

Appendix 1

Our PSHE Big Questions

	PSHE link	Rec-Y3	Y4-6 (Vocab: all of KS1 vocab +)
Autumn 1	Health (mental) Week 2-3	What does it mean to be old(er)? Vocab: Resource: Great Big Body Book p3-6, p11-12, p27-28	What does it mean to be old(er)? Vocab: responsibility, wisdom, respect Resource: Great Big Body Book p13-14
	Relationships (friendships) Week 4-5	What makes a good friend(ship)? Vocab: trust, truth, lie, listen, share, fair, telling tales Resource: Smeds and Smoos	Friend or foe? Vocab: tolerance, foe, communication, honesty, enemy, conflict, argument, resolution, problem, radicalisation Resource: The Great Big Book of Feelings
	Health (physical) Week 6-7	Do coughs and sneezes spread diseases? Vocab: germs, hygiene Resource: Great Big Body Book p19-20	Do coughs and sneezes spread diseases? Vocab: antibiotics, infection, virus, bacteria, prevention
Autumn 2	Health (mental) Week 1-2	What makes you worry? Vocab: worry, scared, Resource: The Great Big Book of Feelings pp19-20, 25-26	How do you deal with anxiety? Vocab: anxiety/anxious, stress, nervousness, fear, mental health, symptoms, stigma, well-being Resource: The Great Big Book of Feelings p25-26
	Relationships (online) Week 3-4	Who can you trust online? Vocab: stranger, sharing, safe	Should you make friends online? Vocab: predator, manipulation, control, deceit/deception, pseudonym, radicalisation, vulnerable, prejudice, discrimination, differences
	Relationships (families) Week 5-6	What makes a happy family? Vocab: love, support, trust, help, rely, Resource: Great Big Book of Families p3-6, p29-32 Resource: Smeds and Smoos	Is blood thicker than water? Vocab: different types of families (step, half, widowed, divorce, separation, single-parent, cohabit, married),
Spring 1	Health (physical) Week 1-2	Is it ok to eat 'fast food'? Vocab: takeaway, (un)healthy, sugar	Is it ok to eat 'fast food'? Vocab: diet, balance, calories, obesity, nutrition, fats, convenience
	Relationships (respect) Week 3-4	Can girls play football? Vocab: equal, fairness,	Should there be equal opportunities for all? Vocab: equality, stereotype, development, discrimination, opportunity, sexist
	Health (mental) Week 5-6	How do you get what you want? Vocab: teamwork, individual, try, 3* effort	How do you get what you want? Vocab: assertive, passive, aggressive, emotional blackmail, collaboration, teamwork, drive, 3* effort, manipulate

	PSHE link	Rec-Y3	Y4-6 (Vocab: all of KS1 vocab +)
Spring 2	Relationships (respect) Week 1-2	Does it matter what you look like? Vocab: size, shape, respect, make-up Resource: Great Big Book of Families p17-18 Resource: Great Big Body Book p7-8, 15-16 Resource: Stand Tall, Molly Lou Melon	Can you judge a book by its cover? Vocab: prejudice/pre-judge, discrimination, respect, belief, opinion, make-up, media, body image, stereotyping, racist Resource: Great Big Body Book p9-10 Resource: Red - A Crayon's Story Resource: Smeds and Smoos
	Relationships (families) Week 3-4	Why do people choose to get married? Vocab: love, religion, belief	Why do people choose to get married or not? Vocab: commitment, loyalty, love, expectation, pressure, forced marriage Resource: Smeds and Smoos
	Health (mental) Week 5	What makes you, you? Vocab: behaviour, attitude	What makes you, you? Vocab: character, personality, attributes, consistency, emotion Resource: The Great Big Book of Feelings
Summer 1	Health (physical) Week 1-2	Are you fit? Vocab: healthy, heart, pulse, diet, balanced Resource: Great Big Body Book p17-18, p21	Are there different types of fitness? Vocab: aerobic, anaerobic, stamina,
	Relationships (respect) Week 3-4	What is respect? Vocab: respect Resource: Smeds and Smoos	Should you respect your elders? Vocab: Resource: Smeds and Smoos
	Relationships (safety) Week 5-6	Is it ever ok to say no? Vocab: private, safe	Is it ever ok to say no? Vocab: safety, personal space, permission
Summer 2	Health (mental) Week 1-2	Is it ok for things to change? Vocab: different, same, move, forget, lose	How do we feel when there is change or loss? Vocab: death, bereavement, grief, sadness, lonely, guilt Resource: Great Big Body Book p29-30 Resource: The Great Big Book of Feelings p5-6, p13-14, p17-18
	Relationships (respect) Week 3-4	Is it better to be the same or different? Vocab: similarities, differences, individual, unique Resource: Great Big Body Book p31-32 Resource: Stand Tall, Molly Lou Melon	Should we all be the same? Vocab: gender, LGBT+, homophobic, equality, tolerance Resource: Great Big Body Book p9-10, p31-32 Resource: And Tango Makes Three Resource: Smeds and Smoos
	Health (mental) Week 5-6	Is it ever ok to lose? Vocab: first, last, best, worst, better, compare, winner, loser, try, effort	Does the 'winner take it all?' Vocab: competitive, cooperative, failure, resilience, mindset, bouncebackability, jealousy Resource: The Great Big Book of Feelings p27-28

Example content for lessons (for staff/parents)

	Years 1-3	Years 4-6
Relationships (families) Spring 2 Week 3-4	Why do people choose to get married? Vocab: love, religion, belief	Why do people choose to get married or not? Vocab: commitment, loyalty, expectation, pressure, forced marriage, LGBT+, homophobic, equality, tolerance Resource: Smeds and Smoos
Contextual sensitivities:	What if... PQ: about same sex marriage TI: Any (consenting) single adult who loves another (consenting) single adult can marry them in this country	Diversity of family types to include LGBT families; marriage/civil partnership may be between two people of same sex under <u>British law</u> In KS2 pupils could be taught the basics of what marriage is, and be told that under British law people of the same sex may also marry and choose to live as a family
Adult 'script' to support their responses		The majority of people who follow the teachings of (religion) may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. <u>The law</u> in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families." "If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else."
TQ: Teacher Question TI: Teacher Instruction	TQ: What is marriage? TI: Marriage differences eg. clothes, places, content, etc TQ: Why do people choose to marry?	TI: read /recap 'Smeds and Smoos' – focused listening on why they got married. TQ: Why did they get married? TQ: What were the challenges/choices they faced and are these similar to challenges in our country? (see contextual sensitivities and script) TQ: How would you feel if you faced those/similar challenges/ choices?

	Years 1-3	Years 4-6
Relationships (respect) Summer 2 Week 3-4	Should we all be the same? Vocab: similarities, differences, individual, unique, respect Resource: Great Big Body Book p31-32 Resource: Stand Tall, Molly Lou Melon	Should we all be the same? Vocab: gender, LGBT+, homophobic, equality, tolerance Resource: Great Big Body Book p9-10, p31-32 Resource: And Tango Makes Three Resource: Smeds and Smoos
Contextual sensitivities:	What if... PQ: Peers: comments about 'gender' clothing, 'gender' activities? TI: Dress codes/rules eg. uniform = same=belong TI: In this country = freedom of choice (parental guidance)	That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TI: read/recap 'Stand Tall, Molly Lou Melon' TQ: What problems did Molly Lou face, and why? TQ: How do we solve these problems?	TQ: Read/recap 'And Tango Makes Three' – how does it relate to the question? TQ: What does it mean to be the same or different? And how does it feel? TI: Relate to appropriate change/examples in history. TQ: What can we/you do to ensure that being the same or different is ok and that people feel ok to be what they want? (see contextual sensitivities)

	Years 1-3	Years 4-6
Relationships (respect) Spring 1 Week 3-4	Can girls play football? Vocab: equal, fairness,	Should there be equal opportunities for all? Vocab: equality, stereotype, development, discrimination, opportunity, sexist
Contextual sensitivities:	What if... PQ: comments about other sports/activities – separate/mixed? TI: Rules (mixed/separate sports/activities) PQ: Family views differ? TI: People have different opinions; In this country = freedom of choice (parental guidance)	That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TQ: Can girls play football? TQ: Can you explain the thinking behind your answers? TI: In this country.../Years ago...	TQ: Define E.O? TQ: Should there be EO for all? TQ: Can you think of examples when this is right or wrong? (eg. job roles, sport, education)

	Years 1-3	Years 4-6
Relationships (respect) Spring 2 Week 1-2	Does it matter what you look like? Vocab: size, shape, respect, make-up Resource: Great Big Book of Families p17-18 Resource: Great Big Body Book p7-8, 15-16 Resource: Stand Tall, Molly Lou Melon	Can you judge a book by its cover? Vocab: prejudice/pre-judge, discrimination, belief, opinion, make-up, media, body image, stereotyping, racist, bias Resource: Great Big Body Book p9-10 Resource: Red - A Crayon's Story Resource: Smeds and Smoos
Contextual sensitivities:	What if... PQ: Peers: comments about size, colour, disability, etc. TQ: Is this right or wrong? TI: In this country = tolerance and respect for all.	That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TI: Visualiser: Great Big Body Book p7-8, 15-16 TQ: Does it matter (related to examples from book)? TQ: Does it impact upon life choices?	TQ: What does this mean? TI: Read 'Red – A Crayon's Story' - listen out for when he is judged and how? TQ. Can you think of examples like the crayon? TQ: Have you ever been unfairly judged or have you ever judged unfairly?