


Personal Development Medium Term Plan – 2023/2024

BJS PSHE - Key questions and resources
September 2023

Supporting resources for all year groups:
 PSHE association: <https://www.pshe-association.org.uk/>
 Primary resources PSHE site: <http://www.primaryresources.co.uk/pshe/pshe.htm>
 BBC education website PSHE: http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml
 National curriculum guidelines on PSHE: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
 Cornwall council healthy schools resources link: <https://www.cornwallhealthyschools.org/personal-social-health-education-pupil-voice/pshe-lesson-plans-and-resources/>
 Inside out Pixar film (emotions and well-being) - joy, sadness, fear, disgust and anger.

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|--------|--|---|--|
| Year 3 | Settling in Making friends | Feeling good Keeping safe in school | Changes in families Keeping healthy |
| Year 4 | Keeping safe outside school Who decides? | Risks and pressures We are all different | Being involved in my community Looking at the world |
| Year 5 | Managing conflict Taking responsibility for my own safety | Rights responsibility and the law | The world of work |
| Year 6 | Changing relationships Being positive | Cognitive behaviours The world of work | Transition and managing change Harmful substances |


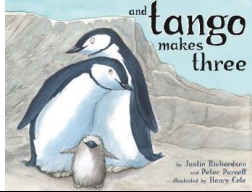
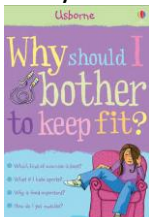


| Year 3 | | |
|--|---|--|
| Settling in | | |
| Key Questions | Resources | Know and remember |
| Who are the special people in my life? What makes these people special? How should we care for one another? What groups and communities do I belong to? | 'First day Jitters' by Julie Danneburg 'Becky's new teacher' by Emma Damon 'The huge bag of worries' by Virginia Ironside Year 3 resource folder: What makes me special document What makes me special alternate Belonging PowerPoint - edit or use at discretion | Community - a group of people living in the same place or having a particular characteristic in common. |
| Making Friends | | |
| Key Questions | Resources | Know and remember |
| How do I know when people are being unkind to me or other people? How should I respond? What different types of teasing and bullying are there? How can I resist teasing and bullying? Who do I talk to if I see bullying or experience it myself? | No more bullies collection – Raintree publishers <ul style="list-style-type: none"> • Teasing Isn't Funny • Pushing Isn't Funny • Insults Aren't Funny Sometimes Jokes Aren't  Year 3 resource folder: Making friends PowerPoint Bullying role play cards Web links: https://www.bbc.com/bitesize/topics/zrhhvcw/resources/1 https://www.bbc.com/bitesize/clips/z7vnvcw - What is bullying? Video https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/ https://www.kidscape.org.uk/ | Bullying - seek to harm, intimidate, or coerce. Appropriate responses to bullying. EG. Tell an adult, do not join in, you do not have to accept it. |

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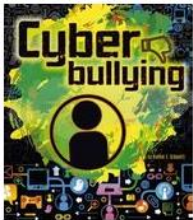

| Year 3 | | |
|---|---|--|
| Feeling good | | |
| Key Questions | Resources | Know and remember |
| Who is responsible for helping me stay healthy and safe? Why is important to keep a secret? How do I know when it is appropriate to 'break confidence' and share a secret? What vocabulary can I use to share my feelings with others? | Year 3 resource folder: Feeling good resource- activity ideas Secrets PowerPoint Good secrets and bad secrets activity Resources: https://www.twinkl.co.uk/resource/t2-t-865-emotions-and-feelings-activity-sheet - Activity sheet how are you feeling? | Secrets that could put yourself/others in danger should not be kept. Vocabulary associated with feelings – happy, sad, angry, unwell, excited, tired. |
| Keeping safe in school | | |
| Key Questions | Resources | Know and remember |
| What should I do if I recognise bullying at school? When should I say 'yes', 'no', 'I'll ask' and 'I'll tell'? Who are the 'trusted adults'? How do I keep personal information private (passwords ect)? How do I report concerns and get support online? | 'I feel Bullied' by Jen Green Web links: https://www.bbc.com/bitesize/topics/zrhhvcw/resources/1 https://www.bbc.com/bitesize/clips/z7vncw - What is bullying? Video https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/ https://www.kidscape.org.uk/ Year 3 resource folder: Keeping safe inside school PowerPoint Keeping safe document – suggested activities | Bullying - seek to harm, intimidate, or coerce. Appropriate responses to bullying. EG. Tell an adult, do not join in, you do not have to accept it. Trusted adults - these adults makes you feel safe and respected, and who you think will listen and help you out when you have a problem. |

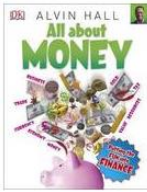
| Year 3 | | |
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| Changes in families | | |
| Key Questions | Resources | Know and remember |
| <p>What are the differences and similarities between people?</p> <p>What different types of relationships are there?</p> <p>What different types of families are there?</p> <p>How do I feel when important things in my life change?</p> <p>How do I feel when I lose something precious in my life?</p> | <p>'We are family' by Patricia Hegarty</p>  <p>Year 3 resources folder: Different families (please read if going to use – may want to leave out certain slides or alter depending on demographic of class)</p>  | <p>Vocabulary associated with feelings – happy, sad, angry, unwell, excited, tired.</p> <p>Families can be different (gender parents, religions, single parents, non biological parents) class appropriate.</p> |
| Keeping healthy | | |
| Key Questions | Resources | Know and remember |
| <p>What makes a healthy lifestyle?</p> <p>What is good dental hygiene?</p> <p>How can I keep up personal hygiene?</p> <p>How does spending time online affect my emotional and physical wellbeing?</p> <p>What is immunisation and vaccination?</p> <p>Why is good quality sleep important?</p> <p>What is safe exposure to the sun?</p> | <p>Web links: Public health England healthy eating resources: https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/resources</p> <p>Year 3 Resources folder: Keeping healthy PowerPoint</p> <p>'Why should I bother to keep fit?' by Sue Meredith</p>  | <p>Personal hygiene routines: Brush teeth twice a day Wear clean clothes Shower or bath regularly Keep noses clean Avoid spreading of germs Wash hands</p> |

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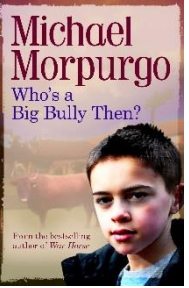
| Year 4 | | |
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| Keeping safe outside school | | |
| Key Questions | Resources | Know and remember |
| What makes a positive, healthy relationship? How do I develop the skills to form and maintain relationships? How can I keep safe physically and emotionally? (including road safety, safety in the environment, safety online - including: people pretending to be someone else and showing respect online when anonymous -, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adult’s secrets). How do I recognise and display respectful behaviour online? Who looks after me in my family network/? Who can I go to if I am worried? What positively and negatively effects my physical, mental and emotional health? What do the terms risk, danger and hazard mean? | Year 4 resource folder: Road safety cards (twinkl resource) Hazard and risk cards - Identify hazards and evaluate risks Secrets: What is a secret? Why are secrets important? Why do we keep secrets? Present different scenarios where you may or may not keep a secret – delve into why and why not. Safeguarding needs to touched upon – Why would a teacher or trusted adult not promise to keep your secret? | The safe way to cross a road. Danger - the possibility of suffering harm or injury. Hazard - a danger or risk. |
| Who decides? | | |
| Key Questions | Resources | Know and remember |
| Why are different rules needed in different situations? How can I take part in making and changing rules? What are the different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment? What does it mean to ‘keep something confidential or secret’? When should we agree or not agree to keep a secret? When is right to ‘break a confidence’ or ‘share a secret’? How can I recognise and care about other people's feelings? How can I see, respect and if necessary constructively challenge other people’s points of view? How can I recognise good and not so good feelings? How do I explain both the range and intensity of my feelings to others? | Year 4 resources folder: | Responsibility - the state or fact of having a duty to deal with something or of having control over someone. Confidentiality - the state of keeping or being kept secret or private. How to explain the intensity of your feelings to others. |

| Year 4 | | |
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| Risks and pressures | | |
| Key Questions | Resources | Know and remember |
| <p>What are the consequences of bullying/teasing?</p> <p>What is discrimination and how can I recognise it?</p> <p>What is cyber bullying?</p> <p>How can I recognise cyber bullying?</p> <p>Who can I talk to if I am worried about bullying, discrimination or teasing?</p> <p>Where does pressure to behave inappropriately come from?</p> | <p>Website resources:</p> <ul style="list-style-type: none"> • https://www.issuesonline.co.uk/pshe-subjects/rights-and-discrimination - Lots of helpful resources on different topics. • https://www.literacyshed.com/anti-bullying-shed.html - Brilliant for some cross curricular writing opportunities. <p>Year 4 resources folder: How can you help? Scenario discussion cards (twinkl resource)</p> <p>Cyber bullying: Heather, E, Schwartz</p>  | <p>Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.</p> <p>If you experience bullying online or you know a friend has, tell a trusted adult.</p> <p>Peer pressure - influence from members of one's peer group.</p> |
| We are all different | | |
| Key Questions | Resources | Know and remember |
| <p>What factors influence similarities and differences in people? (family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability)</p> <p>How can a couple (available to same sex and opposite) represent a formal and legal commitment to each other?</p> <p>How will my body change as I move through puberty?</p> <p>How is puberty linked to reproduction?</p> <p>What can I do to create supportive and successful relationships?</p> | <p>Websites: https://www.bbc.co.uk/bitesize/topics/zdvv4wx - Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences. Book/Film: Wonder by R.J. Palacio</p>  | <p>define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults</p> <p>identify the physical changes associated with puberty</p> |

| Year 4 | | |
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| Being involved in my community | | |
| Key Questions | Resources | Know and remember |
| What does being part of a community mean? What institutions support communities locally and nationally? | Websites: https://www.bbc.co.uk/bitesize/topics/zdvv4wx Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences. | Which institutions support Bordon and Bordon Junior School. |
| Looking at the world | | |
| Key Questions | Resources | Know and remember |
| How do people in other countries live? (link to history/ geography topic) What role does money play in mine and others' lives? What other cultures and customs could I find near where I live? What is enterprising? | Year 4 resource folder: Barclays money skills document All about money: Alvin Hall  | Which institutions support Bordon and Bordon Junior School. |

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| Year 5 | | |
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| Settling In | | |
| Key Questions | Resources | Know and remember |
| What is it like to start something new? How did you feel about coming back to school? Why did you feel this way? | Template to write on General discussion | |
| Manage conflict | | |
| Key Questions | Resources | Know and remember |
| How can I resolve differences? How do my actions affect myself and others? How can I tell if I feel angry or upset? How do I know if I hurt other people's feelings? | <p>Year 5 resource folder:</p> Lets work it out poster Danger cards Anger chart 1 and 2 Bullying label cards | |
| |   <p>'Teaching conflict resolution' Primary teachers</p> <p>'Whose a big bully then?' Michael Morpurgo</p> | Resolving conflict strategies: count to 10 Explain how you're feeling Saying sorry Listen Tell a trusted adult Compromise Empathise |
| Taking responsibility for my own safety | | |
| Key Questions | Resources | Know and remember |
| How can I recognise risks? How do I predict and assess risks in different situations? What do I need to do to manage risks responsibly? What positively affects my physical, mental and emotional health? What negatively affects my physical, mental and emotional health? How do I ask for help when facing risks and pressures? What do I do when I feel uncomfortable, anxious or when I believe something is wrong? | | Risk - a situation involving exposure to danger. |

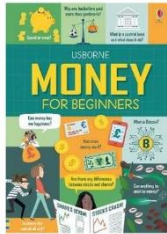
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| When online how do I recognise risk, harmful content and contact and report it? How is data shared and used online? How does this affect me? How can I be a discerning consumer of information online (adverts are targeted)? | | |
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| Year 5 | | |
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| Rights, responsibilities and the law | | |
| Key Questions | Resources | Know and remember |
| Why are laws made? How are laws made? How are laws enforced? What laws are there that keep us safe? What responsibilities do I have to enforce/ follow laws? What rights do I have under law? | Websites: https://www.bbc.co.uk/bitesize/topics/zdvv4wx - Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences. | Responsibility - the state or fact of having a duty to deal with something or of having control over someone. Right - a moral or legal entitlement to have or do something. |
| The world of work | | |
| Key Questions | Resources | Know and remember |
| What different jobs are there? How do I become qualified for jobs? What job do I want when I leave school? What are the laws around jobs and when I can start work? | Year 5 resources folder: Twinkle world of work PowerPoint School CV worksheet (twinkl resource) Advice: Use parents/ people you know to come in and discuss their careers with the children. Give them specific things to talk about. We have links to doctors, teachers, naval officers serving and retired, retail workers, driving instructors, HR workers and lawyers. Please make sure you check DBS check requirements etc. | Young people can start full-time employment as soon as they leave school, which is on the last Friday in June of the year that they turn 16 years old. |



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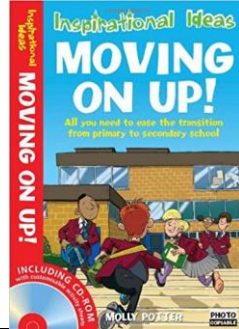
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| | <p>Here to help book collection (book people) – May be more suitable for lower attaining/ SEND children.</p> <p>Usborne Money for beginners</p> |  | |
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| Year 6 | | |
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| Positive relationships | | |
| Key Questions | Resources | Know and remember |
| <p>How might my thoughts and feelings change during puberty? Where can I get help and advice if I need it? What are the things affect the way we feel about ourselves? What is body image? Does everyone look the same? What is a loving relationship? What are the terms associated with love, relationships and sexual orientation?</p> | <p>Twinkl</p> | <p>define puberty: the changes that occur sometime between 8-17 that turn us from children to youngadults</p> <p>sexual orientation - a person's identity in relation to the gender or genders to which they are sexually attracted; the fact of being heterosexual, homosexual, etc.</p> |
| Cognitive behaviours | | |
| Key Questions | Resources | Know and remember |
| <p>What is the impact of negative thoughts on ourselves and others? How can I turn negative thoughts into positive thoughts? What strategies can I use to deal with unhelpful thoughts? How can I generate positive affirmations? How can I recognize and manage uncomfortable feelings?</p> | <p>Twinkl</p> | <p>Affirmations - Affirmations are positive reminders or statements that can be used to encourage and motivate yourself or others.</p> |

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| <p>What strategies can I use to cope with uncomfortable or unpleasant emotions? When can different mindfulness techniques might be useful? How is mindfulness is linked to happiness? How do I apply a growth mindset in my everyday life? Why is a challenge as a positive thing? How does a positive attitude can have on my learning?</p> | | <p>Growth mindset - A growth mindset is the belief that your skills and abilities are not set in stone.</p> |
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| Year 6 | | |
|--|--|-------------------|
| Transition and managing change | | |
| Key Questions | Resources | Know and remember |
| <p>What changes do you have coming up? How can we manage change effectively? What can we do to help people struggling to manage transitions? How does it feel moving to a new school/ what is going to change?</p> | <p>Year 6 resources folder: Moving on up scenario cards (twinkl resource) Transition to secondary school lesson plan pack – Public health England/ PSHE Association</p> <p>Books: Moving On Up: All You Need to Ease the Transition from Primary to Secondary School (Inspirational Ideas)</p>  | |
| Harmful substances | | |
| Key Questions | Resources | Know and remember |
| | <p>Guildford flames workshop</p> | |

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Questions and answers about growing up
Usborne lift the flap book:



What's happening to me?
Boys and girls versions



World issues: Racism
(Book People)



Equality and Diversity, Charlie Ogden
(Book People)

