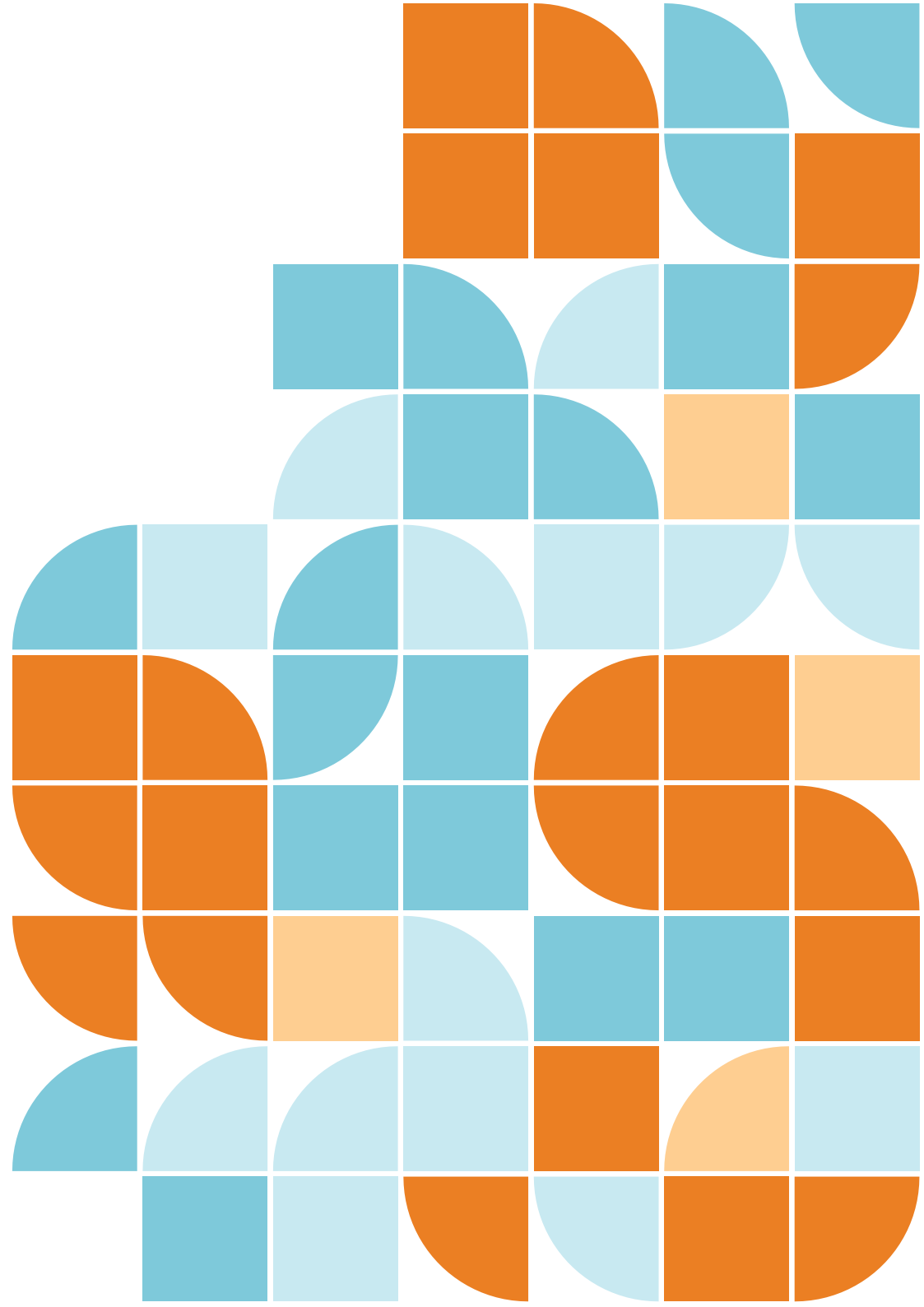




PSHE education Curriculum Model - BPS

KS1

KS2



This is the PSHE Association's Curriculum Model for key stages 1 and 2. It is designed to accompany the 2026 edition of the [Programme of Study for PSHE education](#), which covers all of Relationships, Sex and Health education (RSHE), including statutory content for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education. This has been adapted for Bewdley Primary.

Using the Curriculum Model

The Curriculum Model is colour coded to make clear which content covers the Department for Education (DfE) [statutory guidance on Relationships, \(Sex\) and Health education](#), and which units cover other essential – but currently non-statutory – content such as Economic Wellbeing and Career-Related Learning.

Across the year groups, this Curriculum Model covers all the Programme of Study learning opportunities for each key stage. It suggests how you might deliver statutory and other content in PSHE education in an age and stage appropriate way, following a spiral approach that revisits and embeds learning. Each unit is made up of lessons, which have been assigned an example learning intention – teachers have the freedom to create their own, these are guides. Teachers may decide that more than one lesson is needed for some content. Ensure that the needs of your children/cohorts are at the crux of all the decisions you make regarding PSHE. In addition, each unit will now have an assessment – this will be in the form of the Golden Question, which is answered.

Attached is all the information, and guidance, required to support structuring a PSHE lesson.

Suggested and additional lesson plans

The Curriculum Model provides suggested lessons for each unit of work, and links to lesson packs on the PSHE Association website. Where no organisation has been named, these are member-only lessons written by the PSHE Association, for example “Foundations for Wellbeing” and “Friendship and bullying” in Autumn term of year 1.

Teachers can choose to use the lessons listed in the Curriculum Model as they are, or plan and adapt their own lessons using these as a starting point. For each unit, we have suggested a series of lessons for each half term, with each year group teaching PSHE for 1 hour a week.

Floorbooks continue to be used as a method of recording work and providing children with a daily, accessible scaffold.

Parents' right to request withdrawal

The parental right to withdraw applies to Sex Education only. Though the Department for Education continues to recommend that primary schools teach Sex Education in year 5 and/ or year 6, Sex Education is not compulsory in the primary phase. In line with the DfE's recommendations, this Curriculum Model places Sex Education in year 6, Spring 1.

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Respecting boundaries	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Me, my body and growing up	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

EYFS

At BPS, children begin their PSHE journey through the Personal, Social and Emotional Development (PSED) area of learning within the Early Years Foundation Stage Framework. High-quality interactions, play-based experiences and carefully planned adult-led activities provide opportunities for children to develop the knowledge, skills and attitudes that underpin lifelong learning and wellbeing.

Our EYFS curriculum supports children to develop confidence, resilience, independence and positive relationships whilst encouraging them to understand and manage their emotions, make healthy choices and recognise how to keep themselves safe. The foundations established through PSED provide the building blocks for the knowledge and skills taught throughout our whole-school PSHE curriculum, ensuring a smooth transition into Year 1 and beyond.

The three strands of PSED

1. Self-Regulation

Children learn to:

- recognise and talk about their feelings and emotions;
- understand the feelings of others;
- manage their behaviour in different situations;
- develop resilience and perseverance when faced with challenges.

2. Managing Self

Children learn to:

- become increasingly independent;
- understand the importance of healthy routines, including hygiene, physical activity and healthy eating;
- manage their own personal needs;
- make safe choices and follow classroom expectations.

3. Building Relationships

Children learn to:

- develop positive relationships with adults and peers;
- cooperate, share and take turns;
- resolve conflicts appropriately;
- show kindness, empathy and respect for others.

Additional teaching suggestions:

Autumn term – [friendship and bullying](#)

Spring term – [foundations for wellbeing](#)

Summer term – [NSPCC: Talk PANTS](#) and [dental health](#)

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying. <u>Ground rules, rule!</u> – KS1 L1: Ground rules, rule! To understand why rules and agreements help everyone learn safely and respectfully. Learning and playing together – KS1 L1: Learning and playing together To work and play cooperatively with others. <u>Friendship and bullying</u> – KS1 L1: Let's be friends To recognise the qualities of a good friend. L2: Let's make up To resolve disagreements respectfully L3: Let's be kind To show kindness through words and actions. <u>Consent</u> – KS1 L1: Asking for permission To recognise why and why permission should be sought.	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them. <u>Foundations for Wellbeing</u> – Y1 L1: Noticing feelings To recognise and name a range of feelings. L2: Distraction To use simple strategies to manage difficult feelings. L3: Paying attention to pleasant feelings To notice and appreciate positive thoughts and feelings. L4: Helpful and unhelpful thoughts To distinguish between helpful and unhelpful thoughts. L5: Reacting To identify how feelings influence our reactions.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. <u>Personal identity</u> – KS1 L1: All different, all special To celebrate similarities and differences. <u>Belonging and community</u> – KS1 L1: Sameness and difference To recognise that everyone is unique and deserves respect. <u>Families</u> – KS1 L1: What makes a family? To describe what makes a family. L2: Different families To recognise that families can be different.	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. <u>Keeping safe at home</u> – KS1 L1: Keeping safe at home To identify hazards at home and ways to stay safe. <u>Drug education</u> – KS1 L1: Keeping safe L2: Keeping healthy To make safe choices that help keep us healthy. L3: Medicines and household products To explain how medicines and household products should be used safely.	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. <u>Keeping safe: Sun safety</u> – KS1 L1: Keeping safe in the sun To explain how to stay safe in the sun. <u>The sleep factor</u> – KS1 L1: Ready for sleep To understand why sleep is important for health and wellbeing. <u>Food for thought</u> – KS1 L1: Keeping healthy with food and drink To make healthy choices about food and drink. <u>Dental health</u> – KS1 L1: Looking after our teeth To explain how to keep teeth healthy. <u>The importance of handwashing</u> – KS1 L1: The importance of handwashing To explain why handwashing is important. Physical activity – coming soon	Showing kindness to ourselves and others This unit revisits learning about feelings and explores the importance of kindness. <u>OHID: Every mind matters</u> – KS1 L1: Emotions To recognise and name emotions. L2: Kindness To show kindness to ourselves and others. L3: Self-care To identify ways to cared for our physical and mental wellbeing. <u>Croydon Council: Wellbeing way</u> – KS1 L1: 5 a day To identify ways to care for our physical and mental wellbeing.

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). <u>Foundations for Wellbeing – Y2</u> L1: Noticing and naming feelings To recognise and name a range of feelings and describe how they affect us. L2: Different distractions To identify different strategies that can help manage difficult feelings. L3: Changing thoughts and feelings To recognise how thoughts can influence feelings and behaviour. L4: Managing unhelpful thoughts To use strategies to manage unhelpful thoughts. L5: Reactions and responses To recognise how feelings affect our reactions and choose appropriate responses. <u>Change, loss and grief – KS1</u> L1: What happens when things change? To recognise that change is a normal part of life and identify ways to cope with it.	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). <u>CEOP: Jessie and Friends – KS1</u> L1: Watching videos To recognise how to stay safe when watching videos online. L2: Sharing pictures To identify what is safe to share online and what should remain private. L3: Playing games To recognise how to make safe choices when playing games online. <u>BBFC: Watch out! – KS1</u> L1: Helping to make good viewing choices To identify trusted adults who can help us make safe viewing choices. L2: Keeping viewing choices safe To make safe choices about the content we watch online.	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. <u>Medway: Changing and growing up – KS1</u> L1: My special people To identify trusted people who help keep us safe. L2: Growing up – the human life cycle To recognise that people grow and change throughout their lives. L3: Everybody's body To identify the correct names for body parts, including private parts. <u>NSPCC: Talk PANTS – ages 5-7</u> L1: PANTS power To explain the PANTS rules and how they help keep us safe. L2: More PANTS power To recognise when to seek help if we feel unsafe or worried.	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants. <u>The Careers and Enterprise Company: Careers explorers – KS1</u> L1: Strengths and interests To identify our own strengths, interests and talents. L2: Different jobs To recognise that people have different jobs and roles in the community. <u>Money and wellbeing – KS1</u> L1: What is money? To understand what money is and how it is used. L2: Money choices To recognise the difference between needs and wants when making spending choices.	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency or call 999 themselves if they need to. <u>Road and rail safety – KS1</u> L1: Crossing the road To demonstrate how to cross the road safely. L2: Keeping safe around railways To recognise hazards around railways and explain how to stay safe. Emergencies Water safety - KS1 <u>Environment agency: Caring for the environment</u> L1: Everyone is responsible To recognise how we can all help care for our local environment.	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 2 lessons. <u>Embracing change and new challenges – KS1</u> L1: Moving to a new class To recognise the opportunities and challenges of moving to a new class and identify strategies to help us prepare. Alternative / additional lessons: Curiosity Library (£): Fang and the changing seasons 

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, my friends and belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included. University of Greenwich: Our Class – KS2 L1: Ground rules and meeting ‘Our Class’ To establish positive class rules and understand how they help everyone belong. L2: Friendships change To recognise that friendships can change and identify positive ways to manage change. L3: When should you keep a secret and what makes a good friendship To distinguish between secrets and surprises and recognise the qualities of healthy friendships. L4: Making new friendships To develop strategies for making new friendships and helping others feel included. L5: Recognising healthy and unhealthy friendships To identify the features of healthy and unhealthy friendships.	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils’ bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. <u>Foundations for Wellbeing – Y3</u> L1: Exploring emotions To recognise a wide range of emotions and understand how they affect thoughts and behaviour. L2: Understanding distraction To use distraction and other strategies to help manage difficult emotions. L3: Managing thoughts and emotions To recognise how thoughts influence emotions and practise managing unhelpful thoughts. L4: Managing worries To identify worries and apply strategies to manage them. L5: Managing responses To respond to feelings and situations in positive and appropriate ways.	Building healthy habits This unit develops pupils’ understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. <u>Food for thought – KS2</u> L1: Healthier eating and drinking habits To make healthy choices about food and drink. L2: Healthier eating – choices and influences To explain how different influences can affect healthy choices. L3: Ready, set, cook! To apply knowledge of healthy eating when making food choices. <u>Dental health – KS2</u> L1: Exploring dental health To explain how to maintain good dental health. Physical activity – coming soon	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. <u>NSCS: CyberSprinters – KS2</u> L1: Creating and managing passwords To create and manage secure passwords to help keep personal information safe. L2: Protecting your devices To identify ways to keep devices and personal information secure. <u>BBFC: Let’s watch a film – KS2</u> L1: What can we watch? To recognise age ratings and make safe viewing choices online. L2: Can we choose what to watch? To evaluate online content and make responsible viewing choices.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. <u>Keeping safe: Sun safety – KS2</u> L1: Managing risk in the sun To recognise risks in the sun and explain how to stay safe. <u>Road and rail safety – KS2</u> L4: Risks and keeping safe To identify risks in everyday situations and make safe choices. <u>Environment agency: Water safety – KS2</u> L1: Canals and rivers To recognise the dangers of canals and rivers and explain how to stay safe. L2: Flood alert! To explain how to stay safe during flooding and other emergencies.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services. <u>St John Ambulance: First aid – KS2*</u> L1: Allergies To recognise common allergies and know how to respond safely. L4: Bites and stings To identify common bites and stings and explain how to respond appropriately. L7: Calling for help To demonstrate how to seek help and make an effective emergency call. <i>*You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.</i> <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons.

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. <u>Foundations for Wellbeing</u> – Y4 L1: Describing emotions To describe a range of emotions and recognise how they can change. L2: Understanding internal and external distractions To recognise internal and external distractions and their impact on wellbeing. L3: Exploring different thinking Habits To identify different thinking habits and recognise how they influence our feelings and behaviour. L4: Different ways to manage Worries To apply strategies for managing worries in different situations. L5: Strategies for calm To practise strategies that promote calm and emotional wellbeing. <u>Change, loss and grief</u> – Y3-4 L2: How do people manage change and loss? To recognise that people experience change and loss in different ways and identify sources of support.	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. <u>Firework safety</u> – KS2 L1: Firework safety To identify firework hazards and explain how to stay safe. <u>Keeping safe at home</u> – KS2 L1: Keeping safe at home To assess risks at home and make safe decisions. <u>Road and rail safety</u> – KS2 L3: Independently crossing the road To demonstrate how to cross the road safely and independently. <u>Exploring risk in relation to gambling</u> – KS2 L1: Exploring risk To assess risks in different situations and make informed choices. <u>Drug education</u> – Y3-4 L1: Medicines and household products To explain how medicines and household products should be used safely. L2: Smoking, vaping and alcohol To recognise the risks associated with smoking, vaping and alcohol.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect. <u>Personal identity</u> – KS2 L1: Personal identity To recognise the factors that contribute to personal identity. <u>Friendship and bullying</u> – Y3-4 L1: Valuing friendships To explain the importance of positive and respectful friendships. L2: Friendship challenges To apply strategies for resolving friendship challenges respectfully. L3: What is bullying To identify different forms of bullying and understand how to respond. <u>Belonging and community</u> – Y3-4 L2: Belonging to a community To recognise how we contribute positively to our community.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. <u>Money and wellbeing</u> – Y4 L1: How money is used To explain different ways money is earned, spent and saved. L2: Making decisions about money To make informed decisions about spending and saving money. <u>Guardian Foundation: NewsWise</u> – ages 7-9 L4: How news affects feelings To recognise how news stories can influence thoughts and feelings. L6: Fake or real news? To identify reliable and unreliable information in the news. L7: Questioning images in the news To evaluate how images can influence opinions and understanding.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. <u>NSPCC: Talk PANTS</u> – ages 7-9 L1: Building confidence To develop confidence in speaking up about worries and concerns. <u>Consent</u> – KS2 L1: Giving and seeking permission To recognise how to give and seek permission before touching someone. L2: Personal boundaries To recognise and communicate personal boundaries. L3: Appropriate and inappropriate touch To distinguish between appropriate and inappropriate touch.	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. <u>Families</u> – KS2 L1: Family relationships To explain the importance of positive family relationships. L2: Diverse families To recognise and respect the diversity of family structures. L3: Family changes To understand how families can change and identify ways to access support. <u>Committed relationships and family life</u> – KS2 L1: Marriage and partnership To understand the purpose and commitment of marriage and other long-term partnerships.

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. <u>Friendship and bullying – Y5-6</u> L1: Including others To recognise how to include others and promote a sense of belonging. L2: Positive and respectful friendships To explain the characteristics of positive and respectful friendships. L3: Bullying and its impact To identify different forms of bullying and evaluate their impact on individuals and communities. <u>Belonging and community</u> L3: Challenging stereotypes To recognise stereotypes and challenge unfair assumptions. L4: Addressing extremism To understand how prejudice and extremist views can influence people and know how to seek support if concerned.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. <u>Foundations for Wellbeing – Y5</u> L1: Noticing and naming Emotions To recognise and describe a range of emotions and how they can affect wellbeing. L2: Directing attention and managing distractions To apply strategies to manage distractions and improve focus. L3: Changing thinking habits To recognise unhelpful thinking patterns and develop more positive ways of thinking. L4: Rumination and worry To identify the difference between helpful reflection and unhelpful rumination and apply strategies to manage worry. L5: Managing reactivity To regulate emotional responses in challenging situations	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. <u>Guardian Foundation: NewsWise – ages 9-11</u> L3: Managing feelings about the news To recognise how news stories can affect emotions and wellbeing. L5: Spotting fake news To evaluate the reliability of information from different sources. L6: Understanding that news is targeted To explain how and why news and online content can be targeted to different audiences. <u>UCL: Climate change - empathy and agency – KS2</u> L1: Connecting with nature To recognise how connecting with nature can support wellbeing. L2: Everyday actions To identify everyday actions that can have a positive impact on the environment. L3: Doing it together To collaborate with others to take positive action for the environment and community.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils’ <u>NSPCC: Talk PANTS – ages 9-11</u> L6: How can the PANTS rule help us? LI: To explain how the PANTS rule can help us stay safe. <u>Medway: Changing and growing up – Y4-5</u> L1: Time to change LI: To identify the physical and emotional changes that happen as we grow and develop. L2: Menstruation LI: To explain what menstruation is and how to manage periods with confidence. L3: Personal hygiene LI: To explain how good personal hygiene supports our health. L4: Privacy LI: To recognise the importance of privacy and describe ways to respect it. L5: Managing emotional changes LI: To recognise and manage emotional changes that happen as we grow up. Recap consent including safe and unsafe touch	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. <u>CEOP: Play, like, share</u> L1: Block him right good, Alfie! To identify strategies for staying safe and respectful when communicating online. L2: Who’s Magnus? To recognise how people may present themselves differently online and assess potential risks. L3: They have fans, we have friends! To evaluate the differences between healthy online relationships and online influence. <u>CEOP: Connect – Y5-6</u> L1: Respectful relationships To demonstrate respectful behaviour in both online and offline relationships. L2: Socialising online <u>City of London Police: Cyber Detectives – Y5-6</u> L1: What is online fraud? To identify common forms of online fraud and how to avoid them. L2: Where can online fraud occur? To recognise situations where online fraud may occur and make safe decisions.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. <u>Melanoma Fund: Sunguarding Schools</u> L1: Sunguarding Schools To explain how to reduce the risks of sun exposure. <u>Sure: Breaking Limits – KS2</u> L1: Confident mover To recognise the benefits of regular physical activity for health and wellbeing. L2: Team player To demonstrate teamwork and cooperation during physical activity. L3: Goal setter To set realistic health and wellbeing goals and reflect on progress. <u>St John Ambulance: First aid</u> L2: Asthma To recognise the signs of an asthma attack and know how to respond appropriately. L9: Head injuries To recognise the signs of a head injury and know when to seek medical help.

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. <u>Foundations for Wellbeing</u> L1: Regulating emotions To apply strategies to regulate emotions in different situations. L2: Managing distraction To manage distractions and maintain focus to support wellbeing. L3: Developing positive thinking habits To develop positive thinking habits that support mental wellbeing. L4: Managing rumination and worry To distinguish between helpful reflection and unhelpful rumination and apply strategies to manage worry. L5: Managing stress To identify the signs of stress and apply effective coping strategies. <u>Change, loss and grief</u> – Y5-6 L3: How do people manage loss and support each other? To understand how people experience loss differently and identify ways to support ourselves and others.	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. <u>Money and wellbeing</u> – Y6 L1: Money and emotional wellbeing To evaluate how money can influence emotional wellbeing and decision-making. L2: Being a critical consumer To evaluate how advertising and influencers can affect spending choices. <u>Exploring risk in relation to gambling</u> – KS2 L2: Chancing it! To assess the risks associated with gambling and understand how to make safe decisions. <u>Online financial harms</u> – KS2 L1: Spending influences To analyse the factors that influence spending decisions online L2: Wellbeing and support To identify where to access support for financial worries or online financial harms.	Changes in puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. <u>Medway: Changing and growing up</u> – Y6 L1: Puberty recap including wet dreams To explain the physical and emotional changes that occur during puberty. L2: Managing change and independence To apply strategies for managing increasing independence and responsibility. L3: Positive, healthy relationships To recognise the characteristics of positive, healthy relationships. L4: How a baby is made* To understand how human reproduction occurs and how pregnancy begins. <u>The sleep factor</u> – KS2 L1: Getting a good night's sleep To evaluate the importance of healthy sleep habits for physical and mental wellbeing.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. <u>Drug education</u> – Y5-6 L1: Medicines To explain how medicines can be used safely and responsibly. L2: Legal and illegal drugs To distinguish between legal and illegal drugs and understand their risks. L3: Influences and pressure To evaluate how different influences and pressures can affect decisions about drugs. L4: Tobacco, vaping and alcohol in the media To critically evaluate how tobacco, vaping and alcohol are portrayed in the media.	Developing our understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. <u>Understanding AI: Rights, safety and wellbeing</u> – KS2 L1: What is AI? To explain what artificial intelligence is and how it is used in everyday life. L2: How does AI affect our rights? To evaluate how artificial intelligence can affect our rights, privacy and wellbeing. L3: What is an AI chatbot? To explain how AI chatbots work and use them responsibly. <u>Home office: Digital deception - Understanding deepfakes</u> L1: The impact of generative AI To evaluate the opportunities and risks of generative AI. L2: The ethics of AI images To analyse the ethical issues surrounding AI-generated images and deepfakes. <u>Pick your pics</u> – Y5-6 L1: Pick your pics To critically evaluate digital images and recognise how they can be manipulated.	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. <u>The Careers and Enterprise Company: Careers explorers</u> – KS2 L1: Job skills To identify the skills and qualities needed for different careers. L2: Choosing a career To recognise how interests, strengths and values can influence career choices. L3: Career routes To explain different education and career pathways. <u>Embracing change and new challenges</u> – Y6 L1: Moving to secondary school To prepare for the transition to secondary school by identifying strategies to manage change confidently.

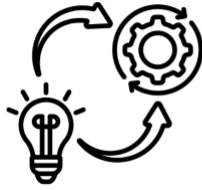
Structure	Content	Length	Rationale
Regulate and Connect	Calm focus activity Singing bowl – breathing, happy place Quick retrieval or ground rule reminder	3-4 mins	This helps the children settle, relax and focus. It creates a peaceful and ready-to-learn state. Aids creation of a safe and supportive learning environment. Builds social connection and relevance.
Establishing Learning	Recap of what PSHE stands for Learning intention –a balance of knowledge, skills, attributes and reflection Elicit any prior knowledge Introduce key vocabulary	3-5 mins	Start where your children are! This sets the purpose and relevance. The children understand what the lesson is about and why it matters.
Teach and Model	Main input Teacher as the facilitator not a lecturer! Model language and thinking - Role plays - Stories - Videos - Pictures - Highlighting key vocabulary	10-15 mins	Provides foundational understanding and allows modelling. This part scaffolds the learning as the children understand concepts before practice.
Practise and Apply	Children apply learning through independent, paired or group activities. - Role play - Discussion questions - Scenarios - Sorting activities - Writing or drawing tasks - Creative tasks - Mind maps - Problem solving Capture learning appropriately for floorbooks.	10-15 mins	Children connect prior learning to new concepts and deepened understanding. They develop skills and experience success in applying these. Evidence – tangible outputs to capture learning.
Reflection	Plenary What have I learned? How might the learning affect me and others? How will this help us? Safe exit reminder (signposting)	5 mins	Children consolidate their learning and it offers another opportunity for AfL. Encourages metacognition – transfer of learning.

Each unit must include a Golden Question and Answer – this acts as your endpoint assessment!

 **FLOORBOOK** 



REFLECT



APPLY



VOCABULARY



CONNECT



PSHE

