



Sunnybrow Primary School: PSHE Medium-Term Plan 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>← 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 simple words to describe their feelings and begin to understand how feelings can affect behaviour.</p> <p>To recognise a range of feelings, including disappointment when things do not go as expected.</p> <p>To understand that all feelings are normal and that everyone experiences emotions such as sadness and worry.</p> <p>To understand that while all feelings are valid, behaviour should be kind and safe.</p>	<p>How can we make our classroom a happy place to work and play?</p> <p>To listen to others and play and work cooperatively, including beginning to resolve simple disagreements.</p> <p>To include others in play, take turns and show kindness so that everyone feels valued.</p> <p>To understand that their behaviour affects how others feel.</p> <p>To recognise that others may have different preferences and to respect these in play.</p>	<p>Who are my special people?</p> <p>To identify their special people and understand how people who care for each other show love and kindness.</p> <p>To understand the importance of friendships and how they help us feel happy and secure.</p> <p>To develop simple skills to make and maintain friendships, including sharing, listening and being kind.</p> <p>To recognise that feelings such as loneliness or being left out are normal, and that they can talk to a trusted adult.</p> <p>To recognise similarities and differences between themselves and others, including families, and to respect that all families are characterised by love and care.</p> <p>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>	<p>How do we keep ourselves healthy?</p> <p>To understand the importance of personal hygiene, including handwashing and oral health.</p> <p>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.</p> <p>To begin to understand simple routines that support wellbeing, such as sleep, play, rest and spending time with others.</p> <p>To understand that regular movement and active play help to keep their bodies healthy.</p> <p>To understand that food helps their bodies grow, stay healthy and gives them energy to learn and play.</p>	<p>How can I begin to keep myself safe as I get bigger?</p> <p>To begin to understand that as they grow and become more independent, they also have new responsibilities.</p> <p>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 not sharing personal information.</p> <p>To understand simple ways to stay safe in everyday situations (e.g. road safety and unfamiliar people) and to recognise people who can help them.</p> <p>To know that if they feel worried, unsafe or unsure, they should tell a trusted adult.</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, and begin to understand simple ways to look after them.</p>



1&2		<p>What can I do when I feel uncomfortable?</p> <p>To recognise and name a wider range of feelings, including uncomfortable emotions such as frustration, disappointment and worry.</p> <p>To understand that all feelings are normal and that people may respond to feelings in different ways.</p> <p>To understand that feelings can influence behaviour, and that some responses are more helpful than others.</p> <p>To use a range of simple strategies to manage feelings, such as breathing techniques, calming activities and talking to a trusted adult.</p> <p>To begin to choose appropriate ways to respond to feelings, including using words, asking for help and using calming 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>What is bullying?</p> <p>To understand that bullying and unkind behaviour (including online) are wrong and can make people feel sad, lonely or unsafe.</p> <p>To recognise the difference between kind and unkind behaviour, and that actions have consequences for themselves and others.</p> <p>To understand that conflict should be resolved in safe and respectful ways, and that hurting others physically or verbally is not acceptable.</p> <p>To recognise when behaviour makes them feel uncomfortable or unsafe, and to know that they should tell a trusted adult.</p> <p>To develop skills to respond to unkind behaviour, including asking for help, not joining in and standing up for themselves respectfully.</p> <p>To understand the importance of kindness, inclusion and respect, and that making assumptions about others can lead to unkind behaviour.</p>	<p>Why are my family and friendships important to me?</p> <p>To identify special people in their lives, including family and trusted adults, and understand that these relationships provide love, care and support.</p> <p>To understand the importance of families and stable, caring relationships in helping children feel safe and secure.</p> <p>To understand the key features of positive friendships, including kindness, trust, sharing and support.</p> <p>To develop skills to make and maintain friendships, including listening, sharing and being kind.</p> <p>To recognise when a friendship or situation makes them feel unhappy or uncomfortable, and to know they can talk to a trusted adult.</p> <p>To understand the importance of inclusion and respect, including not judging others based on stereotypes and valuing differences.</p> <p>To understand simple boundaries in relationships</p>	<p>How can we stay healthy?</p> <p>To understand the importance of personal hygiene and simple self-care routines, including sleep, rest, activity and spending time with others.</p> <p>To understand that a balance of physical activity, play, rest and limited screen time supports both physical health and wellbeing.</p> <p>To understand that being active every day helps to keep their body healthy and to recognise simple ways to be active.</p> <p>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> <p>To understand that some substances can harm the body and that they should only have 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>What do I do if I feel uncomfortable?</p> <p>To understand that their body belongs to them, and to recognise when physical contact feels comfortable or uncomfortable, and to know how to respond.</p> <p>To understand the difference between safe and unsafe secrets, and to know when it is important to tell a trusted adult.</p> <p>To understand how to stay safe in relationships, including knowing when to say 'yes', 'no', 'I'll ask' or 'I'll tell'.</p> <p>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> <p>To recognise when something online or offline makes them feel worried or unsafe, and to know to stop and tell a trusted adult.</p> <p>To understand that the internet can be fun and useful, but should be used safely with support from adults.</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 we have responsibilities to care for them.</p> <p>To understand how our actions can help or harm the local environment, and to describe simple ways to look after it (e.g. caring for plants, animals and shared spaces).</p>
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Sunnybrow Primary School: PSHE Medium-Term Plan Cycle B

				and play, including taking turns, respecting space, saying no and using words to express how they feel.	To understand that people grow and change over time.	To recognise hazards in everyday situations and understand simple ways to stay safe, including knowing how to get help in an emergency.	
3&4	<p>How do I feel when things change?</p> <p>To understand that change and loss (including moving home, friendships or bereavement) can cause a range of emotions such as sadness, anger, confusion or worry.</p> <p>To understand that grief is a natural response to losing something or someone important, and that people may experience it in different ways.</p> <p>To recognise that there is no right or wrong way to feel during times of change or loss, and that feelings may change over time.</p> <p>To understand the importance of talking to a trusted adult and seeking support when experiencing difficult feelings.</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 and feelings.</p> <p>To understand and use assertive behaviour, expressing their thoughts and needs clearly and respectfully without being controlling.</p> <p>To understand that kindness includes respecting their own 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, including feelings of loneliness or being left out, and that</p>	<p>What is a relationship?</p> <p>To understand and explain different types of relationships, including friendships, families, marriage and civil partnerships, and why these are important.</p> <p>To recognise the characteristics of healthy relationships, including care, commitment, respect and support.</p> <p>To understand that healthy friendships are inclusive, positive and do not make others feel lonely or excluded.</p> <p>To develop skills for building and maintaining positive relationships, including listening, empathy, resolving disagreements and showing respect.</p> <p>To understand that people have different needs, feelings and preferences, and that compromise and empathy help manage these differences.</p>	<p>How can I be emotionally and mentally healthy?</p> <p>To understand that mental health is part of everyday life, and that everyone experiences a range of emotions, including times of worry, sadness or loneliness.</p> <p>To recognise when feelings may become difficult to manage, and to understand the importance of talking to someone and seeking support.</p> <p>To understand how everyday routines (e.g. sleep, physical activity, hobbies, relationships and limited screen time) support mental health and wellbeing, and to begin to develop their own self-care routines.</p> <p>To recognise their strengths, achievements and goals, and understand how these support confidence, self-esteem and resilience.</p>	<p>What pressures might affect my behaviour and actions?</p> <p>To understand that pressure to behave in unsafe or unhealthy ways can come from different sources (e.g. peers, media and online), and to recognise how to respond safely.</p> <p>To recognise and apply strategies to resist pressure, including knowing when to say 'yes', 'no', 'I'll ask' or 'I'll tell', and seeking help when needed.</p> <p>To recognise when a situation or relationship feels unsafe or uncomfortable, and to understand that this is a warning sign to take action.</p> <p>To understand how to stay safe online, including recognising risks (e.g. strangers, harmful content), keeping personal information private and knowing when to report concerns.</p>	<p>When do I need money?</p> <p>To understand the role that money plays in their own and other people's lives, including why it is needed for everyday things.</p> <p>To understand that people make different choices about spending and saving money, and that it is important to think carefully about how money is used.</p> <p>To begin to understand that not everyone has the same amount of money, and to show respect and empathy for others' situations.</p> <p>To recognise simple ways to manage money responsibly, including making choices and understanding needs and wants.</p>	



Sunnybrow Primary School: PSHE Medium-Term Plan Cycle B

	<p>To use strategies (e.g. breathing, reflection, Zones of Regulation techniques) to help manage emotions and explain why these are helpful.</p> <p>To develop a sense of identity by recognising their strengths, interests and achievements, and how these can support confidence and resilience during change.</p>	<p>these can often be worked through.</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 apply boundaries in relationships, recognising when they are not respected and communicating them clearly.</p>	<p>To understand that unkind behaviour, exclusion or peer pressure can have a negative impact on relationships and wellbeing.</p> <p>To understand that the same principles of respect and safety apply to both online and offline relationships.</p> <p>To understand the stages of the human lifecycle, including that bodies change as children grow, and that these changes (including menstruation) are a normal and healthy part of life.</p>	<p>To understand that changes and losses (including bereavement) can affect emotions, and that people may respond in different ways and need different types of support.</p> <p>To understand the importance of a healthy lifestyle, including balanced nutrition, physical activity, dental care and sleep, and how these impact physical and mental health.</p> <p>To understand that some substances and behaviours can be harmful to the body, and to make safe and informed choices about health and wellbeing.</p>	<p>To begin to think critically about online content, recognising that not everything is true or trustworthy and understanding how online activity can affect wellbeing.</p> <p>To understand how to balance screen time and online activity with other aspects of a healthy lifestyle.</p> <p>To recognise hazards in different situations and understand how to reduce risks, including knowing how to respond in an emergency and seek help.</p>	
5&6	<p>How can I use my toolkit to help me deal with uncomfortable feelings?</p> <p>To understand and describe a wide range of emotions, using an increasingly sophisticated vocabulary.</p> <p>To understand that all feelings are valid, but that behaviours and responses should be appropriate and responsible.</p> <p>To understand the difference between feeling an emotion</p>	<p>What is discrimination?</p> <p>To understand that everyone has the right to be treated with respect, and that they have a responsibility to treat others with respect and consideration.</p> <p>To understand and explain what discrimination, bullying and prejudice are (including online), and recognise the impact these can have on individuals and groups.</p>	<p>How can I develop respectful relationships?</p> <p>To understand and explain the features of healthy, respectful relationships (including trust, empathy, communication and boundaries) in both offline and online contexts.</p> <p>To recognise and evaluate when relationships may be unsafe or harmful (e.g. pressure, control, secrecy or discomfort), and to apply</p>	<p>How will my body change?</p> <p>To understand the physical and emotional changes that occur during puberty, including the menstrual cycle, and how to manage these changes with confidence.</p> <p>To understand that everyone's body develops differently, and to recognise the impact of media and social influences on body image and self-esteem.</p>	<p>How can I manage risk and dares?</p> <p>To understand and evaluate different types of risk, and to make safe and responsible decisions to reduce harm to themselves and others.</p> <p>To understand that pressure to take risks (including dares) can come from different sources, and to apply strategies to resist pressure and make informed choices.</p>	<p>How can I manage my money?</p> <p>To understand and explain the role money plays in their own and others' lives, including how it is used to meet everyday needs.</p> <p>To understand how to manage money responsibly, including making decisions about spending, saving and prioritising needs over wants.</p>



Sunnybrow Primary School: PSHE Medium-Term Plan Cycle B

		<p>and choosing how to respond to it.</p> <p>To recognise and use assertive behaviour, balancing kindness towards others with respect for their own needs, boundaries and wellbeing.</p> <p>To evaluate whether their emotional responses are appropriate and proportionate to different situations, and adjust their behaviour where necessary.</p> <p>To apply a range of strategies (e.g. pause, think, choose; reflection; self-regulation techniques) to manage emotions and explain why these are effective.</p>	<p>To understand that stereotypes can be unfair or harmful, and to recognise and challenge these appropriately.</p> <p>To understand that discriminatory behaviour is unacceptable, and to know how to respond safely, including seeking support when needed.</p> <p>To listen and respond respectfully to a range of people, showing empathy and confidence in expressing their own views and challenging unfairness appropriately.</p>	<p>strategies to respond and seek help.</p> <p>To apply skills to build and maintain positive relationships, including empathy, communication, managing conflict and supporting others who may feel excluded or lonely.</p> <p>To understand and confidently apply boundaries in different contexts, including friendships, online interactions and group situations.</p> <p>To understand how to stay safe online, including recognising risks (e.g. strangers, grooming, scams and harmful content), protecting personal information and knowing how to report concerns.</p> <p>To think critically about online content and relationships, recognising that information may be influenced or misleading, and making informed decisions about what to trust, share and engage with.</p> <p>To use technology safely and responsibly, including respecting age restrictions, managing screen time, and understanding how online</p>	<p>To understand that their body belongs to them, including recognising appropriate and inappropriate contact, and knowing how to seek help if they feel unsafe.</p> <p>To understand that mental health is part of everyday life, and to recognise signs when they or others may need support, including feelings of loneliness, low mood or anxiety.</p> <p>To understand how to maintain a healthy lifestyle, including self-care routines, physical activity, sleep, balanced nutrition and managing screen time.</p> <p>To understand how lifestyle choices (including diet, activity and habits) can impact both physical and mental health over time, and to make informed and responsible choices.</p> <p>To understand the risks associated with harmful substances (including smoking, vaping, alcohol and drugs), and how to make safe decisions and resist pressure.</p>	<p>To recognise where to seek advice and support in risky or unsafe situations, and to understand the importance of reporting concerns.</p> <p>To understand how lifestyle factors (e.g. sleep) can affect health, wellbeing and decision-making, and to begin to evaluate and improve their own habits.</p> <p>To understand that vaccinations and immunisations help protect individuals and communities, and the importance of using reliable information when making health decisions.</p> <p>To understand how to respond effectively in emergencies, including making a clear call to emergency services and prioritising safety.</p> <p>To confidently apply basic first aid knowledge, including responding to injuries and assessing when to seek further help.</p>	<p>To understand that people have different financial circumstances, and to show empathy and respect for these differences.</p> <p>To understand what it means to be a critical consumer, including thinking carefully about choices and influences when spending money.</p>
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Sunnybrow Primary School: PSHE Medium-Term Plan Cycle B

				behaviour can affect wellbeing and relationships.			
			What impact do my actions have on others? To understand and respond appropriately to a wide range of emotions in themselves and others, recognising that their actions affect others. To understand the difference between emotions and behaviours, and that while all feelings are valid, behaviours should be appropriate and responsible. To evaluate how their behaviour can impact others, both positively and negatively, and to adjust their responses accordingly. To evaluate whether their emotional responses are appropriate and proportionate to different situations. To apply strategies (e.g. pause, think, choose) to manage emotions and make responsible decisions in challenging situations.				



[Sunnybrow Primary School: PSHE Medium-Term Plan Cycle B](#)

		<p>To understand personal responsibility for their actions, including the consequences their behaviour may have on relationships, wellbeing and the wider community.</p>
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