, devices, communicate, expressing, qualities, self-worth, achievement, compassion, community, contribution, data, information, online, commercial.  | informed, decisions, balanced, lifestyle, influence, positive, negative, wellbeing, physical, mental, inactive, intensity, obesity, decay, vaccinations, immunisations, allergies, household, cigarettes, e-cigarettes, vaping, alcohol, medicines, drugs, habit.  |
| **I will know….** | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  | L1. about what rules are, why they are needed, and why different rules are needed for different situations | H1. how to make informed decisions about health |
|  | R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  | L2. how people and other living things have different needs; about the responsibilities of caring for them  | H2. about the elements of a balanced, healthy lifestyle  |
|  | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  | L3. about things they can do to help look after their environment | H3. about choices that support a healthy lifestyle, and recognise what might influence these  |
|  | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  | L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  | H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  |
|  | H38. how to predict, assess and manage risk in different situations | H18. about everyday things that affect feelings and the importance of expressing feelings  | H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  |
|  | H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe | H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; | H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  |
|  | H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about | H27. to recognise their individuality and personal qualities  | H17. to recognise that feelings can change over time and range in intensity  |
|  | **R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing**  | H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  | **H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**  |
|  | **R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships** | H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking | **H38. how to predict, assess and manage risk in different situations** |
|  | **R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face** | **L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others**  | **H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)** |
|  | **R13. the importance of seeking support if feeling lonely or excluded** | **L6. about the different groups that make up their community; what living in a community means**  | **H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break** |
|  |  **R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary** | **L7. to value the different contributions that people and groups make to the community**  |  |
|  | **R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support**  | **L13. about some of the different ways information and data is shared and used online, including for commercial purposes**  |  |