

PSHE Medium Term Plan

Autumn Term



PSHE Intent Statement

At the heart of our school ethos, Personal, Social, Health and Economic (PSHE) education is a vital, weekly provision embedded throughout our wider curriculum. We believe that a high-quality PSHE education is foundational to the health and wellbeing of all pupils, ensuring they grow into confident, successful, and happy members of society.

Our fully inclusive curriculum meets the needs of all learners, providing them with the essential tools to navigate life as successful adults. We empower pupils to safely explore their own identities, developing a deep understanding of themselves and others. By explicitly promoting Spiritual, Moral, Social, and Cultural (SMSC) development and British values, we prepare children to embrace diversity and thrive in 21st-century Britain.

Central to our vision is equipping pupils to lead healthy lifestyles and form positive relationships, while teaching them how to confidently safeguard themselves. We encourage children to take positive risks in their learning, building the resilience needed for the modern world. Ultimately, our curriculum prepares pupils to be active, empathetic citizens who contribute meaningfully to their community—both now and in the future.

Reception

COMING SOON

Lesson	1	2	3	4	5	6	7	8	9	10	11	12
Objective												
Prior knowledge												
Taught Vocabulary												
Outdoor Learning												
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Year 1 PSHE Autumn Term

[illegible]

Year 2 PSHE Autumn Term

[illegible]

Year 3 PSHE Autumn Term

	Being Me in My World						
Lesson	1	2	3	4	5	6	7
Key Question	How can we get to know each other?	How can we stop Holy Trinity being a 'nightmare school?'	What would our 'dream school' look like?	What rewards and consequences do I receive?	What is on our Learning Charter and why is it important?	What is our Learning Charter and how do we own it?	How else can we be care nature when outdoors?
Children Should	Recognise their worth. Identify positive things about themselves and their achievements. Set personal goals. Value themselves and know how to make someone else feel welcome and valued	Face new challenges positively, make responsible choices and ask for help when needed. Recognise how it feels to be happy, sad or scared Identify if other people are feeling these emotions.	Understand why rules are needed and how they relate to rights and responsibilities. Know how to make others feel valued.	Understand that my actions affect myself and others and Care about other people's feelings. Understand that my behaviour brings rewards/consequences.	Make responsible choices and take action. Work cooperatively in a group.	Understand their actions affect others and try to see things from their points of view. Choose to follow the Learning Charter.	Make some responsible choices when outdoors, for the benefit of nature. Identify some ways to care for nature and recognise how they feel about that.
Prior knowledge	Why is it important to work co-operatively? How will getting to know each other help us do this?	What is our Learning Charter and how do we own it? Can you name any of our rights/responsibilities?	How do we know if someone else is happy, sad or scared and what can I do about it?	What do the following words mean? Praise, Reward, Consequences, Positive, Negative, Safe, Fair How do rewards and consequences make our school a safe and happy place?	Why is it important to work co-operatively? How do my actions impact others? What is a dream/nightmare school?	How can I make responsible choices and take action. How can people work cooperatively in a group.	How can we be respectful to the outdoors? How does being outdoors make me feel? What would happen if people didn't look after the outdoors?
Taught Vocabulary	Valued, Achievements, Proud, Personal goal, Acknowledge, Affirm, Courtesy, Wellbeing	Emotions, Feelings. Nightmare. Fears, Worries, Solutions, Support	Rights, Responsibilities, Learning, Charter, Nightmare, Courtesy, Self-respect, Wellbeing, Support	Rewards, Consequences. Actions, Feelings, Rights, Responsibilities, Fairness, Choices, Exclude, Loneliness, Lonely,	Rights, Responsibilities, Rewards, Consequences, Choices, Learning, Charter, Challenge, Group dynamics, Team work	Learning Charter, Actions, View point, Ideal school, Belong, Assertive, Controlling, Kind	Teamwork, support, focused, cooperative, communication, responsible, Autumn, nature, habitat, wildlife, environment
Outdoor Learning							Outdoor Lesson

Year 4 PSHE Autumn Term

	Being Me in My World						
Lesson	1	2	3	4	5	6	7
Key Question	What does it mean to be part of a team?	What does it mean to be a school citizen?	What is democracy?	Why are rights and responsibilities important?	What happens when people don't agree?	How does democracy help our school and our world ?	What are the different roles in a team?
Children Should	Know my attitudes and actions make a difference to the class team. Know how good it feels to be included in a group and understand how it feels to be excluded. Try to make people feel welcome and valued.	Understand who is in their school community, the roles they play, how they fit in and how they can contribute. Take on a role in a group and contribute to the overall outcome.	Understand how democracy works through the school council/in this school. Recognise my contribution to making a Learning Charter for the whole school.	Understand that their actions affect themselves and others. Care about other people's feelings and try to empathise with them. Understand how rewards and consequences motivate people's behaviour.	Understand how groups come together to make decisions. Take on a role in a group and contribute to the overall outcome	Understand how democracy and having a voice benefits the school community. Understand why our school community benefits from a Learning Charter and help others to follow it.	Work as part of a team and understand different roles. Understand what it feels like to belong.
Prior knowledge	How do your actions effect other people? How can I value myself and make someone else feel welcome and valued	How can my attitudes and actions make a difference to others? How does it feel to be included in a group? What are my rights and responsibilities in school?	I know what rights and responsibilities are. Can you discuss the meaning of these words: community, choices, fairness, included, excluded.	I know what rights and responsibilities are. What are your rights and responsibilities? How does these make sure everyone is safe and happy?	How does our learning charter help everyone? How do rules, rewards and consequences help everyone? How can my attitudes and actions make a difference to others? How does it feel to be included in a group?	What is democracy?	Why is it important to work co-operatively? How do my actions impact others? How can I value myself and make someone else feel welcome and valued
Taught Vocabulary	Included, Excluded, welcome, Valued, Team, Charter, Friend, Friendship	Role, Job description, School, Community, Responsibility, Respect and courtesy, Help, Trusted adult	Rights, Responsibilities, Democracy, Proud, Self-respect, Valued	Reward, Consequence, Democratic, Proud, Self-respect	Decisions, Rights, Responsibilities, Voting, Democracy, Authority, Learning Charter, Role, Contribution, Observer, Conflict, Violence, Solution	Decisions, Choices, Democracy, UN Convention on Rights of the Child, Learning Charter, Wellbeing, Healthy	PSHE: Teamwork, communication, belonging, valued, welcomed, included Outdoor: Pinecone, acorn, conker, helicopter seed, twig, branch, evergreen leaves
Outdoor Learning							Outdoor Lesson

Year 5 PSHE Autumn Term

	Being Me in My World						
Lesson	1	2	3	4	5	6	7
Key Question	What goals do I have for the year ahead?	What does it mean to be a citizen of my country?	Is my life more important than anyone else's?	Why do we need rules in society?	What is conflict and how can we help to resolve it?	How does democracy benefit us?	How can working as a team lead to a better outcome?
Children Should	Face new challenges positively and know how to set personal goals. Know what they value most about their school and identify their hopes for this school year.	Understand their rights and responsibilities as a citizen of their country. Empathise with people in this country whose lives are different to their own.	Understand their rights and responsibilities as a citizen of their country and a member of their school. Empathise with people in this country whose lives are different to their own.	Make choices about their own behaviour because they understand how rewards and consequences feel. Understand that their actions affect them and others.	Understand how an individual's behaviour can impact on a group. Contribute to the group and understand how we can function as a whole.	Understand how democracy and having a voice benefits the school community and know how to participate in this. Understand why our school community benefits from a Learning Charter and can help others to follow it.	Work as part of a team and know this can contribute to a better outcome. Understand what it feels like to belong.
Prior knowledge	How can I value myself and make someone else feel welcome and valued	What does it mean to be a citizen of my school? Can you give examples of your rights and responsibilities? What happens when people don't agree and what helps us?	What does it mean to be a citizen of school and my country? What is democracy?	What are your rights and responsibilities? How does these make sure everyone is safe and happy?	How can my attitudes and actions make a difference to others? How does it feel to be included in a group? What are my rights and responsibilities in school? Do people always agree?	What is democracy? How does democracy help us at school and in society.	What are the different roles in a team? Why is it important to work co-operatively? How do my actions impact others? How can I value myself and make someone else feel welcome and valued
Taught Vocabulary	Education, Appreciation, Opportunities, Goals, Motivation, Vision, Leadership, Hopes, Challenge, Self-respect	Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant	Rights, Wealth, Poverty, Responsibilities, Prejudice, Citizen, Privilege, Deprive	Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter	Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration, Courtesy, Manners, conflict	Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences	PSHE: Teamwork, communication, belonging, valued, welcomed, included, collaborate Outdoor: Honeybee, bee hive, honeycomb, stick, twigs, pinecone, acorn, conker, helicopter seed, twig, branch, leaves, stones
Outdoor Learning							Outdoor Lesson

Year 6 PSHE Autumn Term

	Being Me in My World						
Lesson	1	2	3	4	5	6	7
Key Question	What are my goals, fears and worries for the year ahead?	Does every child in the world have the same rights and responsibilities?	How could my actions affect the world?	How can you care for other people's feelings?	What is an effective group work?	How can my voice benefit the community?	What is a global citizen?
Children Should	Identify their goals for this year, understand their fears and worries about the future and know how to express them. Feel welcome and valued and know how to make others feel the same.	Know that there are universal rights for all children but for many children these rights are not met. Understand their own wants and needs and compare these with children in different communities.	Understand that their actions affect other people locally and globally. Understand their own wants and needs and compare these with children in different communities.	Make choices about their own behaviour because they understand how rewards and consequences feel. Understand how these relate to their rights and responsibilities. Understand that their actions affect themselves and others. Care about other people's feelings and try to empathise with them.	Understand how an individual's behaviour can impact on a group. Contribute to the group and understand how they can function best as a whole.	Understand how democracy and having a voice benefits the school community. Understand why our school community benefits from a Learning Charter and how they can help others to follow it by modelling it themselves	Understand some of their rights as a global citizen. Express how they feel about being a global citizen.
Prior knowledge	How can I face new challenges positively and know how to set personal goals. How can I value myself and make others feel values too.	What can you remember about the UN convention on the rights of the child? What is democracy?	Does every child in the world have the same rights and responsibilities?	How do your actions effect yourself and others?	What happens when people don't agree? What is conflict and how can we resolve it? What are the different roles in a group and why are these important?	What is democracy and why is it important? Why are rules, rewards and consequences important?	What are the different roles in a team? Why is it important to work co-operatively? How do my actions impact others? How can I value myself and make someone else feel welcome and valued
Taught Vocabulary	Goals, Worries, Fears, Value, Welcome, Resilience	Choice, South Sudan, Rights, Community	Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education	Choices, Behaviour, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Courtesy, Manners	Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration, Legal, Illegal, Lawful, Trusted adult, Report, Hazard/risk, Discernment	Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud	PSHE: Rights, citizen, belonging, safety, global Outdoor: Nature, pollution, environment, impact, awareness
Outdoor/contextual Learning		Look at children in South Sudan who Holy Trinity sponsor.	Look at children in South Sudan who Holy Trinity sponsor.				