LKS2 PSHE Curriculum 2026

	Autumn		Spring		Summer	
Year A	**Me and my friends belonging**	**Keeping safe out and about**	**Mental health and wellbeing**	**Building healthy habits**	**Forming respectful relationships**	**Money matters and news literacy**
Year B	**Exploring ways to manage risk**	**Making choices online**	**Mental health and wellbeing**	**Me, my body and growing up**	**Families and growing together**	**Looking out for each other**

Year A

	Key Questions ***Big Questions***	**National Curriculum Coverage**	**Subject specific skills and knowledge development**	**Key Tasks**	**Key Vocabulary**
Autumn 1 **Me and my friends belonging**	Why do we need rules? What is respect? What makes a good friend? How can I resolve a conflict?	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or	identify why rules are needed for different situations suggest ways of making others feel safe and included in PSHE lessons contribute to and develop class ground rules for PSHE education identify a range of factors that can contribute to a person's identity describe ways people may express their identity and individuality	Set up own PSHE class ground rules. Pupils work in groups to design an identity for a stick person, considering what contributes to identity. Pupils make their own personal identity maps and reflect on how recognising our identity can help our sense of self-worth. Sentence starters 'Friendship is important because...' Case studies to identify qualities in a good friend. Pupils explore how it feels to fall out with a friend.	entity, individual, individuality, personality, self-worth, skills, talents, qualities, unique, friend, friendship, special, close, caring, valuable, different, qualities, important, argument, falling out, making up, apologise, solution, included, excluded, welcome, consent, permission

		backgrounds), or make different choices, or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	recognise individuality by identifying personal qualities and interests explain how recognising personal qualities can develop a sense of self-worth recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which they belong, neighbours) explain why friendship and having friends is valuable describe how friends show they care for and value each other evaluate what is most important in a friendship identify what helps maintain friendships describe feelings when disagreements and conflict occur identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers	Pupils describe and evaluate possible strategies to repair a friendship. Read and discuss the story of Beegu – about belonging. Write a letter to Beegu about how you would make her feel welcome.	

			Pupils learn ways to make others feel welcome and included.		
Autumn 2 **Keeping safe out and about**	What do we need to keep safe from outside the home? Why is it important to know how to stay safe around roads? How can we stay safe around the farm?	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	describe some benefits of limited sun exposure for physical and mental wellbeing describe how the sun can damage skin and health explain what appropriate exposure and over exposure is in relation to the sun and how to limit exposure evaluate the possible challenges to limiting sun exposure and strategies to overcome these explain how and why to keep safe near roads	Pupils work in groups to think of benefits and risks of sun exposure and swap answers to compare. Give advice to imaginary characters Pupils are introduced to a fictional map and work as a class to help a character plot their safest route to walk to school. Produce a Top Tips poster for crossing the road. Pupils consider how someone might experience pressure in relation to rail safety, and identify different strategies to manage this. Take part in a river safety quiz. Water safety statement sort. Watch farm safety videos.	exposure, over exposure, limiting, damage, health, protection, road, safety, safe, stop, look, listen, wait, think, vehicles, traffic, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian, rail, railway, train, station, tracks, platforms, electrified, level-crossing, barriers, peer influence, peer pressure, canals, lakes, rivers, reservoirs, incident, emergency

			identify and assess potential risks on or near roads identify safer routes for making short, local journeys on foot identify hazards and risks near railways evaluate risky behaviours in relation to railways describe strategies for keeping safe Identify hazards and hidden dangers near canals and rivers Explain how to keep safe near canals and rivers Demonstrate what to do if there is an incident or emergency Identify hazards on a farm		
Spring 1 **Mental health and wellbeing**	What strategies can I use if I am feeling sad, anxious, overwhelmed or lonely?	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Explain how noticing thoughts and feelings can help us manage them	Look at different scenarios and decide how each character is feeling. Recognising if a distraction is helpful or unhelpful.	Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts,

		Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health.	explain the meaning of 'emotion' identify a range of emotions and how they can vary in strength analyse a range of distractions and decide if they are helpful or not explain how parts of the brain can help with different types of distraction describe how a range of distractions can make people feel and some ways they can be managed describe how patterns of thoughts and emotions can affect someone's wellbeing explain how the brain can help to shift less helpful patterns of thoughts and emotions identify strategies that can be used to manage less helpful thoughts and emotions identify types of worry and describe how worries might affect someone	Looking at the impact of thoughts and feelings on a person's mental wellbeing. Make links between thoughts, emotions and behaviour. Work on strategies for staying calm/calming down using distancing characters. Story of the boy and the worry monster – how to squash the monster.	

		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	identify strategies that can be used to help manage worries recognise the parts of the brain that are active when someone experiences and manages worries describe some differences between feeling calm and tense explain how feeling calm can make it easier for someone to manage their responses identify strategies to help someone feel calmer explain and name feelings, including worry describe some positive strategies to manage worry recognise when to accept worry as a normal part of daily life and when to seek help.		
Spring 2	Which foods and drinks are better in moderation?	What constitutes a healthy diet (including understanding calories and other nutritional content).	identify food and drink that should be consumed	More often, in the middle or less often game.	Nutrient, vitamin, protein, fibre, sugar, processed, balanced, diet,

Building healthy habits	Why is too much sugar not good for tooth enamel?	Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	often and food and drink that should be consumed less often, or in smaller amounts explain the effects different food and drink have on the body and the importance of a balanced diet describe some healthier eating and drinking habits identify different choices people might make about what to eat and drink describe different influences on food and drink choices explain how people can manage less helpful influences when making choices about food and drink explain the steps to an effective tooth-brushing routine and why it's important to have a tooth-brushing routine identify how different actions can affect dental health	Investigate the different effects of different food types on the body. Create a making choices storyboard. Explore what influences someone's choices about food and drink. Play brushing Pictionary. Invite a visitor in to talk about dental health and hygiene.	nutritious, healthy, influence, sleep, rest, relax, routine, bedtime, healthy, choices, food, drink, teeth, gums, sugar, toothbrush, toothpaste, dentist, wash, germs, health, spread, dental, decay, plaque, saliva, acid, routine

			suggest actions someone could take to manage risks to dental health		
Summer 1 **Forming respectful relationships**	What should we do if we witness bullying behaviour?	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. How to manage conflict, and that resorting to violence is never right. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	identify the positive features of friendships explain the importance of spending time with friends, of supporting each other and having fun together describe how having friends can make people feel identify ways to maintain positive friendships explain how friendships can go through ups and downs, including how this can feel describe strategies for managing when friends disagree, fall out or friendships change demonstrate how to resolve conflict positively identify what bullying is explain the impact of bullying describe how to respond safely to bullying for	Pupils explore similarities and differences between friendships. Pupils sort helpful and unhelpful strategies for resolving conflicts and then rewrite a script to show how two friends could have done things differently. Pupils write a short message giving advice to the friends on what to do next. Pupils read the two parts of a storyboard about someone who experiences bullying and describe how he feels, as well as what can be done to stop it. Pupils suggest who someone could talk to if they experience, or someone they know experiences bullying.	Feelings, emotions, happy, sad, relaxed, worried, excited, scared, grumpy, jealous, angry, calm, proud, nervous, surprised, embarrassed, frustrated, disappointed, kind, unkind, connect, play, take notice, be active, give, learn,

			themselves and others, including online, and how to seek support		
Summer 2 **Money matters and news literacy**	How can money affect my mental wellbeing? How can I know if a news article is real or fake?	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	recognise where money comes from and how it is used describe different attitudes people may have towards money evaluate different ways to pay and identify which options are more useful or appropriate in different contexts analyse what influences people's decisions about spending money and how they manage those influences identify how budget, value and needs can influence decisions about spending money explain different ways that money can be saved and kept safe, and why this is important explain the importance of keeping track of money	Play a week in the life of – analyse how the family spent their money over the week. Investigate pros and cons of different methods of payment for items. Advice for a family before making a purchase. Save or spend? Why do some people choose to save some of their money? Look at some news reports and decide how they might make a person feel. Matching the terminology to the definition. Explore strategies to identify fake news. Identifying misleading images.	Strength, interest, unique, job, career, job, community, work, earn, voluntary, money, spend, decision, pay, safe, unsafe, choice, need, want, save, earn, job, payment, cash, salary, purchase, financial, attitudes, influence, bank account

			suggest emotions that people might experience because of news stories Explain why people can have different reactions to news stories Evaluate actions people can take if the news causes challenging feelings Define key terms, including fake news, hoax and reliable source Describe some strategies that can be used to identify fake news Decide if a news story is fake or real by using different strategies Recognise that pictures in news stories can be used in misleading ways, and describe the effect this could have Identify some misleading ways in which images might be used in news reports Apply strategies for spotting misleading images		

Year B

	Key Questions *Big Questions*	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn 1 **Exploring ways to manage risk**	How can I stay safe around fireworks? What are some of the risks at home? Why do some people take risks? What does the law say about cigarettes, vapes, alcohol and caffeine?	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Identify and assess risks associated with fireworks, bonfires and sparklers Describe ways to manage risks associated with bonfires and sparklers Analyse how peer influence might affect a young person's behaviour around bonfires and sparklers and suggest ways to manage this assess some hazards in the home that could cause harm or injury explain how the desire for peer approval might put pressure on a young person to act in a riskier way at home describe strategies to reduce risk at home and help keep themselves (or others) safe,	pupils identify and evaluate the firework-related risks at different celebrations. Pupils explore the role of peer influence in firework safety scenarios and identify strategies to help young people manage peer influence. identify the risks in a range of scenarios and order them from 'no risk' to 'most risky'. identify scenarios involving peer influence and discuss possible outcomes, including strategies characters could take to resist peer influence. discuss why people might take risks and how a character could manage a situation involving risk. Pairs of pupils assess levels of risk in different situations, potential	Risk, peer influence, sparklers, fireworks, bonfires, age Hazard, harm, injury, risk, reduce, strategy, peer influence restrictions, dosage, instructions, prescribed, pharmacy, warning, side-effect, cigarettes, vapes, e-cigarettes, cessation, caffeine, nicotine, alcohol

			including strategies to manage peer influence assess how risky different everyday activities are describe how important it is to 'stop and think' before taking a risk explain what makes a risk worth taking and what makes it too risky explain the importance of taking medicines correctly and using household products safely identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm recognise sources of information and whom to ask for help with medicine safety identify some of the risks of caffeine, cigarettes, vapes (e-cigarettes) and alcohol identify how these risks can affect the person, or those around them explain how laws, guidelines and restrictions help to keep people safe and healthy	consequences and suggest how to minimise the risk. Analyse empty medicine labels for dosage, instructions etc. Freeze frame medicine safety scenarios. Find out more about the laws and guidelines on the use of caffeine, cigarettes, vapes/e-cigarettes and alcohol. Overheard conversations and offering advice.	

			identify where people can get help and support to protect their own and others' health		
Autumn 2: **Making choices online**	How can I make my password secure? What private information can I share? Why is it important to update software? How can I recognise suspicious contact? Why do films have age ratings? Why are some films unsuitable for younger viewers? What if someone feels pressure (from inside themselves, the media, friends, family or others) to watch something they are not sure about?	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	describe simple strategies for keeping passwords private explain what a strong password is and demonstrate how to create one describe what personal information is and how to keep it secure identify when it is and is not appropriate to share personal information	What is private information and what makes a secure password. Identifying strong passwords and exploring 2-step verification. Spotting secure websites/e-mails. Reasons someone might be asked for personal information online. Should you or shouldn't you? What information should you give to an organisation? Exploring emails to identify whether it is genuine or a phishing email. Exploring whether messages or phone calls are genuine, smishing or vishing.	Password, verification, 2 step verification, hacker, cyber crime, passcode, email, social media, private information, text message, laptops, tablets, phones, smart TVs, smart gadgets (e.g. speakers, doorbells), gaming consoles, computers, secure, back-up, updates, anti-virus software, virus, identity theft, phishing, smishing, vishing, suspicious contact, suspicious email, film, programme, age-appropriate, child friendly, family friendly, rules, safe choices, BBFC, age-rating symbol, film, show, parental controls, safe viewing choices

		That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	explain why it is important to update the software and apps on devices identify why and how devices should be backed up describe ways to recognise and safely deal with suspicious contact identify typical features of a suspicious email identify the meanings and risks of phishing, smishing and vishing explain where and how to seek support regarding suspicious contact, including getting help from a trusted adult recognise the different symbols related to the age ratings for films explain why we have age ratings for films and the role of the British Board of Film	Pupils explore what each BBFC age rating symbol means means. Pupils discuss different types of film content, watch film trailers and assign each an age rating. Pupils work in groups to discuss scenarios, decide if the situation is a problem and work out what the characters should do. Pupils consider where and how the characters should seek advice to help themdecide what to do in the different scenarios.	

			Classification evaluate which types of films are most suitable for different age groups explain how age ratings can help when making decisions about whether to watch a particular film describe how film content can evoke a range of feelings and responses in different people explain how to manage a situation when not everyone agrees which film to watch demonstrate how to handle feeling pressure to watch something I am unsure about explain where and how to get help or advice about films and media		

Spring 1 **Mental health and wellbeing**	How can noticing and describing emotions help someone to manage them? Which internal or external distractions might be helpful? How does the brain react differently to pleasant and unpleasant experiences? What activities might help someone to manage grief?	The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support.	describe a wide range of emotions and their Intensity identify parts of the brain that can help someone to notice thoughts and emotions explain how noticing, naming and describing emotions can help someone manage them identify a range of internal and external distractions and evaluate their helpfulness describe what happens in the brain when someone is distracted evaluate strategies to manage distraction in different situations describe h ow the brain reacts differently to pleasant and unpleasant experiences	Explore Zam's feelings throughout his day. Then discuss the parts of Zam's brain that are active when Zam notices thoughts, feelings and emotions and why this is helpful. Groups discuss the definitions of internal, external, helpful and unhelpful distractions, before helping Andie to identify examples of each. Pupils practise different strategies to help Andie step back and watch distracting thoughts. The class listen to a runner describing a race and reflect on the different responses people have, to pleasant and unpleasant experiences. Pupils write some advice to the runner, with different strategies to help them enjoy running again.	Angry, excited, relaxed, scared, happy, sad, internal or external distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts, distractions, positive affirmations, reactions, responses, change, loss, permanent, temporary, Separation, bereavement, grief

		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.	assess a range of strategies to develop positive thinking habits describe how repetition of these strategies over time makes them easier and supports wellbeing describe how changing unhelpful thoughts to helpful thoughts can impact emotions and behaviours explain how the brain can help to manage worry by changing unhelpful thoughts and that this can become easier over time evaluate strategies to manage worry in a range of situations identify factors that can affect someone's reactions demonstrate or describe self-calming strategies explain how these strategies can have a positive impact on emotions, wellbeing and the brain recognise that life is made up of different stages and that death is when life ends describe different situations that may cause someone to grieve identify some different responses someone might have to grief	Teams answer quiz questions about how the brain can help someone to manage worries. Groups look at worries in a character's day, explore the strategies they use and evaluate the impact of these strategies on the character. The class will be making a podcast about helpful reactions and feeling calmer. Groups look at messages from their listeners and identify common issues. Exploring scenarios of feelings and grief. How to manage grief.	

			identify activities, actions and sources of support that can help a person to manage grief		
Spring 2 **Me, my body and growing up**	What is puberty? What physical changes happen during puberty? What emotional changes happen during puberty?	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	recognise what puberty is, including when and why it happens identify some physical changes that happen to bodies during puberty use scientific vocabulary for external male and female body parts, including genitalia explain what happens during menstruation (periods) explain what is meant by a wet dream identify body parts or areas to keep clean during puberty explain how to keep clean during puberty describe ways to manage physical changes during puberty, including the use of products	Scenario questions about puberty for pupils to answer. Label body parts including genitalia on images. Explore the physical changes that happen during puberty to girls and boys or both. Label female genitalia and internal reproductive organs. Watch a video about menstruation. Label male genitalia and internal reproductive organs. Watch a video about 'wet dreams'. Using a body outline pupils identify the body areas and parts to keep clean during puberty including why, how, and how often to do so. pupils explore personal hygiene and period items and identify what they are used for and by	puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis,testicles, breasts, pubic hair, Adam's apple, larynx ('voice box'), internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, pubic hair, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, period products, tampon, pad, re-useable,

			identify some of the feelings experienced during puberty describe how and why emotions can change during puberty explain where to get help and support for managing puberty Explain the talk PANTs rule Identify the meaning of appropriate and inappropriate touch Recognise that no means no and different ways to express this	whom, in a teacher-led discussion. Pupils create a list of feelings experienced during puberty and then place these on a 'feelings rollercoaster'. Pupils engage in a teacher-led discussion about attraction to others. Pupils identify different strategies for dealing with physical and emotional changes during puberty. Children match different types of touch with examples and consider whether they are safe or unsafe. Responding to character scenarios, discussing how they might be feeling and what they might say or do.	
Summer1	What makes families unique?	That families are important for children growing up safe and happy	Recognise features of family life	Pupils complete a grid about families, considering whether	Family, relationship, brother, sibling, nephew, uncle,

Families and growing together	What is important in families? What are the positive aspects of belonging to a family?	because they can provide love, security and stability. The characteristics of safe and happy family life, such as 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. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Identify the qualities of different family relationships Explain how families can support and care for each other Describe positive aspects of belonging to a family Describe different family structures Identify what families have in common and how they can differ Recognise that all family types should be valued and celebrated Describe some changes that can happen in a family Recognise how changes in a family can make someone feel Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy identify features of committed relationships describe ways in which couples might show their commitment to each other, for example through marriage or a civil partnership explain why it is important for someone to choose whether to	'always', 'sometimes', or 'never' applies to each statement. Pupils discuss what is important in families, and create a Diamond 9 before ranking their ideas. Pupils give advice to a family member facing a challenge. Pupils match images of different families to their corresponding descriptions and come up with different family definitions. Pupils consider what makes families unique and write some affirming statements about families. Pupils discuss different examples of change in families and suggest ways to manage them. Pupils explore a conflict within a family and consider how this might make them feel. Pupils complete a 'do's and don'ts card sort and create a list of strategies for resolving conflicts. Pupils explore the features of committed relationships, and then decide which features are more or less important for different couples. Pupils define civil partnership and marriage and assess how	stepdad, relative, blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge, change, hope, worry, conflict, committed, relationship, marriage, civil partnership, consent, arranged marriage, cohabiting, forced marriage, legal, illegal

			get married and who they get married to	people make decisions related to showing their commitment. Pupils determine whether scenarios are legal or illegal and consider why a couple may choose not to form a legal union.	
Summer 2 **Looking out for each other**	How can I get help for someone who is injured? What information do I need to tell emergency services? ***Allergic,***	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	identify a casualty who is having an asthma attack assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma seek medical help, if required, for someone who is having an asthma attack. Be able to identify when a casualty is having an allergic reaction to a bite or sting provide first aid treatment for a casualty who has been bitten or stung comfort and reassure a casualty who has been bitten or stung seek medical help if required understand that it is important to ensure the safety of myself	Use practical worksheet to build some paper lungs. Students should learn basic anatomy by labelling lungs and use activity to gain an understanding of how our lungs work. In small groups answer and discuss what are the possible triggers for an asthma attack. Explain that there are factors that may trigger an asthma attack, see if students can identify any triggers. Watch video about asthma. Explain the steps on the slide on what to do to help someone who is having an asthma attack. Activity – things that could bite you/things that could sting you. Video bites, stings and allergic reactions.	Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, autoinjector, anaphylaxis, calmly, reassure, casualty, emergency operator, incident, 999/112, location, scenarios, incident, landmarks, information, identification, hazards, awareness, accident prevention, assistance,

			and others in the event of an emergency assist in an emergency by correctly calling for help explain the information I need to give to emergency services if they are called to an incident.	Scenarios practical activities. Look for hazards before rushing to help someone to keep themselves safe. Spot the hazards worksheet. Use a call handler questions activity to practise making an emergency call. Video – coping in an emergency.	