



Sunnybrow Primary School: PSHE & RSE Curriculum Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Me and my feelings	Me and my actions	Me and my relationships	Me and my well-being	Me and my safety	Me and living in the wider world
		<p>← TO UNDERSTAND THE CONVENTIONS OF COURTESY AND MANNERS →</p>					
R	ESTABLISHING CLASS PROMISES	<p>How can I describe how I am feeling? -To use a vocabulary to describe feelings and understand the expected and unexpected behaviours associated with different feelings For example: When I am angry I might cry, be mean or throw things.</p>	<p>How can we make our classroom a happy place to work and play? -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) for example we have to all work together to keep our classroom tidy and resources nice. -To recognise how their behaviour affects other people for example, if we do not share we will make others feel sad. If we do share we will make others happy. To understand that other children don't always enjoy the same things, and are sensitive to this. For example, sometimes your friend might not want to play the same game as you and this is ok and you should let them play what they want and everyone will be happy.</p>	<p>Who are my special people? - To identify their special people, what makes them special and how special people should care for one another. For example, my mam and dad are special to me because they care for me and keep me safe. -To understand how important friendships are in making us feel happy and secure, and how people choose and make friendships for example, I choose to play with my friends because they like the same games as me and we have fun. -To recognise similarities and differences between themselves and others, and among families, communities and traditions and respect those differences and know that other children's families also characterised by love and care for example, some children have two mams or two dads but they are loved and cared for just as much as someone with a mam and dad.</p>	<p>How do we keep ourselves healthy? - To understand the importance of and how to maintain personal hygiene (including teeth and oral hygiene) for example, it is important to brush our teeth so that we get rid of plaque and they do not rot and fall out, also brushing our teeth keeps our breath smelling fresh. -To know the correct terms for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls for example, ensure children know the correct names and tell them that these body parts are private and we do not show them to others (except our parents) nor do we touch anyone else's private areas.</p>	<p>How can I begin to keep myself safe as I get bigger? -To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring for example, for example, if you have a little brother or sister, as you get older your parents will trust you more and ask you to help your brother or sister more. -To explore some ways to keep safe online, including recognising that people might pretend to be someone they are not for example do not tell anyone your passwords. Do not trust anyone online and do not tell them personal information such as your name, where you live and where you go to school. -To develop an understanding of some ways we can keep safe (including road safety and stranger danger) and people who can help us for example, stop look and listen when crossing the road, cross with an adult or</p>	<p>How can I help to look after other living things in my local environment? -To show care and concern for living things and the environment for example, if I throw litter it can harm animals.</p>

						lollypop man when you can and use crossings.	
1&2		<p>What can I do when I feel uncomfortable? -To learn about comfortable and uncomfortable feelings, for example, uncomfortable feelings can make us angry or unhappy or scared, what makes you feel angry or unhappy etc? Use vocabulary to describe their feelings to others: other uncomfortable feelings might be bored, sick, jealous, nervous, frustrated, terrified.</p> <p>And use simple strategies for managing feelings (linked to the Zones of Regulation Toolbox) for example, when I am feeling frustrated I listen to music to calm down.</p>	<p>What is bullying? - To recognise that choices, have good and not so good consequences for example, if we choose to listen and try hard in school we will get a reward but if we are naughty we could lose playtime. -To understand that there are different types of teasing and bullying, that these are wrong and unacceptable, including being unkind to others online for example, calling someone unkind names when playing a game online is not ok.</p> <p>-To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help for example, if your friend is bullying someone do not copy them, go and tell an adult who can help.</p>	<p>How am I unique? -To identify the special people we can trust, who supports us and who we can ask for help, for example, if someone is being unkind to you online or asking uncomfortable questions, know that you should ask an adult you trust such as your mam or dad for help.</p> <p>-To identify and respect the difference and similarities between people, recognising that we are all unique for example, we might all like doing different things but as long as you do something you enjoy it's ok.</p> <p>-To understand the importance of self-respect and how this links to their own happiness for example, stand up for things you like doing, don't give up doing something you enjoy because your friends don't do it or don't think it is fun.</p> <p>-To develop skills related to tolerance and respect for example, when your someone is telling you a story about their weekend you should listen to them, not talk over them and ask questions to show you are interested.</p>	<p>How can we stay healthy? -To understand the importance of personal hygiene for example, taking a bath often is important so we that we smell nice, get rid of sweat and keep our skin and hair clean and healthy.</p>	<p>How do I keep myself safe at how and in my local area? -To learn about some of the ways we can keep safe on the internet, using medicines, in water, on the road and with strangers, for example, do not go swimming in a river or lake without an adult with you, if there are signs saying no swimming, follow them, also check if there are life rings or vests close by.</p> <p>-To understand how to recognise and report feelings of feeling unsafe or bad about an adult and the vocabulary to do so for example, if a stranger asks you to get into there car or wants to take you for sweets say no, shout loudly for help and run straight to tell an adult you know and trust.</p> <p>-To understand that sometimes people behave differently online, including by pretending to be someone they are not. Example, never share your personal information online (name, where you live and go to school) and never agree to meet the person because you cannot see them and you do not know if they are who they say they are, if someone asks for this information or to meet up, tell your trusted adult straight away.</p>	<p>What is democracy and how does it impact on my life now? -To develop an understanding of democracy and the right to have a fair vote for example, your class might have a vote for a treat, everyone will vote and they might not all vote the same as you but this is ok everyone has to vote for what makes them happy.</p>
3&4		<p>How can I use my toolkit to help me deal with uncomfortable feelings? -To learn about comfortable and uncomfortable feelings, a vocabulary to describe their</p>	<p>How can I resolve arguments with my friends and family? -To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise</p>	<p>What is diversity? To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age,</p>	<p>How can I be emotionally and mentally healthy? To understand what positively and negatively affects their physical, mental and emotional health (including the media) for</p>	<p>What should I do if I feel unsafe? -To learn about strategies for keeping physically and emotionally safe, including how to respond safely and appropriately to adults they may</p>	<p>How do rules keep us safe? -To develop a sense of community, the different communities we belong to and the different communities that make up our country for example,</p>

		<p>feelings to others, hurt, depressed, exhausted, shy, appreciated, proud, relaxed, content, silly, annoyed, embarrassed, elated, out of control</p> <p>And simple strategies for managing feelings (building on their understanding of the Zones of Regulation Toolbox) for example if I am feeling out of control, I need to choose something from the toolbox that makes me calm.</p> <p>-To understand the importance of self-respect and how this links to their own happiness for example, saying no when you don't agree, you will feel happy for sticking to what you think is right.</p>	<p>and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view, for example, if you and your friend argue over which football team is the best, you could say I can see why you like them but in I prefer the way my team plays.</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. Example: As a class come up with a set of questions for a restorative conversation when there are conflicts in your class.</p> <p>-To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right, For example, your friend might start spending more time with other people and this might upset you, but remember that this is ok they are still your friend too and you can spend time with other friends.</p>	<p>sex, sexual orientation and disability for example, as you get older you might become interested in different things to our friends and this will lead you to make new/ different friends.</p> <p>-To use language related to racism, stereotypes, equalities, homophobia and diversity for example, be able to recognise if someone is using racist or homophobic language at school in a negative way, tell an adult.</p>	<p>example, what do you do that makes you feel happy and relaxed?</p> <p>-To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals for example, I am a bit unsure of my times tables but by the end of the year I will have worked hard to know them all.</p>	<p>encounter whom they do not know, how to report concerns or abuse and the confidence and vocabulary to do so, road safety, safety in the environment (water safety) and online safety (including the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them) For example, if you have concerns about an abuser or you are being abused, you must talk to someone you trust (usually family or teacher), you can also contact the police, NSPCC or Childline.</p> <p>-To recognise when and how to ask for help, to keep trying until they are heard and use the basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong for example, do not give into peers who keep trying to get you to commit crime or smoke for example, keep saying no, tell them that you do not want to and won't be pressured, tell an adult and chose different friends.</p> <p>-To understand the concept of 'privacy' and 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break a confidence or share a secret. For example, if a friend tells you they are being abused or being made to do things you know are wrong, then you must tell someone (trusted adult) even if they don't want you to tell.</p>	<p>the people who work in/ with and visit our school make a community where everyone is valued and respected and works together to achieve.</p> <p>-To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules for example, most school rules are in place to keep yourself and others safe and happy.</p> <p>-To develop the School Council in school to promote an understanding of different kinds of responsibilities, rights and duties at home, in the community and towards the environment</p>
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5&6		<p>What impact do my actions have on others?</p> <p>-To recognise and respond appropriately to a wider range of feelings and behaviour in themselves and others and understand that their actions affect themselves and others (reinforcing work on the Zone of Regulation Toolbox) For example, If you are feeling angry and you take your anger or frustration out on someone else, this will make them feel uncomfortable feelings.</p>	<p>How can I step into someone else's shoes to help resolve disputes?</p> <p>To resolve differences by looking at alternatives, seeing and respecting 'others' points of view, making decisions and explaining choices for example, "I get angry because the girl sitting behind me won't stop humming and singing, however, she said she doesn't do it on purpose it just makes her feel calm, now I understand she is not doing it to annoy me, it's ok.</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves, including how to seek advice and help from others, if needed for example, you notice someone in your class is always sad, you could reach out to them to see if they are ok and offer help to cheer them up and if it is more serious you can tell a trusted adult for them.</p>	<p>How can I develop respectful relationships?</p> <p>-To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable for example, if a friend is making you do things and making you feel sad or anxious then you know this is an uncomfortable friendship.</p> <p>-To recognise practical steps they can take in a range of contexts to improve or support respectful relationships for example, focusing on the good things in each other and praising each other on achievements.</p> <p>-To understand that the same principles apply to on-line relationships as to face-to-face relationships, including the importance of respect for others even when we are anonymous for example, you should know who to trust, do not share any information online with strangers and tell an adult you trust if anyone is making you feel uncomfortable, even someone you know.</p> <p>-To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met for example, if you are playing a game with someone online who you have never met and cannot see on the screen, do not tell them any personal information or passwords.</p>	<p>What are the positive and negative effects on my physical, emotional and mental health?</p> <p>-To keep healthy, recognising what positively and negatively affects their physical, mental and emotional health (including food, media, drugs and alcohol)</p> <p>-To understand what is meant by a 'habit' and why habits can be hard to change, which, why and how commonly available substances and drugs could damage their immediate and future health and safety, that' some are legal, some are restricted and some are illegal to own, use and supply to other</p> <p>- To recognise how their body will change physically and emotionally as they approach and move through puberty</p>	<p>What does 'permission' mean?</p> <p>-To understand the importance of permission-seeking and giving in relationships with friends, peers and adults for example, I should ask an adult if it is ok for me to play my game online and if it is ok for me to chat online.</p> <p>-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>-Where to get advice</p> <p>For example, I know to tell my teachers/ headteacher at school if I have concerns or know of abuse.</p>	<p>What does community mean?</p> <p>-To understand what being part of a community really means and understand the varied institutions that support communities locally and nationally such as voluntary, community and pressure groups, especially in relation to health and wellbeing. For example, people in a community work together to reach goals and targets to make sure everyone is happy or healthy and safe.</p> <p>-To think about the lives of people living in other places, and people with different values and customs for example, think about children in Africa who cannot go to school or buy food from a shop like we can, think how lucky we are.</p> <p>To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. For example, when moving to secondary school you must show your teachers and new classmates respect and treat them how you expect to be treated as the teachers are there to help you.</p> <p>-To appreciate the range of national, regional and ethnic identities in the UK</p> <p>For example, when you move to secondary school, it will be larger and there will be a lot more people from all different backgrounds, everyone should be</p>
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				<p>-To work collaboratively towards shared goals for example, working towards winning/ training for a sports tournament with your class.</p>			<p>treated equally and their race and religions respected.</p>
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