

PSHE and Relationships Education



Lower Key Stage 2 B	Vocabulary: Relationships: Feelings and emotions vocabulary, positive/negative, relationships (acquaintance, friends, relatives, families, partners), confidential, secret, sharing, date, cooperate, appropriate/inappropriate, teasing/bullying, acceptable/unacceptable Wider World: responsibility, rights, duties, community, environment, volunteer, pressure group, charity, money, spending, saving, budget, loan, interest, debt, affordable Health and Wellbeing: online safety, physical safety, health, personal information, emergency, emergency services, road/rail/water/fire safety, respect, passwords, puberty												
Values: Democracy Rule of Law Mutual respect September – positivity October – Friendship November – Peace December - Compassion Rule of law Mutual Respect Tolerance January – Respect February – Kindness March – Honesty April – Understanding and tolerance	What we want children to know: <table><tr><th colspan="2">Relationships – Term 1</th></tr><tr><td> - Recognising feelings in others; responding to how others are feeling - Keeping something confidential or secret; when to break confidence; recognise and manage dares </td><td> - To be able to recognise and respond appropriately to a wider range of feelings in others - Feeling and emotion s- about different type of behaviour and how this can make others feel - That bodies and feelings can be hurt - To understand the concept of 'keeping something confidential or secret' - When we should not agree to this and when it is right to 'break' confidence or 'share' a secret - To learn to recognise and manage dares </td></tr><tr><td> - Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively - Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers </td><td> - To recognise what constitutes a positive healthy relationships and develop skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families - To learn that their actions affect themselves and others - Listening to others and playing cooperatively - Appropriate and inappropriate touch - That hurtful teasing and bullying is wrong - What to do if teasing and bullying are happening </td></tr></table> Suggested start assessment activity: Discussion around scenario – e.g. Simon keeps taking Tom's lunch. Simon says that Tom has to keep it a secret or he will hurt him. What should he do? Suggested end assessment activity: Discuss original or similar scenario. Do we have any new ideas of what he can do to make it better? Discuss Simon and Tom's feelings. Resources/useful websites: https://www.elsa-support.co.uk/category/free-resources/ https://www.teachwire.net/news/anti-bullying-week-resources <table><tr><th colspan="2">Wider World – Term 2</th></tr><tr><td> - Rights, duties and responsibilities </td><td> - To learn that they have different kinds of responsibilities, rights and duties at homes, in school, in the community and towards the environment; to continue to develop the skills to exercise their responsibilities - For pupils to research, discuss and debate topical issues, problems and events that are of concern to their and offer their recommendations to appropriate people - To learn what being part of the community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing </td></tr><tr><td> - Enterprise; what it means; developing skills in enterprise - Role of money; managing money (saving and budgeting) what is meant by interest and loan </td><td> - About where money comes from and what it is used for - About spending and saving money (how to use mone0 - About how to keep money safe - About what is meant by 'interest' and 'loan' </td></tr></table> Key events: Remembrance Day (11th November) Anti-bullying week Diwali Christmas Ramadan Chinese New Year Shrove Tuesday Ash Wednesday St Patrick's Day St George's Day (23rd April) Safer Internet Day Mother's Day Good Friday Easter	Relationships – Term 1		- Recognising feelings in others; responding to how others are feeling - Keeping something confidential or secret; when to break confidence; recognise and manage dares	- To be able to recognise and respond appropriately to a wider range of feelings in others - Feeling and emotion s- about different type of behaviour and how this can make others feel - That bodies and feelings can be hurt - To understand the concept of 'keeping something confidential or secret' - When we should not agree to this and when it is right to 'break' confidence or 'share' a secret - To learn to recognise and manage dares	- Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively - Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	- To recognise what constitutes a positive healthy relationships and develop skills to form and maintain positive and healthy relationships. 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Individual Liberty Mutual Respect	- For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.	Queen's birthday World Mental Health week VE day Armed Forces day						
May – Resilience June – Determination July - Imagination	Suggested start assessment activity: Match key words to their meaning – spending, saving, interest, loan, debt, tax Suggested end assessment activity: Repeat activity to see if they can correctly identify their meaning Resources/useful websites: https://www.valuemoneyandme.co.uk/ https://www.nrdc.org/get-involved							
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Suggested start assessment activity: Graffiti wall – How do we stay safe? Suggested end assessment activity: Add to graffiti wall as cover different aspects e.g. first aid, emotional health, online, physical health Resources/useful websites: https://lifeliveit.redcross.org.uk/ Consider outside provider such as https://lincolnshire.minifirstaid.co.uk/ https://www.childline.org.uk/toolbox/games/games_expressive#filter								

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NHS website

- [Resuscitation Council UK](#) (includes resources)
- [St John Ambulance](#) (includes resources)
- Young Minds