

KS1 - Year 1 – Medium Term Plan			
Term	Topic/LO	Success Criteria	Resources/Ideas
Summer- Relationships Health and Wellbeing	<p>Recognising privacy; staying safe; seeking permission</p> <p><u>L.O: To understand which parts of their body are private</u></p> <p><u>(And that there are different types of appropriate and inappropriate touches)</u></p>	<ul style="list-style-type: none"> • I understand that someone’s body or feelings might be hurt and whom to go to for help • I know it is important to ask for permission before touching others • I know how to ask for permission, give permission and not give permission • I know what it means to keep something private, including my private body parts • I know the difference between touches and how they make people feel (e.g. hugs, tickling, kisses and punches) • I know what to do if someone’s touch makes me feel uncomfortable or unsafe 	<p>Pictures of the body</p> <p>Pictures of different types of touches</p> <p>Emoticons</p> <p>Videos</p> <p>scenarios</p>
	<p>How behaviour affects others; being polite and respectful</p> <p><u>L.O: To understand what it means to be kind or unkind to others</u></p>	<ul style="list-style-type: none"> • I can identify kind and unkind behaviour in or out of school • I can know how kind and unkind behaviour can make people feel • I understand what respect means • I know school rules encourage us to being kind to one or another (this may have been covered in living in the wider world- belonging to a community at the beginning of the year, make reference to this) i.e. being polite to others, sharing and taking turns 	<p>Role play</p> <p>Scenarios</p> <p>Videos</p> <p>Poems</p>
	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>L.O: To understand that we are all special and unique</u></p>	<ul style="list-style-type: none"> • I recognise what I like and dislike • I identify what I am good at • I know how to manage feelings when I am finding something difficult • I know whom to tell when finding things difficult, or when things go wrong • I can identify how I am the same and different to others • I can identify different kinds of feelings • I can recognise feelings in myself and others • I know feelings can affect how people behave 	<p>Sorting likes and dislikes into venn diagram</p> <p>Role play different emotions</p> <p>Strategies for managing feelings</p>

LKS2 - Year 3 – Medium Term Plan			
Term	Topic/LO	Success Criteria	Resources/Ideas
Summer- Relationships Health and Wellbeing	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><u>LO: To understand what privacy and personal boundaries are</u></p> <p><u>Cover during anti-bullying week?</u></p>	<ul style="list-style-type: none"> I understand what is appropriate to share with friends, classmates, family and wider social groups including online I know what privacy and personal boundaries are, including online I know the basic strategies to keep safe online e.g. passwords, using trusted sites and adult supervision (this may have been covered in living in the wider- Media literacy digital resilience) I know that bullying and hurtful behaviour is unacceptable in any situation I know the effects and consequences of bullying I know the similarities and differences for face-to-face and online bullying I know what to do and whom to tell if I see or experience bullying or hurtful behaviour 	<p>Discussion / Debate Scenarios</p> <p>Problem solving case studies</p> <p>Poster</p> <p>Videos</p> <p>Roleplay</p>
	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><u>LO - To be able to identify respectful behaviour</u></p>	<ul style="list-style-type: none"> I recognise respectful behaviours e.g. helping or including others, being responsible I can model respectful behaviour in different situations e.g. at home, at school, online I know the importance of self-respect and their right to be treated respectfully by others I know what it means to be treated politely and to treat others politely I know that different cultures show respect and courtesy in different ways 	<p>Roleplay poem</p> <p>Celebrate cultural traditions within phase/ class (i.e. wearing a headscarf etc)</p>
	<p>Personal strengths and achievements; managing and reframing setbacks</p> <p><u>LO – To understand that everyone has strengths and weakness</u></p>	<ul style="list-style-type: none"> I know that everyone is an individual and has unique and valuable contributions to make I can identify my strengths and interests in and out of school I know that my strengths and interest form part of a person’s identity I can name something I proud of I know that everyone faces challenges and things that they find difficult I recognise common challenges e.g. finding school work difficult, friendship issues I know that when I am faced with challenges this does not lower my self -worth I know strategies to manage setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p>Who am I?</p> <p>Vision board</p> <p>Presentation , Flipbook- all about me</p> <p>Circle time- name (3 strengths and I challenge)</p> <p>Affirmations</p> <p>Discussions</p> <p>scenarios</p>

UKS2 - Year 5 – Medium Term Plan			
Term	Topic/LO	Success Criteria	Resources/Ideas
Summer – Relationships Health and Wellbeing	<p>Physical contact and feeling safe</p> <p><u>L.O: To understand that there are different types of physical touch</u></p>	<ul style="list-style-type: none"> I understand what physical touch is acceptable, unacceptable, wanted or unwanted in different situations I know to ask for permission I know how to give and not give permission for physical contact I understand what it means to be uncomfortable I know that it is never someone’s fault if they have experienced unacceptable physical contact I know how to respond to unwanted or unacceptable physical contact I know that no one should ask me to keep a secret that makes them feel uncomfortable or try to persuade me to keep a secret especially if I am worried I know whom to tell if I’m concerned about unwanted physical contact 	<p>Pictures</p> <p>Scenarios</p> <p>Stories</p> <p>Videos</p> <p>Discussion</p> <p>Sorting activity</p>
	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><u>LO - To understand that everyone should be treated equally regardless of their race, gender or sexuality</u></p>	<ul style="list-style-type: none"> I recognise that everyone should be treated equally I understand why it is important to listen and respond respectfully to people, even though their traditions, beliefs and lifestyle are different to their own I can explain what discrimination means and identify different types of discrimination e.g. racism, sexism, homophobia I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment I know the impact of discrimination on individuals, groups and wider society I know how to safely challenge discrimination I know how to report discrimination online 	<p>Discussion and debate</p> <p>Videos</p> <p>Scenarios</p> <p>Pledge</p>
	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p><u>LO – To understand what contributes to my personal identity</u></p>	<ul style="list-style-type: none"> I know that my race, sex, gender, family, faith, culture, hobbies, likes/dislikes contribute to my personal identity I understand that for some people their gender identity does not correspond with their biological sex I know to show respect and express my individuality and personal qualities I can identify different ways to boost mine and others moods and improve emotional wellbeing I know that participating in interests, hobbies and community groups can have a positive impact on my mental wellbeing 	<p>Vision board</p> <p>Presentation, flipbook- all about me</p> <p>Affirmations</p> <p>Debate</p> <p>Discussions based on strategies, scenarios</p>

PSHE – Cycle A
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