



Sunnybrow Primary School: PSHE & RSE Curriculum Cycle B

		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 style="margin: 0;">← TO UNDERSTAND THE CONVENTIONS OF COURTESY AND MANNERS →</p>					
R	ESTABLISHING CLASS PROMISES	<p>How can I describe how I am feeling?</p> <p>-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?</p> <p>-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.</p> <p>-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.</p> <p>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?</p> <p>- 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.</p> <p>-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.</p> <p>-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?</p> <p>- 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.</p> <p>-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?</p> <p>-To develop an understanding about growing and changing and the new responsibilities that increasing independence may bring 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.</p> <p>-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.</p> <p>-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?</p> <p>-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?</p> <p>-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?</p> <p>Use vocabulary to describe their feelings to others for example, when I am feeling frustrated I listen to music to calm down.</p> <p>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?</p> <p>- 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.</p> <p>-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>Why are my family and friendships important to me?</p> <p>-To identify the special people we can trust, who supports us and who we can ask for help</p> <p>-To understand that families are important for children growing up because they can give love, security and stability.</p> <p>-To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>-To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children's security as they grow up</p>	<p>How can we stay healthy?</p> <p>-To understand the importance of personal hygiene for example, you should get a bath or shower often so that your hair and skin are clean, they get rid of sweat, mud and germs and wont smell. It also helps keep your skin and hair healthy.</p>	<p>What do I do if I feel uncomfortable?</p> <p>-To understand that each person's body belongs to them and judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them) For example, tell a trusted adult (family or teacher usually) if someone is touching you in your private areas or even just unwanted touches anywhere on the body (cuddles) explain to them exactly what has happened.</p> <p>-To recognise the difference between secrets and surprises and knowing which secrets we should tell. For example, if your friend tells you they are being abused or bullied or made to do something they know is wrong, you must tell an adult you trust straight away, even if they don't want you to.</p> <p>-To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context) For example, do not ask your friends/ pressure them into doing something you know is wrong and could harm</p>	<p>How can I help look after my local environment and the living things in it?</p> <p>-To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) For example, do not steal from people and do not damage other people's property, it is disrespectful and unfair as they will have to pay to replace things, it can also affect people's mental health in a bad way.</p> <p>-To understand what improves and harms their local, natural and built environments and about some of the ways people look after them for example, pulling out flowers, tearing down branches and trees to make "camps" and setting campfires and littering will all harm the local environment, affecting animals and plants.</p>

						<p>them or others or get them into trouble.</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>	
3&4	<p>How do I feel when things change? To talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends) and know how to use the Zones of Regulation toolkit to deal with uncomfortable feelings for example if your pet has died you will probably feel in the blue zone (sad, lonely) which is ok to feel but try and use something from your ZoR Toolkit that makes you feel happier or takes your mind somewhere else such as talking to someone or listening to music.</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 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. -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>What is a relationship? -To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage, understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong -To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded -To recognise what constitutes a positive, healthy relationship, including the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives) -To understand that the same principles apply to on-line relationships as to face-to-face relationships, including the</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 example, what do you do that makes you feel happy and relaxed? -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>What pressures might affect my behaviour and actions? To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and understand what sort of boundaries are appropriate in friendships with peers and others. For example, if there is a challenge that has gone viral and lots of people are trying it but it is/ can be very dangerous, do not try and make your friends do it and don't try it yourself either. -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (including in a digital context) and understanding stranger danger) -Where to get advice For example, if you suspect or know of a friend in trouble, being abused, you must tell your</p>	<p>When do I need money? -To understand the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer For example, sometimes we need to think carefully about what we spend our money on, we are in a time where the cost of living has risen, a lot of people are finding it hard to manage money, a lot of people do not have spare money to spend on new clothes, toys or holidays, they must be careful what they spend and think about what they spend their money on. Food is the main thing people spend their money on, we need food to survive.</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>importance of respects for others even when we are anonymous</p>		<p>trusted adult, who will then help you contact the police. You can also use Childline or the NSPCC to report abuse.</p>	
5&6	<p>How can use my toolkit to help me deal with uncomfortable feelings? -To learn about comfortable and uncomfortable feelings, and vocabulary to describe their feelings to others for example out of control. And use simple strategies for managing feelings (building on their understanding of the Zones of Regulation Toolbox) for example, when I am feeling frustrated I listen to music to calm down.</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>What is discrimination? -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 listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise 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 we have a visitor in school from a different religion or culture to lead an RE lesson, we should listen to them and respect them and engage and having the confidence to ask questions and show interest.</p> <p>-To realise the nature of consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, and towards all minority groups (including LBGT and those suffering from poor mental health), and to respond to</p>	<p>How can I develop respectful relationships? -To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -To recognise practical steps they can take in a range of contexts to improve or support respectful relationships (including how to recognise if family relationships are making them feel unhappy or unsafe) -To understand that the same principles apply to on-line relationships as to face-to-face relationships, including the importance of respects for others even when we are anonymous -To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>-To understand the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>How will my body change? - To recognise how their body will change physically and emotionally as they approach and move through puberty</p> <p>-To recognise how images in the media do not always reflect reality and can affect how people feel about themselves, for example seeing images on the internet or Instagram of models / influencers who are said to be "perfect" can make young girls think that is what they need to look like and if they don't they will be unpopular or ugly, but actually most of these images are not true, they are made to look better.</p> <p>-To understand that each person's body belongs to them, and the difference between appropriate, inappropriate or unsafe physical, and other, contact. For example, do not touch anyone else in a private area, especially without consent.</p>	<p>How can I manage risk and dares? -To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience. For example, if friends are going somewhere dangerous, or playing with fire, you know the possible consequences, think about these and say no, do not be pressured into things or you could get hurt or in trouble with the police.</p> <p>- To recognise and manage 'dares' For example, if peers are daring you to try a dangerous challenge that is on TikTok, say no, do not give in to pressure.</p> <p>-To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>How can I manage my money? -To understand the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer For example, sometimes we need to think carefully about what we spend our money on, we are in a time where the cost of living has risen, a lot of people are finding it hard to manage money, a lot of people do not have spare money to spend on new clothes, toys or holidays, they must be careful what they spend and think about what they spend their money on. Food is the main thing people spend their money on, we need food to survive.</p>	

		<p>them and ask for help. For example, always calling a certain classmate names or saying hurtful things to them every time you play online can make them feel sad, not wanting to come to school, lonely even embarrassed.</p> <p>-To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive, For example, often people have the opinion that girls who play football are like boys, this can be very hurtful and stop girls wanting to play football.</p>	<p>-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>-To work collaboratively towards shared goals</p>	<p>Do not show your private areas to anyone.</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, whenever an adult is saying or doing things that makes you feel scared, unsafe, sad, hurt, nervous, tell a trusted adult straight away, even if you are scared to tell someone, you must.</p>	<p>-Where to get advice For example, if you suspect or know of a friend in trouble, being abused, you must tell your trusted adult, who will then help you contact the police. You can also use Childline or the NSPCC to report abuse.</p>	
			<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>			