



PSHE –Curriculum Progression Document – YEAR A

Term 1 & 2		Relationships								
	YR	Y1 Y2			Y3 Y4			Y5 Y6		
Overarching Question	<p>What makes us special/different?</p> <p>Who are the special people in our lives?</p> <p>What are emotions and how does out behaviour affect others?</p> <p>Why do we have rules?</p> <p>How can we be healthy?</p>	<p>What are the roles of different people; families; feeling cared for?</p>	<p>How do we recognise and use privacy; Be safe and know when to seek permission?</p>	<p>How does behaviour affect others including being polite and respectful?</p>	<p>What makes a Family? features of family life</p>	<p>What are personal boundaries; How do we safely respond? to others? What is the impact of hurtful behaviour?</p>	<p>What do we recognise as respectful? behaviour; the importance of self-respect; courtesy and being polite?</p>	<p>How do we manage friendships? and peer influence?</p>	<p>What is acceptable and unacceptable physical contact? What should we do to feel safe?</p>	<p>How do we respond respectfully? to a wide range of people; recognising prejudice and discrimination?</p>
Concept	<p>All About Me Relationships</p> <p>Being safe</p> <p>Being Healthy</p>	<p>Families and friendships</p>	<p>Safe relationships</p>	<p>Respecting ourselves and others</p>	<p>Families and friendships</p>	<p>Safe relationships</p>	<p>Respecting ourselves and others</p>	<p>Families and friendships</p>	<p>Safe relationships</p>	<p>Respecting ourselves and others</p>
End Point	<p>Know what makes us special/unique and know our likes/dislikes. Be confident to try new activities and show independence, resilience and perseverance</p> <p>Identify the special people in our lives. Name 5 people we can talk to if we are feeling worried.</p> <p>Work and play cooperatively and take turns with others. Form</p>	<p>Identify people who care for us and who we can talk to if we are worried.</p>	<p>Understand privacy, to know what to do if we feel uncomfortable or unsafe and to understand 'consent'</p> <ul style="list-style-type: none"> say why they should 	<p>Identify different types of behaviours and their impact on other people</p>	<p>Identify the different types of family, the support they provide and to know who we can turn to if we feel worried or unsafe.</p>	<p>Understand privacy and boundaries personally and online. Know strategies to keep safe. Understand bullying and what to do if they see or experience</p>	<p>Recognise and model respectful behaviours including self-respect. Inside and outside of school and to know how this is shown amongst other</p>	<p>Understand the challenges of friendships and peer influence and know whom to turn to if they need support in relation to a friend.</p>	<p>Identify what physical touch is acceptable or unacceptable, wanted or unwanted in different situations. Know who to turn to if something has happened or</p>	<p>Understand equality, diversity and inclusion. Recognise prejudice and discrimination and know what actions to take if it is encountered.</p>

	<p>positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Recognise emotions in people's facial expressions If we are struggling with a social interaction:</p> <ol style="list-style-type: none"> 1. Try to sort it out ourselves 2. Ask a friend to help 3. Ask an adult <p>Understand the need for rules at school, to keep us safe; to take care of our own needs and the needs of others; take turns and share; know how to say 'No' firmly but politely</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p>ask other people for permission in different situations, including when touching someone else</p> <ul style="list-style-type: none"> • use simple phrases to ask for, give or not give permission 			<p>hurtful behaviour.</p>	<p>cultures, countries and wider society.</p>		<p>they feel unsafe.</p> <ul style="list-style-type: none"> • identify situations where permission needs to be asked for • give examples of how to ask for, give, or not give permission • explain why asking for permission is important in different situations 	
<p>National Curriculum (PSHE Association)</p> <p>Statutory framework (EYFS):</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<p>PoS Refs: R1, R2, R3, R4, R5</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>PoS Refs: R10, R13, R15, R16, R17</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<p>PoS Refs: R1, R6, R7, R8, R9</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>PoS Refs: R19, R22, R24, R30</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p>	<p>PoS Refs: R14, R15, R16, R17, R18, R26</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R26. about seeking and giving permission (consent) in different situations</p> <p>PoS Refs: R9, R25, R26, R27, R29</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>						

	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>PoS Refs: R21, R22</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>PoS Refs: R30, R31</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p>	<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>PoS Refs: R20, R21, R31, R33</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
Component Knowledge	<p>Term 1</p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> • To understand the need for rules at school, to keep us safe; to take care of our own needs and the needs of others; take turns and share; know how to say 'No' firmly but politely. • To explore 'All about me' boxes 	<p>Term 1</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To establish class rules and the importance of being polite to others, sharing and taking turns 	<p>Term 1</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 	<p>Term 1</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To recognise what makes a healthy friendship and how they make people feel included • To know strategies to help someone feel included

<p>2) Weekly Focus</p> <ul style="list-style-type: none"> To recognise emotions in people's facial expressions. To work with our Talk Partner by sharing ideas; to take care of our own needs and the needs of others; take turns and share; what should we do if others are not making good choices? <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To Listen effectively to others. Getting to know each other better from clues about who we are and what we like etc); adults modelling expected behaviour. Anti-Bullying week <p>4) Weekly Focus</p> <ul style="list-style-type: none"> To understand about being honest. To explore what honesty means and why this is important. To understand the importance of healthy life choices <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To understand the importance of healthy food choices. Everyday opportunities to discuss why we eat fruit every day, Planning a healthy Autumn picnic 	<p>Lesson 2</p> <ul style="list-style-type: none"> To understand what kind and unkind behaviour mean in and out school to understand how kind and unkind behaviour can make people feel <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about what respect means Anti-Bullying week <p>Lesson 4</p> <ul style="list-style-type: none"> To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers To recognise the role these different people, play in children's lives and how they care for them <p>Lesson 5</p> <ul style="list-style-type: none"> To explore what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To understand that being part of a family provides support, stability and love To know about the positive aspects of being part of a family, such as spending time together and caring for each other <p>Lesson 3</p> <ul style="list-style-type: none"> To think about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty Anti-Bullying week <p>Lesson 4</p> <ul style="list-style-type: none"> To identify if/when something in a family might make someone upset or worried <p>Lesson 5</p> <ul style="list-style-type: none"> To understand what to do and whom to tell if family relationships are making them feel unhappy or unsafe. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To analyse peer influence and how it can make people feel or behave To recognise the impact of the need for peer approval in different situations, including online To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise that it is common for friendships to experience challenges. To know and use strategies to positively resolve disputes and reconcile differences in friendships. Anti-Bullying week <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise that friendships can change over time To understand the benefits of having new and different types of friends <p>Lesson 5</p> <ul style="list-style-type: none"> To recognise if a friendship is making them feel unsafe, worried, or uncomfortable To understand when and how to seek support in relation to friend
<p>Term 2</p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To express feelings and consider the feelings of others, using The Colour Monster to support the use of language. To develop strategies to regulate behaviour 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand about situations when someone's body or feelings might be hurt and whom to go to for help 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To know what is appropriate to share with friends, classmates, family and wider social groups including online To know about what privacy and personal boundaries are, including online To use basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations To know how to ask for, give and not give permission for physical contact

	<p>2) Weekly Focus</p> <ul style="list-style-type: none"> To begin to understand how to develop safe relationships; nurture self-respect and how to respect others <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To focus on school value of resilience (Laughton) and perseverance (Firle): To learn how to persevere in the face of challenges <p>4) Weekly Focus</p> <ul style="list-style-type: none"> To continue to develop the skills to manage their own needs, including effective hand washing and managing buckles, buttons and zips for dressing <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To know and talk about how to keep themselves healthy, including eating a variety of foods (exploring our senses as we consider a balanced diet), toothbrushing and exercise 	<p>Lesson 2</p> <ul style="list-style-type: none"> To understand about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about what it means to keep something private, including parts of the body that are Private. <p>Lesson 4</p> <ul style="list-style-type: none"> To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To know how to respond if being touched makes them feel uncomfortable or unsafe. <p>Lesson 5</p> <ul style="list-style-type: none"> To know when it is important to ask for permission to touch others and how to ask for and give/not give permission 			<p>Lesson 2</p> <ul style="list-style-type: none"> To recognise that bullying and hurtful behaviour is unacceptable in any situation To understand about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>Lesson 3</p> <ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible to recognise how to model respectful behaviour in different situations e.g. at home, at school, Online <p>Lesson 4</p> <ul style="list-style-type: none"> To understand the importance of self-respect and their right to be treated respectfully by others To understand what it means to treat others, and be treated, politely <p>Lesson 5</p> <ul style="list-style-type: none"> To explore the ways in which people show respect and courtesy in different cultures and in wider society 			<p>Lesson 2</p> <ul style="list-style-type: none"> To understand how it feels in a person's mind and body when they are uncomfortable To recognise that it is never someone's fault if they have experienced unacceptable contact To know how to respond to unwanted or unacceptable physical contact <p>Lesson 3</p> <ul style="list-style-type: none"> To understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about To know whom to tell if they are concerned about unwanted physical contact <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise that everyone should be treated equally To explore why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own <p>Lesson 5</p> <ul style="list-style-type: none"> To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment To understand the impact of discrimination on individuals, groups and wider society To recognise ways to safely challenge discrimination To know how to report discrimination online 		
<p>Vocabulary EYFS KS1 KS2</p>	<p>Feelings, emotions, happy, sad, excited, positive, friendly, helpful, caring, relaxed, quiet, calm, upset, unhappy, nervous, worried, scared, frustrated, angry, cross, mixed up, confused, unsure. Family, care, Mum</p>	<p>People Families Care Family Member Mum Dad Parents</p>	<p>See SRE Vocabulary* Permission, asking, sharing, giving, yes, no, physical touch,</p>	<p>Rules Responsibilities Boundaries Respect Kindness Good choices Acceptable</p>	<p>KS1 vocabulary + Blended family, extended family, step family,</p>	<p>See SRE Vocabulary* Permission, asking, sharing, giving, yes, no privacy personal boundaries</p>	<p>Respect Self-respect Kindness Acceptable Unacceptable Mental, social, physical wellbeing.</p>	<p>characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,</p>	<p>See SRE Vocabulary* Permission, asking, sharing, giving, yes, no physical touch, acceptable, unacceptable</p>	<p>Equality Diversity Inclusion Prejudice Discrimination: racism, sexism, homophobia Equally</p>

	<p>Dad, parents step mum/dad Siblings; brother, Sister step brother/sister, Aunt, Uncle, cousin Grandparents, teachers, Friends, pets Share, take turns, wait, persevere, resilience, honest, cooperation, working with others, talk partners. Acceptable, unacceptable behaviour, Good choices. Being healthy, balanced diet, senses, healthy, unhealthy, hygiene, dental care, exercise.</p>	<p>Step mum/dad/brother/sister Siblings brother Sister Aunt Uncle cousin Grandparents Teachers Friends Relatives Single parent Same sex parents Different Similar Looked after Adoption</p>	<p>acceptable, unacceptable Uncomfortable Consent</p>	<p>Unacceptable Gentle Helpful Listen Honest Sharing Taking turns Politeness Forgiveness Compassion</p>	<p>nuclear family, foster family, adoptive family, single parent family, stereotype, challenge diverse family unique family hopes worries change unsafe relationship</p>	<p>safe online passwords trusted sites adult supervision bullying cyberbullying</p>	<p>Relationships, feelings</p>	<p>generosity, trust, sharing interests and experiences and support with problems and difficulties. Welcoming Lonely Secluded. Repaired Strengthened Unhappy Uncomfortable Conflict resolution Peer influence Peer approval.</p>	<p>Uncomfortable Consent Secrecy Privacy Persuasion</p>	<p>Respect Traditions Culture Beliefs Lifestyles Individuality Bullying Cyberbullying Trolling Harassment challenge</p>
Medium used	<p>'All about me' boxes Photo Albums Tapestry Family tree Working with others games Circle time Facial expressions: playdough Guess who – getting to know each other. Planning a picnic Golden rules</p>	<p>Discussions Photos Case Studies Family Tree -Freeze Frame</p>	<p>Discussions Mind Maps Scenarios Question box Stories</p>	<p>Circle time Class discussion Mind map stories</p>	<p>Discussions Case Studies Family Hunt Always, sometimes, never grid - give me 5</p>	<p>Discussions Mind Maps Case Studies Question box Stories Storyboards 'What if' scenarios</p>	<p>Case studies Scenarios Discussions</p>	<p>Case Studies Class discussion /Circle time Question Box Pathways to friendship footprints: Challenge & Strategy Mind Maps</p>	<p>Discussions Mind Maps Case Studies Question box 'What if' scenarios</p>	<p>Presentations Group work Discussions Role play</p>
Resources	<p>Families lesson packs (pshe-association.org.uk)</p> <p>Books</p> <p>Usborne: All about families</p> <p>A. Llenas (2016) The Colour Monster</p> <p>A. Llenas (2019) The Colour Monster goes to school</p> <p>T. Parr (2010) The family book: Little Brown publishers</p>	<p>Families lesson packs (pshe-association.org.uk)</p> <p>Family relationships Childline</p> <p>The Adoptables Schools Toolkit (coramlifeeducation.org.uk)</p> <p>Books</p> <p>M Hoffman (2015) The Great Big Book if families</p> <p>Consent lesson pack (pshe-association.org.uk)</p> <p>'Our class' relationships lesson pack (pshe-association.org.uk)</p> <p>Talk PANTS & Join Pantosaurus - The Underwear Rule NSPCC</p>	<p>Families lesson packs (pshe-association.org.uk)</p> <p>Family relationships Childline</p> <p>The Adoptables Schools Toolkit (coramlifeeducation.org.uk)</p> <p>Books</p> <p>M.Hoffman (2015) The Great Big Book if families</p> <p>Consent lesson pack (pshe-association.org.uk)</p> <p>Bullying and discrimination (pshe-association.org.uk)</p> <p>'Our class' relationships lesson pack (pshe-association.org.uk)</p>	<p>Families lesson packs (pshe-association.org.uk)</p> <p>Premier League: Primary Stars (pshe-association.org.uk)</p> <p>FPA: Growing up with Yasmine and Tom (pshe-association.org.uk)</p> <p>'The Rez' (pshe-association.org.uk)</p> <p>Firework safety lesson pack (pshe-association.org.uk)</p> <p>'Internet Matters: Digital Matters' (pshe-association.org.uk)</p>						

	<p>M Hoffman (2015) The Great Big Book of families</p> <p>M. Pfister (2007) 'The Rainbow Fish'</p>	<p>Books</p> <p>E. Cole (2022) Body Boundaries Make Me Stronger</p> <p>M.Derrig (2021) Only for me 'The Rez' (pshe-association.org.uk)</p> <p>Key Stage 1 - Kindness - School of Kindness</p> <p>Books</p> <p>A. Ortego (2020) Kindness is my superpower</p> <p>E. Cole (2021) Kindness makes me stronger</p>	<p>Bullying and advice on coping and making it stop Childline</p> <p>Online and mobile safety Childline</p> <p>Dealing with bullying (kidscape.org.uk)</p> <p>Primary School Pack (2022) (anti-bullyingalliance.org.uk)</p> <p>https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p> <p>Books</p> <p>R. Bryan (2020) Respect: Consent, Boundaries and Being in Charge of YOU</p> <p>L.Spilsbury (2023) Anti-Bullying (The Kids' Guide)</p> <p>Key-Stage-2-Kindness - School of Kindness</p> <p>Kindness and wellbeing teaching resources (redcross.org.uk)</p> <p>Premier League: Primary Stars (pshe-association.org.uk)</p> <p>'The Rez' (pshe-association.org.uk)</p> <p>ZT (zerotolerance.org.uk)</p> <p>School Radio - Assemblies KS2 - British values - Mutual respect (bbc.co.uk)</p>	<p>'Our class' relationships lesson pack (pshe-association.org.uk)</p> <p>Friends, relationships and sex Childline</p> <p>Books</p> <p>Carey, T. (2019). <i>The Friendship Maze</i>. London: Vie Books</p> <p>Foden, F. (2013). <i>The Smart Girl's Guide to Friendship</i>. London: Scholastic.</p> <p>Glazzard, J. & Stones, S. (2020).</p> <p>Relationships Education for Primary Schools: A Practical Toolkit for Teachers. Critical Publishing.</p> <p>Knight, B. (2019). <i>Can I tell you about Friendship? A helpful introduction for everyone</i>. London: Jessica Kingsley Publishers.</p> <p>Mason, S. & Woolley, R. (2019). <i>Relationships and Sex Education 3-11: supporting children's development and well-being</i>. 2nd edition. Bloomsbury.</p> <p>Friendships in middle childhood: Links to peer and school identification, and general self-worth - Maunder - 2019 - British Journal of Developmental Psychology - Wiley Online Library</p> <p>Sex and relationships Childline</p> <p>Consent lesson pack (pshe-association.org.uk)</p> <p>'Our class' relationships lesson pack (pshe-association.org.uk)</p> <p>FPA: Growing up with Yasmine and Tom (pshe-association.org.uk)(£)</p> <p>Books</p> <p>R. Bryan (2020) Respect: Consent, Boundaries and Being in Charge of YOU</p> <p>Kindness and wellbeing teaching resources (redcross.org.uk)</p> <p>Bullying and discrimination (pshe-association.org.uk)</p>
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Term 3 & 4		Living in the wider world								
	YR	Y1 Y2			Y3 Y4			Y5 Y6		
Overarching Question	What is a hero? Who do you know who has hero qualities and why?	What are rules; How do we care for others? needs; look after the environment?	Why do we use the internet? and digital devices; communicating online?	What are our strengths and Interests? Which strengths and interests are useful for jobs in the community	What is the value of rules and laws; rights, freedoms and responsibilities?	How is the internet used? How do we assess information online?	What are the different jobs and skills; job stereotypes? How do we set our own? personal goals?	How do we protect the environment and show? compassion towards others?	How is information online targeted? exploring different media types, their role and impact	What are our job interests? and aspirations?? what influences career choices; workplace stereotypes
Concept	Superheroes: Ourselves & Others	Belonging to a community	Media literacy and digital resilience	Money and work	Belonging to a community	Media literacy and digital resilience	Money and work	Belonging to a community	Media literacy and digital resilience	Money and work
End Point	Understand what makes a superhero. Able to recognise our own strengths and interests. Recognise other peoples qualities friends, family and in the community, Being disciplined; looking after property and respecting others. Collaboratively working with	Identify different types of rules. Know how we care for others and be able to look after their environment,	Understand the positive ways to use the internet and how to keep themselves safe when communicating with others	Recognise strengths and interests in themselves and others. To identify different jobs and the strengths and interests	Understand why we have rules and laws and consequences if they are broken. Recognise rights what the	Know the benefits of the internet. Recognise that content may not be reliable or accurate. Be able to make safe, reliable, age	Know different job roles from different sectors and challenge any stereotypes. Understand the skills needed for different job	Understand how money and resources are allocated in relation to the environment. Understand the importance of	Identify different types of media and its purpose. Establish the reliability and validity of different sources. Understand online safety	Understand jobs and ambitions and factors which influence these. Understand equality, diversity and inclusion and how to

	different members of the class. Being gentle, kind and helpful. Understand how to look after ourselves and each other, in mind and body (mental and physical wellbeing) Understand how to moderate our own feelings socially and emotionally; to think about the perspectives of others		needed for these.	responsibility is.	appropriate choices and to act to keep themselves safe online.	roles. Set a goal to achieve this year.	protecting the environment.	and know how our information is stored and used.	challenge stereotypes. A sound understanding of the different routes into work.
National Curriculum (PSHE Association)	Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs 	PoS Refs: L1, L2, L3 L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment PoS Refs: L7, L8 L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life PoS Refs: L14, L16, L17 L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	PoS Refs: L1, L2, L3 L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities PoS Refs: L11, L12 L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results Refs: L25, L26, L27, L30 L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	PoS Refs: L4, L5, L19 L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) PoS Refs: L12, L14 L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information PoS Refs: L27, L28, L29, L31, L32 L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. Personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical					

			<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
Component Knowledge	<p><u>Term 3</u></p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To apply effective listening skills, including non-verbal communication/body language, and remember what we hear <p>2) Weekly Focus</p> <ul style="list-style-type: none"> To explore what does it mean to belong to a community? What is the importance of rules, and how can we look after others and the environment? <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To develop perseverance/resilience to keep going in the face of challenge and reach a goal <p>4) Weekly Focus</p> <ul style="list-style-type: none"> To adjust behaviour to different situations, taking changes of routine in their stride To take steps to resolve conflict with their peers <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To show an increasing understanding that good practises with regard to exercise, eating, sleeping 	<p><u>Term 3</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To identify examples of rules in different situations, e.g. class rules, rules at home, rules outside <p>Lesson 2</p> <ul style="list-style-type: none"> To understand that different people have different needs <p>Lesson 3</p> <ul style="list-style-type: none"> To know how we care for people, animals and other living things in different ways <p>Lesson 4 & 5</p> <ul style="list-style-type: none"> To understand how they can look after the environment, e.g. recycling 	<p><u>Term 3</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand the reasons for rules and laws in wider society -the importance of abiding by the law and what might happen if rules and laws are broken <p>Lesson 2</p> <ul style="list-style-type: none"> To know what human rights are and how they protect people <p>Lesson 3</p> <ul style="list-style-type: none"> To identify basic examples of human rights including the rights of children To recognise about how they have rights and also responsibilities <p>Lesson 4 & Lesson 5</p> <ul style="list-style-type: none"> To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p><u>Term 3</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To research about how resources are allocated and the effect this has on individuals, communities and the environment <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise the importance of protecting the environment and how everyday actions can either support or damage it <p>Lesson 3</p> <ul style="list-style-type: none"> To show compassion for the environment, animals and other living things. <p>Lesson 4</p> <ul style="list-style-type: none"> To analyse the way that money is spent and how it affects the environment <p>Lesson 5</p> <ul style="list-style-type: none"> To express their own opinions about their responsibility towards the environment

and hygiene can contribute to good health (Super Veg Healthy Café and Fitness Centre)

Term 4

- 1) Weekly Focus**
 - To understand and respect others who may not agree with you: 'What is your favourite woodland creature? Why?'

- 2) Weekly Focus**
 - To take account of one another's ideas about how to organise an activity. role-play or a focused learning task

- 3) Weekly Focus**
 - To develop self-awareness of their own feelings in different scenarios and show sensitivity to the needs and feelings of others

- 4) Weekly Focus**
 - To select own resources needed for a given activity and know how to seek support from a variety of sources, if needed

Term 4

- Lesson 1**
 - To consider how and why people use the internet
 - To explore the benefits of using the internet and digital devices
 - To know how people, find things out and communicate safely with others online

- Lesson 2**
 - To recognise that everyone has different strengths, in and out of school

- Lesson 3**
 - To understand about how different strengths and interests are needed to do different jobs

- Lesson 4**
 - To find out about people whose job it is to help us in the community

Term 4

- Lesson 1**
 - To recognise how the internet can be used positively for leisure, for school and for work

- Lesson 2**
 - To recognise that images and information online can be altered or adapted and the reasons for why this happens
 - To use strategies to recognise whether something they see online is true or accurate

- Lesson 3**
 - To evaluate whether a game is suitable to play or a website is appropriate for their age-group
 - To make safe, reliable choices from search results
 - To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

- Lesson 4**
 - To know about jobs that people may have from different sectors e.g. teachers, business people, charity work
 - To understand that people can have more than one job at once or over their lifetime
 - To explore common myths and gender stereotypes related to work
 - To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM

Term 4

- Lesson 1**
 - To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
 - To use basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
 - To understand that some media and online content promote stereotypes

- Lesson 2**
 - To assess which search results are more reliable than others
 - To recognise unsafe or suspicious content online
 - To know how devices, store and share information

- Lesson 3**
 - To identify jobs that they might like to do in the future
 - To recognise about the role ambition can play in achieving a future career
 - To understand how or why someone might choose a certain career
 - To identify about what might influence people's decisions about a job or career, including pay working conditions, personal interests, strengths and qualities, family, values

- Lesson 4**
 - To understand the importance of diversity and inclusion to promote people's career opportunities
 - To recognise about stereotyping in the workplace, its impact and how to challenge it

	5) Weekly Focus <ul style="list-style-type: none"> To work with others (VWO) – collaboration games to develop communication skills 	Lesson 5 <ul style="list-style-type: none"> To explore about different jobs and the work people do 			Lesson 5 <ul style="list-style-type: none"> To think about some of the skills needed to do a job, such as teamwork and decision-making To recognise their interests, skills and achievements and how these might link to future jobs To set goals that they would like to achieve this year e.g. learn a new hobby 			Lesson 5 <ul style="list-style-type: none"> To know that there is a variety of routes into work e.g. college, apprenticeships, university, training 		
Vocabulary EYFS KS1 KS2	Strengths, skills, qualities, hero, kind, helpful, caring, friend, loving, imagination, compassionate, listening, belonging, environment, sensitivity, feelings, emotions, Feelings, emotions, happy, sad, excited, positive, friendly, helpful, caring, relaxed, quiet, calm, upset, unhappy, nervous, worried, scared, frustrated, angry, cross, mixed up, confused, unsure. Share, take turns, wait, persevere, resilience, honest, cooperation, working with others, talk partners. Acceptable, unacceptable behaviour, Good choices.	mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, experiences, support with problems and difficulties. animal, care, environment, hibernate, plant, protect, responsibility hobbies, job, people, skills, interests, sector	Internet Online safety Communication networks Global Computers Wireless Wi-Fi Bluetooth Messages Emails Games Shopping Learning Information	Strengths Interests Skills Aspirations Qualities Goals Growth Mindset Community: different jobs in the community	UNICEF Rights, law, entitled, freedom, education, activities, empathy, protection, rules, barriers, government, global, personality, talents, abilities, groups, organisations, safety, country, express views and opinions, child's voice, healthcare	Internet Online safety Communication networks Global Computers Wireless Wi-Fi Bluetooth Messages Emails Games Shopping Learning Information Reliability Validity Altered Filtered Suitable Appropriate Inappropriate	Jobs Careers Aspirations Ambition Goals Sectors Stereotypes Work Challenge STEM Skills Strengths Qualities	Money, environment, council tax, allocation, healthcare, education, protecting, climate change, pollution, global warming, accountability, responsibilities, government grants, funding, environmental agency	Information Reliability Validity, bias, fact, opinion Altered Filtered Suitable Appropriate Inappropriate Confidentiality, data protection, e-safety, encrypted, consent. cyber bullying, media, purpose, entertain, persuade, inform, advertise, research, blogs, news, vlogs, reviews, media, online content, stereotypes, suspicious content	Jobs Careers Aspirations Ambition Goals Sectors Stereotypes Work Challenge STEM Skills Strengths Qualities Future Influence Decisions Work-life balance, Money, salary, family, interests, prospects, values, working conditions, location, equality, diversity, inclusion, stereotypes, challenge, college, apprenticeship, traineeship, university, training.
Medium used	Working with others games and activities Circle time Class discussion	Presentations Discussions Games Bug hotel	Computer activities Discussions Circle time	Circle time Discussions Videos	Discussions Circle time Posters Class quilt	Online tasks Discussions Talk partners Videos	Career quizzes Videos Discussion	Stories Research Debates Discussions	Analysing different media –	Visits from different job sectors, apprenticeship

	<p>Role Play Heroes Presentations Talk Partners Stories</p>	<p>Bee seeds Bird feeders</p>	<p>Stories</p>	<p>Visits from people in the community Research Posters</p>	<p>Writing and illustrating class story book based on rights. Sorting and matching videos</p>	<p>Visits from people who work in different sectors.</p>	<p>Presentations Inviting in local parties/MPS</p>	<p>impact, reliability Case studies Discussions Presentations Debate</p>	<p>s and further education. Research Presentations Class discussions Debate Campaign</p>
Resources	<p>Help & advice Childnet</p> <p>https://www.childnet.com/resources/hanni-and-the-magic-window/</p> <p>Books</p> <p>S. Hendra & P.Linnet (2014) Supertato</p> <p>S. Hendra & P.Linnet (2017) Supertato: Evil Pea Rules</p> <p>S. Hendra & P.Linnet (2021) Supertato: Bubbly Trouble</p> <p>S. Hendra & P.Linnet (2023) Supertato Mean Green Machine</p> <p>Dr Ranj Singh (2020) A superhero like you</p> <p>Dr Ranj Singh (2020) A superpower like mine</p>	<p>Search (pshe-association.org.uk) (£)</p> <p>Caring for the environment (pshe-association.org.uk)</p> <p>RE Lessons - Caring for others (KS1) - YouTube(Christianity RE focus)</p> <p>https://education.rspca.org.uk/education/teachers/primary/lessonplans/pets/lookingafterpets</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zgwnsbk</p> <p>Help & advice Childnet</p> <p>Teaching Resources - UK Safer Internet Centre</p> <p>OF - Aspirations Activities_2.pdf (startprofile.com)</p>	<p>https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</p> <p>outright-primary-pack.pdf (unicef.org.uk)</p> <p>https://www.youtube.com/watch?v=ZQHh9ZIT3_Q</p> <p>What are Child Rights? - BBC What's New - YouTube</p> <p>Books</p> <p>Amnesty International (2015) We are all born free: The universal declaration of rights in pictures.</p> <p>https://pshe-association.org.uk/search?queryTerm=parent%20zone</p> <p>Teaching Resources - UK Safer Internet Centre</p> <p>Help & advice Childnet</p> <p>https://pshe-association.org.uk/search?queryTerm=Job%20skills,%20influences%20and%20goals</p>	<p>https://pshe-association.org.uk/resource/premier-league-primary-stars-sky-ocean-rescue</p> <p>https://pshe-association.org.uk/resource/giving-to-help-others</p> <p>How we'll use the money we have for the people we serve - Creating a better place (blog.gov.uk)</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p> <p>https://pshe-association.org.uk/resource/newswise-news-literacy-project</p> <p>https://pshe-association.org.uk/resource/google-parent-zone-internet-legends</p> <p>Help & advice Childnet</p> <p>Teaching Resources - UK Safer Internet Centre</p> <p>https://pshe-association.org.uk/resource/job-skills-influences-and-goals</p>					

Term 5 & 6		Health and wellbeing								
	YR	Y1 Y2			Y3 Y4			Y5 Y6		
Overarching Question	How do we regulate and adapt their own behaviour in response to different contexts? e.g. Sports Day, local trips, visitors in school. Getting ready for year 1.	How do we keep healthy? food and exercise, hygiene routines; sun safety	What makes us unique and special? How do we manage feelings; when things go wrong?	How do rules and age restrictions help us? How do we keep safe online?	How do we make healthy choices and? Habits? What affects feelings; expressing feelings?	What are our personal strengths and achievements? How do we manage and reframe? Setbacks?	What are risks and hazards? safety in the local environment and unfamiliar places	How do we keep healthy? Exploring sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What is our personal identity? recognising individuality and different qualities; mental wellbeing	How do we keep safe in? different situations; including responding in emergencies, first aid and FGM?
Concept	Managing Self /Transitions	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Physical health and Mental wellbeing	Growing and changing	Keeping safe
End Point	Regulate and adapt their own behaviour in response to different contexts e.g. Sports Day, local trips, visitors in school. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge and in preparation for year 1. Able to series of instructions to complete an activity independently	Sound knowledge of what it means to be healthy and practical examples of how this can be achieved in practice.	Knowing what makes them unique and special. Recognises and manages feelings and the impact on others.	Understand rules and why we have them. Know how to keep safe online. Identify who we can tell if we feel unsafe or worried about something online.	Recognition of different lifestyles and choices and the impact on people's health. Understand the importance of a balanced diet and physical exercise. Understanding of feelings and how to express these,	Recognise their personal identity; strengths, interests and achievements. Recognise challenges and how to overcome them and build resilience.	Understand how to keep themselves safe in local and unfamiliar environments. Including; identifying hazards and managing risks in different situations.	Sound understanding of keeping healthy including; sleep habits, sun safety, being outdoors and the impact on our physical and mental health. Identify vaccinations /immunisations and how to prevent the spread of diseases	Understand personal identity in terms of race, sex, gender, family, faith, culture, hobbies, likes/dislikes. Celebrate their individuality. Use strategies to improve and boost their mental well-being.	Understand the different levels of risk taking and know how to keep safe in different situations. Know and use basic first aid techniques and how to respond in an emergency. Understand what FGM is and how to respond if someone they know is at risk.
National Curriculum (PSHE Association) Statutory framework (EYFS):	Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	PoS Refs: H1, H2, H3, H5, H8, H9, H10 H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading			PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle			PoS Refs: H8, H9, H10, H12 H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be		

<p>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 	<p>H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</p> <p>PoS Refs: H28, H34</p> <p>H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>PoS Refs: H27, H28, H29</p> <p>H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>P</p> <p>oS Refs: H38, H39, H41</p> <p>H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>prevented by vaccinations and immunisations; how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>PoS Refs: H16, H25, H26, H27</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities</p> <p>PoS Refs: H38, H43, H44, H45</p> <p>H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and</p>
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<p>Component Knowledge</p>	<p>Term 5</p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To take account of one another's ideas about how to organise an activity e.g. role-play or a focused learning task <p>2) Weekly Focus</p> <ul style="list-style-type: none"> To understand and respect others who may not agree with you: 'What is your favourite animal? Why?' <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To develop self-awareness of their own feelings in different scenarios and show sensitivity to the feelings of others; understand the need to moderate their own feelings socially and emotionally <p>4) Weekly Focus</p> <ul style="list-style-type: none"> To show resilience and perseverance in the face of a challenge <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To select own resources needed for a given activity and know how to seek support from a variety of sources, if needed 	<p>Term 5</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To recognise what it means to be healthy and why it is important To understand ways to take care of themselves on a daily basis To know about basic hygiene routines, e.g. hand washing <p>Lesson 2</p> <ul style="list-style-type: none"> To know about healthy and unhealthy foods, including sugar intake <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about physical activity and how it keeps people healthy To identify different types of play, including balancing indoor, outdoor and screen-based play <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors <p>Lesson 5</p> <ul style="list-style-type: none"> To know how to keep safe in the sun 	<p>Term 5</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand about the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) To recognise what can help people to make healthy choices and what might negatively influence them <p>Lesson 2</p> <ul style="list-style-type: none"> To think about habits and that sometimes they can be maintained, changed or stopped To recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle <p>Lesson 3</p> <ul style="list-style-type: none"> To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health <p>Lesson 5</p> <ul style="list-style-type: none"> To recognise about the things that affect feelings both positively and negatively To find strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language To recognise how feelings can change overtime and become more or less powerful 	<p>whom to tell if they think they or someone they know might be at risk</p> <p>Term 5</p> <p>Lesson 1</p> <ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise about the benefits of being outdoors and in the sun for physical and mental health To manage risk in relation to sun exposure, including skin damage and heat stroke <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise how medicines can contribute to health and how allergies can be managed <p>Lesson 4</p> <ul style="list-style-type: none"> To know that some diseases can be prevented by vaccinations and immunisations <p>Lesson 5</p> <ul style="list-style-type: none"> To understand that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment
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	<p>Term 6</p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To Work with Others- problem solving through developing ideas and decision making To cooperate with others, take turns and share <p>2) Weekly Focus</p> <ul style="list-style-type: none"> To show an understanding of their own feelings and the feelings of others, including why people act the way they do, for example when considering events in stories <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To regulate and adapt their own behaviour in response to different contexts e.g. Sports Day, local trips, visitors in school <p>4) Weekly Focus</p> <ul style="list-style-type: none"> To follow a series of instructions to complete an activity independently <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To show resilience and perseverance in response to increased expectations and in preparation for Year 	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To recognise what makes them special and unique including their likes, dislikes and what they are good at <p>Lesson 2</p> <ul style="list-style-type: none"> To know how to manage and whom to tell when finding things difficult, or when things go wrong <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise how they are the same and different to others <p>Lesson 4</p> <ul style="list-style-type: none"> To understand about different kinds of feelings To recognise feelings in themselves and others To understand how feelings can affect how people behave <p>Lesson 5</p> <ul style="list-style-type: none"> To understand how rules can help to keep us safe To recognise why some things, have age restrictions, e.g. TV and film, games, toys or play areas To know basic rules for keeping safe online To know whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity <p>Lesson 2</p> <ul style="list-style-type: none"> To identify how their own personal strengths and interests and what they're proud of (in school, out of school) <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise common challenges to self - worth e.g. finding school work difficult, friendship issues To use basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p>Lesson 4</p> <ul style="list-style-type: none"> To know how to identify typical hazards at home and in school To understand how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To find out about fire safety at home including the need for smoke alarms <p>Lesson 5</p> <ul style="list-style-type: none"> To understand the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To think about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To understand that for some people their gender identity does not correspond with their biological Sex <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise, respect and express their individuality and personal qualities <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise ways to boost their mood and improve emotional wellbeing To understand about the link between participating in interests, hobbies and community groups and mental wellbeing <p>Lesson 4</p> <ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour <p>Lesson 5</p> <ul style="list-style-type: none"> To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services
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	6) Weekly Focus <ul style="list-style-type: none"> understanding the importance of healthy food choices 							Lesson 6 <ul style="list-style-type: none"> To understand that female genital mutilation (FGM) is against British law! To know what to do and whom to tell if they think they or someone they know might be at risk of FGM 		
Vocabulary KS1 KS2	Healthy, unhealthy, a balanced diet, eat well plate, sugar intake, dentist, good choices, resilience, perseverance, cooperation, independent, transition, feelings, emotions, happy, sad, excited, positive, friendly, helpful, caring, relaxed, quiet, calm, upset, unhappy, nervous, worried, scared, frustrated, angry, cross, mixed up, confused, unsure. Share, take turns, wait, persevere, resilience, honest, cooperation, working with others, talk partners. Acceptable, unacceptable behaviour, challenge, managing self.	Healthy, unhealthy choices, A balanced diet, moderation, exercise, sugar intake, eat well plate, Hygiene, hand washing, routines, germs, bacteria, physical activity, indoors and outdoors, screen time, parents, doctors, nurses, dentists, lunch supervisors, sun safety, protection, hydration.	happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous	Rules, age restrictions, appropriate, inappropriate, ratings, e safety, cybersafety, passwords, webcams, security, online content, secure sites, parental controls. Worried, unease	Healthy, unhealthy choices, A balanced diet, moderation, exercise, sleep, sleep deprivation, lifestyle, peer influence, time, money, confidence, motivation, self esteem, habits, routine, sugar consumption, nutrients, eat well plate, mental, physical health	Attributes, characteristics, identity, individual, individuality, personality, self-worth, skills, talents, qualities, unique Feeling, good, no so good feeling, emotion, body, mind, express, describe, intense, strong, happy, sad, scared, angry, worried, pleased (plus, range of vocabulary to describe different feelings)	Hazard, risk, assessment, identification, health, safety, predict, manage, fire hazard, safety, smoke alarms road safety, rail safety, water safety, firework safety.	Sleep Sleep deprivation Rest Routine Relax Bedtime Habit Puberty seasonal affective disorder (SAD) Being active Fresh air Mental health & wellbeing Vitamin D Sun exposure Skin cancer Heat stroke Sun protection Medicine Health Vaccine Immunisation Bacteria Virus Cleanliness Antibiotics	Attributes, characteristics, identity, individuality, personality, self-worth, skills, talents, qualities, unique, race, sex, gender, family, faith, culture, hobbies, likes/dislikes, binary, non binary, spectrum, trans, trans gender, trans diverse, gender fluid, genderqueer, Cisgender, gender dysphoria, pronouns, transitioning, LGBTQ+,	bruises, scalds, burns, bleeds (cuts or nose bleeds, asthma attacks, allergic reactions, a person who is choking or unresponsive, head injuries, 999, first aid, ABC health, keeping safe, safe relationships, privacy, body parts (including external genitalia)Female genital mutilation.
Medium used	Stories Feeling dolls Discussions Circle time Taster sessions (year 1) Independent tasks WVO games/activities Preparing a picnic for a teddy bear Sugar intake: Giant teeth	Interactive displays, Healthy lunch boxes/meals/picnic Visit from people who help us. Presentations Circle time	Healthy displays Sorting Class discussions Mind maps Feeling dolls Stories	Online activities Discussions Circle time Posters	Eat well plate Food and exercise diary. Classroom displays Leaflets Campaigns Discussions Exercise Healthy eating	Class discussion Interactive displays Picture a feeling, head heart, hands	Carry out risk assessments – trip? Videos Posters Campaigns Case studies	Sleep diary Poster Discussions Presentations Campaigna	Picture a feeling Head, heart, hands	Visit from St Johns Ambulance or paramedic/Fir st aider. Visit from FGM specialist. Videos

	Sports day Growing seeds Healthy, unhealthy packed lunch WVO day								Role play (First aid)
Resources	https://pshe-association.org.uk/topics/physical-health Hygiene - Healthy Schools (healthyschoolscp.org.uk) Healthier Families - Home - NHS (www.nhs.uk) Food Activities for Early Years Settings (eynpartnership.org) Books M. Inkpen & N. Butterworth (2007) The Sports Day R. Macfarlane, J.Morris (2017) The Lost Words	https://pshe-association.org.uk/topics/physical-health Teachers Values, Money & Me (valuesmoneyandme.co.uk) Keeping my body healthy - BBC Teach Food Detectives KS1 toolkit PHE School Zone Healthy eating (5-7 Years) - Food A Fact Of Life Keeping clean - BBC Bitesize Foundation Personal Development and Mutual Understanding - YouTube Hygiene - Healthy Schools (healthyschoolscp.org.uk) KSI Resource - Lesson Plan/ I am proud (uniquevoice.org) https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2 https://pshe-association.org.uk/search?queryTerm=jessie%20&%20friends https://pshe-association.org.uk/search?queryTerm=I+decision (£) https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s	https://pshe-association.org.uk/topics/physical-health Hygiene - Healthy Schools (healthyschoolscp.org.uk) Be Food Smart: KS2 toolkit PHE School Zone Being active Overview PHE School Zone https://pshe-association.org.uk/topics/mental-health https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2 https://pshe-association.org.uk/search?queryTerm=premier%20league%20primary%20stars Personal identity lesson pack (pshe-association.org.uk) https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s https://pshe-association.org.uk/guidance/ks1-5/gambling https://pshe-association.org.uk/drugeducation	https://pshe-association.org.uk/search?queryTerm=the%20sleep%20factor https://pshe-association.org.uk/drugeducation https://pshe-association.org.uk/topics/physical-health Hygiene - Healthy Schools (healthyschoolscp.org.uk) Be Food Smart: KS2 toolkit PHE School Zone Being active Overview PHE School Zone https://pshe-association.org.uk/topics/mental-health How antibiotics and vaccines work - Health and disease - KS3 Biology - BBC Bitesize - BBC Bitesize https://pshe-association.org.uk/search?queryTerm=Mental+health+and+emotional+wellbeing+pack https://pshe-association.org.uk/resource/premier-league-primary-stars Personal identity lesson pack (pshe-association.org.uk) https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s					

***Appendix for RSE policy**

List of SRE vocabulary that is introduced at each year group. **Terms written in red are words that are non-statutory (you can opt out if you feel strongly).**

Year Group	Vocabulary introduced			
1	genitalia	vulva	penis	testicles (testes)
2	vagina	nipples	urethra	reproduce
3	uterus	womb	pregnancy	
4	vulva puberty erection	menstruation/ periods hormones pubic hair	sperm armpit hair	breasts wet dream reproduce
5	anus sperm outer labia sexual intercourse consenting adult	ovum/egg fertilisation clitoris foetus (baby) legal age	fallopian tube pregnancy sex	ovary inner labia consent
6	scrotum sexual intercourse legal age	FGM (Female Genital Mutilation) sex contraception	consent erection	consenting adult