



## LKS2 Year A - PSHE Scheme of Work 2024-25

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 3 learning objectives	Learning opportunities covered	Topics / Year 3 learning objectives	Learning opportunities covered	Topics / Year 3 learning objectives
<p><b>L1.</b> For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L9/L10.</b> To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation</p>	<p><b><u>Rights and responsibilities</u></b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about group and class rules and why they are important</li> <li>• about respecting the needs of ourselves and others</li> <li>• about groups and communities that they belong to</li> <li>• about the people who work in their community</li> <li>• how to get their help, including in an emergency</li> </ul>	<p><b>R1.</b> To be able to recognise and respond appropriately to a wider range of feelings in others</p>	<p><b><u>Feelings and emotions</u></b></p> <ul style="list-style-type: none"> <li>• about different types of behaviour and how this can</li> <li>• make others feel that bodies and feelings can be hurt</li> </ul>	<p><b>H15.</b> To understand school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><b>H23.</b> To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p><b><u>Keeping safe</u></b></p> <p><b>Being safe</b></p> <p><b>Online relationships</b></p> <p><b>Physical health and fitness</b></p> <p><b>Mental wellbeing</b></p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• about the importance of school rules for health and safety</li> <li>• about how to get help in an emergency</li> <li>• about people who help them stay healthy and safe</li> </ul>

to health and wellbeing					
<p><b>R2/R4.</b> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>R7.</b> To learn that their actions affect themselves and others</p> <p><b>R11.</b> To work collaboratively towards shared goals</p>	<p><b>Healthy relationships</b></p> <p><b>Families and people who care for me</b></p> <p><b>Caring friendships</b></p> <p><b>Online relationships</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• about listening to others and playing cooperatively</li> <li>• about appropriate and inappropriate touch</li> <li>• that hurtful teasing and bullying is wrong</li> <li>• what to do if teasing and bullying is happening</li> </ul>	<p><b>H5.</b> For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p><b>H6/H7.</b> For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p><b>Growing and changing</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• to recognise their achievements and set personal targets for the future</li> <li>• about a wider range of feelings, both good and not so good</li> <li>• that people can experience conflicting feelings at the same time</li> </ul> <p><b>Year 4 only</b></p> <ul style="list-style-type: none"> <li>• <i>Understand how a baby develops</i></li> <li>• <i>Explore role of midwife and other people who help</i></li> <li>• about the changes that happen at puberty</li> </ul>	<p><b>L7.</b> To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• about looking after the local environment</li> </ul>
<p><b>H3.</b> To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p><b>Healthy lifestyles</b></p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• about what makes up a balanced diet</li> <li>• about opportunities they have to make their own choices about food</li> <li>• about what influences their choices about food</li> </ul>	<p><b>R14/R18.</b> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicebased language, ‘trolling’, how to respond and ask for help). How to</p>	<p><b>Valuing difference</b></p> <p><b>Respectful relationships</b></p> <p><b>Online relationships</b></p> <p><b>Mental wellbeing</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• to share their views and</li> </ul>	<p><b>L16.</b> To learn what is meant by enterprise and begin to develop enterprise skills</p>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and what it is used for</li> <li>• about spending and saving money (how to use money)</li> <li>• about how to keep money safe</li> </ul>

<p><b>H16.</b> To learn what is meant by the term 'habit' and why habits can be hard to change</p>	<ul style="list-style-type: none"> <li>• about what is meant by a habit how habits can be hard to change</li> </ul>	<p>recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>opinions with others</p> <ul style="list-style-type: none"> <li>• about the importance for respect for the differences and similarities between people</li> </ul> <p><b><u>Family structures</u></b></p> <ul style="list-style-type: none"> <li>• <u>Understand and accept a wide range of family arrangements (single parent, same sex, grandparents, foster parents etc).</u></li> </ul>		
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