



Sunnybrow Primary School: PSHE medium-Term Plan 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 style="margin: 0;">← TO UNDERSTAND THE CONVENTIONS OF COURTESY AND MANNERS →</p>					
R	<p>How can I describe how I am feeling?</p> <ul style="list-style-type: none"> -To use simple words to describe their feelings and begin to understand how feelings can affect behaviour. -To recognise a range of feelings, including disappointment when things do not go as expected. -To understand that all feelings are normal and that everyone experiences emotions such as sadness and worry. -To understand that while all feelings are valid, behaviour should be kind and safe. 	<p>How can we make our classroom a happy place to work and play?</p> <ul style="list-style-type: none"> - To listen to others and play and work cooperatively, including beginning to resolve simple disagreements. - To take turns, include others in play, and show kindness so that everyone feels valued. - To understand that their behaviour affects how others feel (e.g. sharing makes others happy, not sharing can make others feel sad). - To recognise that others may have different preferences and to respect this in play. 	<p>Who are my special people?</p> <ul style="list-style-type: none"> -To identify their special people and understand how people who care for each other show love and kindness. -To understand the importance of friendships and how they help us feel happy and secure. -To recognise that feelings such as loneliness or being left out are normal, and that they can talk to a trusted adult. -To recognise similarities and differences between themselves and others, including families, and to respect that all families are characterised by love and care. -To understand that hurting others is not an acceptable way to solve problems, and that we can use words and ask for help instead. 	<p>How do we keep ourselves healthy?</p> <ul style="list-style-type: none"> -To understand the importance of personal hygiene, including handwashing and oral health. -To know the correct names for the main parts of the body, including external genitalia, and to understand that some parts of the body are private. -To begin to understand simple routines that support wellbeing, such as sleep, play, rest and spending time with others. -To understand that regular movement and physical activity help to keep their bodies healthy. -To understand that food helps their bodies grow, stay healthy and gives them energy to learn and play. 	<p>How can I begin to keep myself safe as I get bigger?</p> <ul style="list-style-type: none"> -To begin to understand that as they grow and become more independent, they also have new responsibilities. -To explore simple ways to stay safe online, including understanding that people online may not always be who they say they are and the importance of keeping personal information private. -To understand simple ways to stay safe in everyday situations (e.g. road, water and unfamiliar people) and to recognise people who can help them. -To understand that their body belongs to them, and to begin to recognise when to say yes or no to physical contact and to tell a trusted adult if they feel uncomfortable. -To begin to recognise hazards in everyday environments and 	<p>How can I help to look after other living things in my local environment?</p> <ul style="list-style-type: none"> -To show care and concern for living things and the environment, and begin to understand simple ways to look after them.
ESTABLISHING CLASS PROMISES						



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			<ul style="list-style-type: none"> -To take turns, listen to others, and begin to make shared choices in play. -To begin to use words to resolve simple disagreements and to ask for help when needed. 		<p>understand basic ways to keep themselves safe.</p> <ul style="list-style-type: none"> -To know that if someone is hurt or they feel unsafe, they should tell a trusted adult and that adults help keep people safe. 	
1&2	<p>What can I do when I feel uncomfortable?</p> <ul style="list-style-type: none"> -To recognise and name a wider range of feelings, including uncomfortable emotions such as frustration, disappointment, jealousy and worry. -To understand that all feelings are normal and that people may experience and respond to feelings in different ways. -To understand that feelings can influence behaviour, and that some responses are more helpful and appropriate than others. -To use a range of simple strategies to manage feelings, such as breathing techniques, calming activities, and talking to a trusted adult. -To begin to choose appropriate ways to respond to feelings, including using 	<p>What is bullying?</p> <ul style="list-style-type: none"> - To understand that bullying and unkind behaviour (including online) are wrong and can make people feel sad, lonely or unsafe. -To recognise the difference between kind and unkind behaviour, and that actions have consequences for themselves and others. -To understand that conflict should be resolved in safe and respectful ways, and that hurting others physically or verbally is not acceptable. -To recognise when behaviour makes them feel uncomfortable or unsafe, and to know that they should tell a trusted adult. -To develop skills to respond to unkind behaviour, including 	<p>How am I unique?</p> <ul style="list-style-type: none"> -To recognise their own strengths, interests and qualities, and understand that everyone is unique. -To identify similarities and differences between people, and to respect and value these differences. -To understand that everyone should be treated fairly and not judged based on stereotypes, and that people can like and do different things. -To understand the importance of self-respect and being confident in their own choices and interests. -To develop respectful behaviours, including listening to others, showing tolerance and valuing different opinions. 	<p>How can we stay healthy?</p> <ul style="list-style-type: none"> -To understand the importance of personal hygiene and simple self-care routines, including sleep, rest, activity and spending time with others. -To understand that a balance of sleep, physical activity, play and limited screen time supports both physical health and wellbeing. -To understand that being active every day helps keep their body healthy and recognise simple ways to stay active. -To understand that food helps the body grow, stay strong and gives energy, and the importance of eating a balanced variety of foods, including limiting sugary foods. 	<p>How do I keep myself safe at home and in my local area?</p> <ul style="list-style-type: none"> -To understand simple ways to stay safe in different environments (including at home, near roads, water and with unfamiliar people). -To recognise common hazards and know simple actions to reduce risk, including following safety rules. -To understand that they have the right to set boundaries about what feels comfortable, including saying "no", and to respect the boundaries of others. -To understand how to stay safe online, including knowing that people may not be who they say they are and that personal information should be kept private. 	<p>What is democracy and how does it impact on my life now?</p> <ul style="list-style-type: none"> - To understand that democracy means everyone has a voice and the chance to share their opinion, and that decisions can be made through voting. -To understand that people may have different opinions, and that it is important to respect these even when they are not the same as their own.



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	<p>words, asking for help and using self-regulation strategies.</p> <p>-To understand that experiences such as loss or change can cause strong feelings, and that it is important to talk to someone about how they feel.</p>	<p>saying how they feel, asking for help, and not joining in.</p> <p>-To understand the importance of kindness, respect and inclusion, including listening to others, taking turns and respecting differences.</p> <p>-To know that it is important not to keep secrets that make them feel worried, and that they can ask for help if they feel lonely or upset.</p>	<p>-To recognise when a relationship or situation makes them feel unhappy or uncomfortable, and to know they can talk to a trusted adult for support.</p> <p>-To understand that being kind includes respecting their own boundaries as well as others', and that it is not okay for others to treat them unfairly.</p>	<p>-To understand that some substances can harm the body and that they should only take things that are safe and given by trusted adults.</p> <p>-To recognise simple signs of being unwell and understand the importance of telling a trusted adult.</p> <p>-To understand that people grow and change over time, including basic changes from baby to child.</p>	<p>-To recognise that not everything online is true or safe, and to know they should tell a trusted adult if something makes them feel worried, uncomfortable or unsure.</p> <p>-To understand that the internet can be fun and helpful, but must be used safely with support from adults, including asking permission before using apps or spending money.</p> <p>-To know how to get help in an emergency and the importance of telling an adult if someone is hurt or they feel unsafe.</p>	
3&4	<p>How can I use my toolkit to help me deal with uncomfortable feelings?</p> <p>-To recognise and describe a wide range of emotions using an expanding vocabulary.</p> <p>-To understand that all feelings are valid, but that behaviours and responses should be appropriate and respectful.</p> <p>-To understand the difference between feeling an emotion</p>	<p>How can I resolve arguments with my friends and family?</p> <p>-To listen and respond respectfully to others, recognising and considering different viewpoints.</p> <p>-To understand and use assertiveness, expressing their thoughts and needs clearly and respectfully without trying to control others.</p> <p>-To understand that kindness includes respecting their own</p>	<p>What is diversity?</p> <p>-To recognise that people are both similar and different, and that these differences can include family, culture, religion, ethnicity, gender, disability and interests.</p> <p>-To understand that diversity makes our communities richer, and that everyone should be treated fairly, equally and with respect.</p>	<p>How can I be emotionally and mentally healthy?</p> <p>-To understand that a range of factors can affect mental and emotional wellbeing (including relationships, routines, physical health and media), and that everyone experiences different emotions.</p> <p>-To understand that feelings such as worry, sadness and loneliness are a normal part of life, and to recognise when it is</p>	<p>What should I do if I feel unsafe?</p> <p>-To understand a range of strategies for keeping physically and emotionally safe in different situations (including online, at home and in the local environment).</p> <p>-To recognise unsafe or uncomfortable situations and relationships, and to know when and how to seek help, including continuing to ask until they are heard.</p>	<p>How do rules keep us safe?</p> <p>-To understand that people belong to different communities, and that these communities work together to support and protect one another.</p> <p>-To understand why rules and laws are important, how they help keep people safe, and why different rules are needed in different situations.</p>



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		<p>and choosing how to respond to it.</p> <p>-To recognise that different situations may require different responses, and to begin to judge whether their reactions are proportionate.</p> <p>-To use a range of strategies to manage emotions (e.g. breathing, reflection, and self-regulation techniques), and explain why these are effective.</p> <p>-To develop self-awareness by recognising their strengths, interests and achievements, and how these contribute to confidence and self-esteem.</p> <p>-To understand the importance of self-respect and making choices that reflect their own values.</p>	<p>needs and boundaries as well as those of others.</p> <p>-To understand that conflict is a normal part of relationships and can be resolved safely using strategies such as negotiation, compromise and seeking support.</p> <p>-To recognise that friendships can have ups and downs, and that difficulties, including feeling left out or lonely, can often be resolved.</p> <p>-To recognise when a relationship may negatively affect their wellbeing, and to know when and how to seek support.</p> <p>-To understand and respect boundaries in relationships, and to communicate their own boundaries clearly and appropriately.</p>	<p>-To recognise and challenge stereotypes and prejudice, including unfair or unkind language.</p> <p>-To understand what racism and discrimination are, and to know that they are unacceptable and should be reported to a trusted adult.</p>	<p>important to talk to someone and seek support.</p> <p>-To develop and use a range of self-care strategies, including balancing sleep, physical activity, relaxation and time with others, and to understand how these support wellbeing.</p> <p>To recognise their strengths, achievements and goals, and understand how these contribute to confidence, self-esteem and resilience.</p> <p>-To understand the importance of a healthy lifestyle, including regular physical activity, balanced nutrition, good sleep and dental health, and how these affect both physical and mental wellbeing.</p> <p>-To understand that some substances and behaviours can be harmful to the body and mind, and to know the importance of making safe and healthy choices.</p> <p>-To understand that people grow and change over time, including the human lifecycle and basic changes as they approach puberty.</p>	<p>-To understand how to respond to pressure (including online), and to practise strategies for saying no and making safe choices.</p> <p>-To understand the difference between safe and unsafe secrets, and to know when it is important to share concerns with a trusted adult.</p> <p>-To understand how to stay safe online, including recognising risks, keeping personal information private, and knowing how to report concerns.</p> <p>-To recognise that not all information or people online can be trusted, and to think critically about what they see and share.</p> <p>-To identify hazards in everyday life and explain how to reduce risks, including knowing how to respond in an emergency and seek help.</p>	<p>-To understand that they have rights and responsibilities within school and the wider community, and that they can take part in making and improving rules (e.g. through pupil voice).</p>
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5&6	<p>What impact do my actions have on others?</p> <ul style="list-style-type: none"> -To understand and respond appropriately to a wide range of emotions in themselves and others, recognising that their actions have an impact on others. -To understand the difference between emotions and behaviours, and that while all feelings are valid, behaviours should be appropriate and responsible. -To evaluate whether their emotional responses are appropriate and proportionate to different situations. -To reflect on how their behaviour affects others, and to adjust their responses accordingly. -To independently select and apply strategies (e.g. pause, think, choose) to manage emotions such as frustration and disappointment. 	<p>How can I step into someone else's shoes to help resolve disputes?</p> <ul style="list-style-type: none"> -To understand and explain different perspectives in a situation, showing empathy and respect when resolving disagreements. -To apply a range of strategies (e.g. negotiation, compromise and seeking support) to resolve conflicts fairly and constructively. -To understand that conflict can be managed without aggression, and that violence is never an acceptable solution. -To recognise and use assertive communication, expressing their thoughts and feelings clearly and respectfully without being controlling. -To balance being considerate of others with respecting their own needs, boundaries and wellbeing. 	<p>How can I develop respectful relationships?</p> <ul style="list-style-type: none"> -To understand and explain the features of healthy, respectful relationships (including trust, empathy, communication and boundaries) in both offline and online contexts. -To recognise and evaluate when relationships may be unsafe or harmful (e.g. pressure, secrecy, control or discomfort), and to apply appropriate strategies to respond and seek help. -To apply skills to build and maintain positive relationships, including managing conflict, showing empathy, communicating effectively and supporting others who may feel excluded or lonely. -To understand and apply boundaries confidently in different situations, and to communicate these assertively while respecting the needs of others. -To understand how to stay safe online, including protecting personal information, recognising risks 	<p>What are the positive and negative effects on my physical, emotional and mental health?</p> <ul style="list-style-type: none"> -To understand and evaluate the factors that can positively and negatively affect physical, mental and emotional health, including lifestyle, relationships, media and substances. -To understand mental health as a normal part of everyday life, recognise signs when support may be needed, and explain the importance of seeking help. -To understand the changes that occur during puberty (including the menstrual cycle) and how these can affect physical and emotional wellbeing. -To independently plan and maintain healthy self-care routines, including sleep, physical activity, balanced lifestyle choices and managing screen time. -To understand and evaluate how diet, physical activity and lifestyle choices impact both short-term and long-term 	<p>What does 'permission' mean?</p> <ul style="list-style-type: none"> -To understand and explain the importance of seeking and giving permission in different contexts (including online, friendships and with adults), and respecting others' choices. -To understand how to recognise concerns or abuse, and to know how, when and where to report concerns and seek advice. -To assess risks in different situations (including environments and peer situations) and take responsibility for making safe choices to reduce harm. -To know how to respond in an emergency, including making an effective call to emergency services and understanding the importance of reporting incidents responsibly. -To understand and apply basic first aid principles, including how to respond to common and more serious injuries and when to seek help. 	<p>What does community mean?</p> <ul style="list-style-type: none"> -To understand and explain what it means to belong to a community, and the roles of different groups and organisations (e.g. voluntary, community and health services) in supporting wellbeing. -To recognise and respect diversity within communities, including different cultures, values, identities and backgrounds, both locally and globally. -To understand that everyone has the right to be treated with respect, and that they have a responsibility to show respect to others, including those in positions of authority. -To understand how people's lives may be different in other parts of the world, and to develop empathy and appreciation for different experiences. -To understand how to help keep themselves and others safe in the community, including awareness of risks such as water safety.
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