

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Topic** | **Food Glorious Food** | **Toga Tastic** | **Tropical Jungle Journey** |
| **Significant Person** | Queen Victoria | Julia Caesar | Francisco Pizarro |
| **Vocabulary** | bullying, friendships, online, positive, care, respect, structure, blended, same sex, step-parents, foster, security, stability, characteristics, healthy, difficulty, unhappy, unsafe, advice, career, aspiration, teamwork, communication, negotiation, confidential, confidence, uncomfortable, differences, similarities. | relationship, responsibilities, recognise, rights, internet, social media, positive, negative, reliability, online, ranked, selected, targeted, devices, choices, devices, risks. | affect, expressing, vocabulary, individuality, personal qualities, strengths, achievements, interests, contribute, self-worth, set-backs, failures, risk, injury, oral hygiene, genitalia, reproductive, puberty, reproduction, |
| **I will know….** | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | L3. about the relationship between rights and responsibilities | H18. about everyday things that affect feelings and the importance of expressing feelings |
|  | R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another | L11. recognise ways in which the internet and social media can be used both positively and negatively | H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; |
|  | R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability | L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | H27. to recognise their individuality and personal qualities |
|  | R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty | **L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information** | H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth |
|  | R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | **L17. about the different ways to pay for things and the choices people have about this** | H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |
|  | L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life | **L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)** | H38. how to predict, assess and manage risk in different situations |
|  | L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them | **L20. to recognise that people make spending decisions based on priorities, needs and wants** | 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 |
|  | L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation | **L21. different ways to keep track of money** | 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 |
|  | **R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret** | **R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns** | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes |
|  | **R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this** |  | **H2. about the elements of a balanced, healthy lifestyle** |
|  | **R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background** |  | **H5. about what good physical health means; how to recognise early signs of physical illness** |
|  |  |  | **H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)** |
|  |  |  | **H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction** |
|  |  |  | **H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene** |
|  |  |  | **H34. about where to get more information, help and advice about growing and changing, especially about puberty** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |