

Personal Development Medium Term Plan – 2025/2026

**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](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>  
 Inside out Pixar film (emotions and well-being) - joy, sadness, fear, disgust and anger.  
[Foundation Schemes Of Work For Primary Schools](#)  
[Healthy relationships: a toolkit to support primary-aged pupils | Anna Freud](#)

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



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| <b>Year 3</b>  |   |  |
|--|---|--|
| Settling in  |   |  |
| <b>Key Questions</b>   | <b>Resources</b>  | <b>Know and remember</b>   |
| Who are the special people in my life?<br>What makes these people special?<br>How should we care for one another?<br>What groups and communities do I belong to?   | 'First day Jitters' by Julie Danneburg<br><br><b>Year 3 resource folder:</b><br>What makes me special document  | Community - a group of people living in the same place or having a particular characteristic in common.  |
| Making Friends   |   |  |
| <b>Key Questions</b>   | <b>Resources</b>  | <b>Know and remember</b>   |
| What do we already know about friendships?<br>How do our friends show respect?<br>What is a healthy friendship?<br>What problems might occur in friendships?<br>How can we sort out problems in friendships?<br>When should we speak to another adult about a problem?<br>Can you think of any instances of where bullying might happen online?<br>How does bullying affect people?<br>What can we do if we are being bullied?<br>What happens to bullying in our school?<br>How should we treat others? | <b>Kapow:</b><br>Friendship cloud<br>Friendship problems.<br>Problem page letters.<br><br><b>Web links:</b><br><a href="https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/">https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/</a><br><a href="https://www.kidscape.org.uk/Draw-My-Life-Lara's-bullying-story...-VideoLink">https://www.kidscape.org.uk/Draw My Life   Lara's bullying story... - VideoLink</a> | Bullying - seek to harm, intimidate, or coerce.<br><br>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   |  |   |
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| Feeling good   |  |   |
| Key Questions  | Resources  | Know and remember   |
| <p>Who is responsible for helping me stay healthy and safe?</p> <p>Why is important to keep a secret?</p> <p>How do I know when it is appropriate to 'break confidence' and share a secret?</p> <p>What is communication?</p> <p>How can we communicate?</p> <p>Who can we trust?</p> <p>Why do we trust these people?</p> <p>Who might we need to think about carefully before we trust them?</p> <p>What can we do if someone breaks our trust?</p> <p>What can we do if we are not sure whether to trust someone?</p> <p>How are is everyone different and special in their own way?</p> <p>In what ways are people all similar?</p> <p>What makes you unique?</p> <p>Why is it great to be different?</p> <p>What makes each person special?</p> <p>How can we bring people together?</p> <p>What choices do you make?</p> <p>What choices are made for you?</p> | <p>'Big' - Vashti Harrison</p> <p><b>Kapow:</b><br/>Who to trust?<br/>Comic book story</p> <p><b>Year 3 resource folder:</b><br/>Feeling good resource- activity ideas<br/>Secrets PowerPoint<br/>Good secrets and bad secrets activity</p> <p><b>Resources:</b><br/><a href="https://www.twinkl.co.uk/resource/t2-t-865-emotions-and-feelings-activity-sheet">https://www.twinkl.co.uk/resource/t2-t-865-emotions-and-feelings-activity-sheet</a> - Activity sheet how are you feeling?</p> <p><a href="#">Communicating with sign language - Social wellbeing: Video playlist - BBC Bitesize</a></p> | <p>Secrets that could put yourself/others in danger should not be kept.</p> <p>Vocabulary associated with feelings – happy, sad, angry, unwell, excited, tired.</p> |
| Keeping safe in school   |  |   |
| Key Questions  | Resources  | Know and remember   |
| <p>What should I do if I recognise bullying at school?</p>   | <p>'I feel Bullied' by Jen Green</p> <p><b>Kapow:</b></p>  | <p>Bullying - seek to harm, intimidate, or coerce.</p>  |

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| <p>When should I say ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’?<br/>         Who are the ‘trusted adults’?<br/>         How do I keep personal information private (passwords ect)?<br/>         How do I report concerns and get support online?<br/>         How do people communicate with others when online?<br/>         Why is it good to be able to communicate online?<br/>         Did you ever feel uncomfortable in an online conversation?<br/>         What is cyberbullying?<br/>         What should you do if someone is being unkind online?</p> | <p>Decision-tree</p> <p><b>Web links:</b><br/> <a href="https://www.bbc.com/bitesize/topics/zrhhvcw/resources/1">https://www.bbc.com/bitesize/topics/zrhhvcw/resources/1</a><br/> <a href="https://www.bbc.com/bitesize/clips/z7vnvcw">https://www.bbc.com/bitesize/clips/z7vnvcw</a> - What is bullying? Video<br/> <a href="https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/">https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/</a><br/> <a href="https://www.kidscape.org.uk/">https://www.kidscape.org.uk/</a><br/> <a href="#">Play Like Share: Episode 1... - VideoLink</a></p> <p><b>Year 3 resource folder:</b><br/>         Keeping safe inside school PowerPoint<br/>         Keeping safe document – suggested activities</p> | <p>Appropriate responses to bullying. EG. Tell an adult, do not join in, you do not have to accept it.</p> <p>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.</p> |
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| <b>Year 3</b>  |  |  |
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| <b>Changes in families</b>   |  |  |
| <b>Key Questions</b>   | <b>Resources</b>   | <b>Know and remember</b>   |
| What are the differences and similarities between people?<br>What different types of relationships are there?<br>What different types of families are there?<br>How do I feel when important things in my life change?<br>How do I feel when I lose something precious in my life?<br>What do I do for my family?<br>What do my family do for me?<br>What problems might a family have?<br>How might they overcome problems?<br>Who can help with family problems? | 'The tunnel' Anthony Brown<br>Jenny Sue Kostecki-Shaw 'same same but different'<br><br><b>Year 3 resources folder:</b><br>Different families   | Vocabulary associated with feelings – happy, sad, angry, unwell, excited, tired.<br><br>Families can be different (gender parents, religions, single parents, non biological parents) class appropriate. |
| <b>Keeping healthy</b>   |  |  |
| <b>Key Questions</b>   | <b>Resources</b>   | <b>Know and remember</b>   |
| What makes a healthy lifestyle?<br>What is good dental hygiene?<br>How can I keep up personal hygiene?<br>How does spending time online affect my emotional and physical wellbeing?<br>What is immunisation and vaccination?<br>Why is good quality sleep important?<br>What is safe exposure to the sun?  | <b>Web links:</b><br>Public health England healthy eating resources:<br><a href="https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/resources">https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/resources</a><br><b>Year 3 Resources folder:</b><br>Keeping healthy PowerPoint | Personal hygiene routines:<br>Brush teeth twice a day<br>Wear clean clothes<br>Shower or bath regularly<br>Keep noses clean<br>Avoid spreading of germs<br>Wash hands                                    |

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


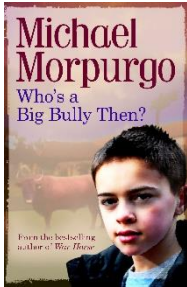
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| <b>Key Questions</b>  | <b>Resources</b>  | <b>Know and remember</b>   |
| <p>What are the consequences of bullying/teasing?</p> <p>What is discrimination and how can I recognise it?</p> <p>What is cyber bullying?</p> <p>How can I recognise cyber 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><b>Website resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.issuesonline.co.uk/pshe-subjects/rights-and-discrimination">https://www.issuesonline.co.uk/pshe-subjects/rights-and-discrimination</a> - Lots of helpful resources on different topics.</li> <li>• <a href="https://www.literacyshed.com/anti-bullying-shed.html">https://www.literacyshed.com/anti-bullying-shed.html</a> - Brilliant for some cross curricular writing opportunities.</li> </ul> | <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  |   |  |
| <b>Key Questions</b>  | <b>Resources</b>  | <b>Know and remember</b>   |
| <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>What is a stereotype?</p> <p>What is discrimination?</p> <p>What can I do to create supportive and successful relationships?</p>           | <p><b>Websites:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zdvv4wx">https://www.bbc.co.uk/bitesize/topics/zdvv4wx</a> - Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences. Book/Film: Wonder by R.J. Palacio</p>   | <p>Discrimination</p> <p>Identity</p> <p>Stereotypes</p>   |
| <b>Year 4</b>   |   |  |
| Being involved in my community  |   |  |
| <b>Key Questions</b>  | <b>Resources</b>  | <b>Know and remember</b>   |
| <p>What does being part of a community mean?</p> <p>What institutions support communities locally and nationally?</p>   | <p><b>Websites:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zdvv4wx">https://www.bbc.co.uk/bitesize/topics/zdvv4wx</a></p> <p>Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences.</p>  | <p>Which institutions support Bordon and Bordon Junior School.</p>   |
| Looking at the world  |   |  |
| <b>Key Questions</b>  | <b>Resources</b>  | <b>Know and remember</b>   |

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| <p>What is value for money?<br/>Why keep track of money?<br/>What ways are there to keep track of money?</p> | <p><b>Year 4 resource folder:</b></p> | <p>Which institutions support Bordon and Bordon Junior School.</p> |
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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?<br>How did you feel about coming back to school?<br>Why did you feel this way?  | Template to write on<br>General discussion   |  |
| Manage conflict   |  |  |
| Key Questions   | Resources  | Know and remember  |
| How can I resolve differences?<br>How do my actions affect myself and others?<br>How can I tell if I feel angry or upset?<br>How do I know if I hurt other people's feelings?   | <p><b>Year 5 resource folder:</b></p> Lets work it out poster<br>Danger cards<br>Anger chart 1 and 2<br>Bullying label cards   | Resolving conflict strategies:<br>count to 10<br>Explain how you're feeling<br>Saying sorry<br>Listen<br>Tell a trusted adult<br>Compromise<br>Empathise |
|   |   <p>'Teaching conflict resolution' Primary teachers</p> <p>'Whose a big bully then?' Michael Morpurgo</p> |  |
| Taking responsibility for my own safety   |  |  |
| Key Questions   | Resources  | Know and remember  |
| How can I recognise risks?<br>How do I predict and assess risks in different situations?<br>What do I need to do to manage risks responsibly?<br>What positively affects my physical, mental and emotional health?<br>What negatively affects my physical, mental and emotional health?<br>How do I ask for help when facing risks and pressures?<br>What do I do when I feel uncomfortable, anxious or when I believe something is wrong?<br>When online how do I recognise risk, harmful content and contact and report it?<br>How is data shared and used online? How does this affect me? |  | Risk - a situation involving exposure to danger.   |

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| 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?<br>How are laws made?<br>How are laws enforced?<br>What laws are there that keep us safe?<br>What responsibilities do I have to enforce/ follow laws?<br>What rights do I have under law? | <b>Websites:</b><br><a href="https://www.bbc.co.uk/bitesize/topics/zdvv4wx">https://www.bbc.co.uk/bitesize/topics/zdvv4wx</a> - Bitesize class clips on citizenship, belonging, community, rights and responsibilities and respecting differences.  | <b>Responsibility -</b><br>the state or fact of having a duty to deal with something or of having control over someone.<br><br><b>Right -</b><br>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?<br>How do I become qualified for jobs?<br>What job do I want when I leave school?<br>What are the laws around jobs and when I can start work?                                 | <b>Year 5 resources folder:</b><br>Twinkl world of work PowerPoint<br>School CV worksheet (twinkl resource)<br><b>Advice: Use parents/ people you know to come in and discuss their careers with the children. Give them specific things to talk about.</b><br><b>We have links to doctors, teachers, naval officers serving and retired, retail workers, driving instructors, HR workers and lawyers.</b><br><b>Please make sure you check DBS check requirements etc.</b><br><br>Here to help book collection (book people) – May be more suitable for lower attaining/ SEND children.<br><br>Usborne Money for beginners | Young people <b>can start</b> full-time <b>employment</b> as soon as <b>they</b> leave school, which is on the last Friday in June of the year that <b>they</b> turn 16 years old.                     |



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| <b>Year 6</b>   |                  |   |
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| <b>Cognitive behaviours</b>   |                  |   |
| <b>Key Questions</b>  | <b>Resources</b> | <b>Know and remember</b>  |
| What is the impact of negative thoughts on ourselves and others?<br>How can I turn negative thoughts into positive thoughts?<br>What strategies can I use to deal with unhelpful thoughts?<br>How can I generate positive affirmations?<br>How can I recognize and manage uncomfortable feelings?<br>What strategies can I use to cope with uncomfortable or unpleasant emotions?<br>When can different mindfulness techniques might be useful?<br>How is mindfulness is linked to happiness?<br>How do I apply a growth mindset in my everyday life?<br>Why is a challenge as a positive thing?<br>How does a positive attitude can have on my learning? | Twinkl           | Affirmations - Affirmations are positive reminders or statements that can be used to encourage and motivate yourself or others.<br><br>Growth mindset - A growth mindset is the belief that your skills and abilities are not set in stone. |
| <b>Being Positive</b>   |                  |   |
| <b>Key Questions</b>  | <b>Resources</b> | <b>Know and remember</b>  |
| What sort of decisions and choices do we have to make in life?<br>How can our thoughts and feelings help us have appositive attitude?   | Twinkl           | Stop and focus on the here and now.<br>Mindfulness can be linked to happiness<br>The impact a positive attitude can have on my learning   |
| <b>Money Matters</b>  |                  |   |
| <b>Key Questions</b>  | <b>Resources</b> | <b>Know and remember</b>  |
| What are financial risks?<br>How do we avoid financial risks?   | Twinkl           | People have different attitudes towards saving and  |

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| <p>How do manufacturers and retailers try to influence the way money we spend?<br/>                 How do we become critical consumers?<br/>                 What choices do we have when we spend our money?<br/>                 What is the impact of our spending choices?</p> |  | <p>spending money; what influences people's decisions; what makes something 'good value for money'<br/>                 People make spending decisions based on priorities, needs and wants</p> |
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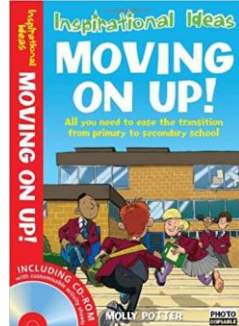
| Bullying and Cyberbullying  |            |   |
|---|------------|---|
| Key Questions   | Resources  | Know and remember   |
| <p>What is the meaning of bullying and cyberbullying?<br/>                 Can you describe the impact it can have on a person?<br/>                 How can young people can deal with bullying and cyberbullying safely?<br/>                 How can we find support and advice on bullying and cyberbullying?</p> | <p>NHS</p> | <p>Building resilience is very important for all young people. Nobody has the right to bully anyone. Whether you're being bullied by your friends, family, other people at school or even strangers, it's never ok. There are ways to stop it. Start by talking to someone you trust as soon as possible.</p> |

| Friendships  |   |  |
|--|---|--|
| Key Questions  | Resources   | Know and remember  |
| <p>What is the meaning of friendship?<br/>                 How can we distinguish healthy and unhealthy relationships?<br/>                 How can we manage disagreements?<br/>                 What tools can I use to deal with a falling out with a friend?</p> | <p>BBC Bitesize<br/>                 Oak National Academy</p> | <p>Features of healthy friendships (including online)<br/>                 Typical behaviour within respectful relationships</p> |

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|  |  | What to do if a friendship/relationship causes unhappiness |
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| Year 6  |   |                   |
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| Transition and managing change  |   |                   |
| Key Questions   | Resources   | Know and remember |
| <p>What changes do you have coming up?<br/>                     How can we manage change effectively?<br/>                     What can we do to help people struggling to manage transitions?<br/>                     How does it feel moving to a new school/ what is going to change?</p> | <p><b>Year 6 resources folder:</b><br/>                     Moving on up scenario cards (twinkl resource)<br/>                     Transition to secondary school lesson plan pack – Public health England/ PSHE Association</p> <p><b>Books:</b><br/>                     Moving On Up: All You Need to Ease the Transition from Primary to Secondary School (Inspirational Ideas)</p>  |                   |

Self harm resource: [Self-harm](#) | [Advice for young people](#) | [Get help](#) | [YoungMinds](#)

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