

Withnell Fold Primary School



PHSE knowledge 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What is the same and different about us?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?	What helps us stay healthy? <i>Link to science unit</i>
Year 3	What keeps us safe?	How can we be a good friend?	What makes a community?	Why should we eat well and look after our teeth? <i>Link to science unit</i>	What are families like?	Why should we keep active and sleep well?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

Year 1 Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Autumn 2 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Spring 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

		• why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
Summer 1 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Summer 2 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy

Year 3 Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
Autumn 2 How can we be a good friend?	Relationships Friendship; making positive friendships, Managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

Spring 1 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
Spring 2 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	• how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care

Summer 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and • rest and who to talk to if they are worried

Year 5 Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Spring 1

How can we help in an accident or emergency?

Health and wellbeing

Basic first aid, accidents, dealing with Emergencies

PoS refs: H43, H44

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help

		the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	- about the different types of relationships people have in their lives - how friends and family communicate together; how the internet and social media can be used positively - how knowing someone online differs from knowing someone face-to-face - how to recognise risk in relation to friendships and keeping safe - about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family - how to respond if a friendship is making them feel worried, unsafe or uncomfortable - how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing - that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal - how laws surrounding the use of drugs exist to protect them and others - why people choose to use or not use different drugs - how people can prevent or reduce the risks associated with them - that for some people, drug use can become a habit which is difficult to break - how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use - how to ask for help from a trusted adult if they have any worries or concerns about drugs

Summer 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
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