

PSHE –Curriculum Progression Map

YEAR B

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 makes a good friend?</p> <p>What are emotions and how does out behaviour affect others?</p> <p>Why do we have rules?</p> <p>What makes us healthy?</p>	What makes a good friend?	How do we manage secrets; resist pressure and get help; How do we recognise hurtful behaviour?	How did we recognise things? in common and differences? In playing and working cooperatively ? sharing opinions?	How do we promote positive friendships? including online?	How do we respond to? hurtful behaviour; managing confidentiality; recognising risks online?	How do we respect differences? and similarities? discussing difference sensitively?	What does attraction to others look like? Exploring romantic relationships; civil partnership and marriage.	How do we recognise and? manage pressure? How do we give consent in different situations?	How do we express opinions? and respect other points of view, including discussing topical issues
Concept	<p>All About Me</p> <p>Relationships</p> <p>Being safe</p> <p>Being healthy</p>	Families and friendships	Safe relationships	Respecting ourselves and others	Families and friendships	Safe relationships	Respecting ourselves and others	Families and friendships	Safe relationships	Respecting ourselves and others
End Point	<p>To know what makes us special/unique and know our likes/dislikes.</p> <p>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>	To show the qualities and understanding of being a good friend and to be able to use strategies to resolve situations,	To understand what is meant by bullying and to know how to manage hurtful behaviour and pressure.	To recognise the similarities and differences between themselves and their peers. To play cooperatively with others and to respect other people's	To know features of a positive friendship and how to communicate respectfully.	To recognise concerning behaviour both off and online and to know how to report any concerns.	To understand and respect similarities and differences and to be able to sensitively discuss these.	To know the different levels of relationship and the different types of attraction. To be able to respectfully discuss life choices when in a committed relationship.	To know what consent means and how to seek and give/not give permission in different Situations.	To understand the impact of personal behaviour and to know how to challenge and express opinions respectfully.

	<p>positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs. Recognise emotions in people's facial expressions</p> <p>If we are struggling with a social interaction:</p> <p>1. Try to sort it out ourselves</p> <p>2. Ask a friend to help</p> <p>3. Ask an adult</p> <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>			views and opinions.						
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.	PoS Refs: R6, R7 R8, R9, R24			PoS Refs: R10, R11, R12, R13, R18			PoS Refs: R1, R2, R3, R4, R5, R7		
Statutory framework (EYFS):		<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R24. how to listen to other people and play and work cooperatively</p>			<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or</p>			<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</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 choice <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>PoS Refs: R11, R12, R14, R18, R19, R20</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>PoS Refs: R23, R24, R25</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>uncomfortable; how to manage this and ask for support if necessary</p> <p>PoS Refs: R20, R23, R27, R28</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>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</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>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>PoS Refs: R32, R33</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</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>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>PoS Refs: R26, R28, R29</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</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: R30, R34</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</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 recognise how to be a good friend, e.g. kindness, listening, honesty • To understand about different ways that people meet and make friends 	<p>Term 1</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To recognise about the features of positive healthy friendships such as mutual respect, trust and sharing interests • To know strategies to build positive friendships • To understand how to seek support with relationships if they feel lonely or excluded 	<p>Term 1</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To understand what it means to be attracted to someone and different kinds of loving relationships • To understand that people who love each other can be of any gender, ethnicity or faith

	<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. <p>To explore what makes a good friend – exploring the school value of respect</p> <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, <hr/>	<p>Lesson 2</p> <ul style="list-style-type: none"> To know strategies for positive play with friends, e.g. joining in, including others, etc. <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about what causes arguments between friends To recognise how to positively resolve arguments between friends To recognise how, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise hurtful behaviour, including online To know what to do and whom to tell if they see or experience hurtful behaviour, including online <p>Lesson 5</p> <ul style="list-style-type: none"> To understand about what bullying is and different types of bullying To understand how someone may feel if they are being bullied 	<p>Lesson 2</p> <ul style="list-style-type: none"> To understand how to communicate respectfully with friends when using digital devices <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know To know what to do or whom to tell if they are worried about any contact online <p>Lesson 4</p> <ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online To know how to respond if they witness or experience hurtful behaviour or bullying, including Online <p>Lesson 5</p> <ul style="list-style-type: none"> To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable To know how to manage pressures associated with dares 	<p>Lesson 2</p> <ul style="list-style-type: none"> To recognise the difference between gender identity and sexual orientation and everyone's right to be loved <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about the qualities of healthy relationships that help individuals flourish To recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise what marriage and civil partnership mean e.g. a legal declaration of commitment by two adults To understand that people have the right to choose whom they marry or whether to get married <p>Lesson 5</p> <ul style="list-style-type: none"> To know that to force anyone into marriage is illegal To understand how and where to report forced marriage or ask for help if they are worried
--	---	--	--	--

	<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>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) 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help <p>Lesson 2</p> <ul style="list-style-type: none"> To understand how to resist pressure to do something that feels uncomfortable or unsafe To know how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise about the things, they have in common with their friends, classmates, and other people To understand how friends can have both similarities and differences <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise how to play and work cooperatively in different groups and situations <p>Lesson 5</p> <ul style="list-style-type: none"> To share their ideas and listen to others, take part in discussions, and given reasons for their views 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand when it is right to keep or break a confidence or share a secret <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise risks online such as harmful content or contact <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise how people may behave differently online including pretending to be someone they are not To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>Lesson 4 & 5</p> <ul style="list-style-type: none"> To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations To understand about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	<p>Term 2</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To compare the features of a healthy and unhealthy friendship <p>Lesson 2</p> <ul style="list-style-type: none"> To understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To recognise strategies to respond to pressure from friends including online To know how to assess the risk of different online 'challenges' and 'dares' To understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable <p>Lesson 3</p> <ul style="list-style-type: none"> To understand how to get advice and report concerns about personal safety, including online <p>Lesson 4</p> <ul style="list-style-type: none"> To know what consent means and how to seek and give/not give permission in different Situations <p>Lesson 5</p> <ul style="list-style-type: none"> To understand about the link between values and behaviour and how to be a positive role model To understand how to discuss issues respectfully
--	---	---	--	--

	as we consider a balanced diet), toothbrushing and exercise = 							<ul style="list-style-type: none">• To understand how to listen to and respect other points of view• To understand how to constructively challenge points of view they disagree with• To know ways to participate effectively in discussions online and manage conflict or disagreements		
Vocabulary KS1 KS2	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, Friendships, Share, take turns, wait, persevere, resilience, honest, cooperation, working with others, talk partners. Kindness, listening, trust, Acceptable, unacceptable behaviour, Good choices. Being healthy, balanced diet, senses, healthy, unhealthy, hygiene, exercise.	Friendships Kindness Listening Honesty Cooperation Trust Joining in Including others Lonely Unhappy Resolve Problem solve	hurtful behaviour bullying teasing, name-calling, bullying deliberately excluding others, not acceptable; unacceptable behaviour, trusted adult resisting pressure unsafe	Similarities Differences, dislikes, features, identity, individual, likes, personality, skills, special, talents, qualities, unique cooperate listen respect	Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, communication,	hurtful behaviour teasing, name-calling, bullying, trolling, harassment risks, harmful content and contact; confidential secret confidentiality, pressure	Attributes, characteristics, identity, individual, individuality, personality, self-worth, skills, talents, qualities, unique	friendships, family relationships, romantic relationships, online relationships attraction, emotionally, romantically sexually; same sex or different sex gender identity sexual orientation marriage civil partnership legal declaration commitment forced marriage	seeking and giving permission (consent) pressure unsafe uncomfortable strategies for managing this report concerns personal safety (including online) challenges dares risks	Values Behaviour Morals Positive role model Impact Respect Constructively challenge Manage conflict Conflict resolution
Medium used	'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. Golden rules	Class discussions Talk partners Video clips Drawing around & labelling Stories	Discussions Presentations Role play	Guess who WWO Discussions & circle time	Discussions Circle Time Scenarios	Circle time Online activities Video clips Discussions	Research activities, discussions, presentations	Video clips Circle time Discussions Scenarios Role Play	Video clips Circle time Discussions Scenarios Role Play	Role play Circle Time Discussions
Resources	https://www.bbc.co.uk/bitesize/clips/zhhpb9q https://www.bbc.co.uk/bitesize/clips/z6jqhyc	https://www.bbc.co.uk/bitesize/clips/zhhpb9q https://www.bbc.co.uk/bitesize/clips/z6jqhyc https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships	https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships			https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships https://pshe-association.org.uk/topics/relationships-sex-education	https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships https://pshe-association.org.uk/topics/relationships-sex-education			

https://www.bbc.co.uk/bitesize/clips/zj9k2hv https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships Books https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/retrieve2?SetID=B2352EA9-DB4C-4673-9AC6-928A6030D4EB&DataSetName=LIVEDATA This rock is mine by Kate Umansky The Pigeon and the Peacock by Jennifer Trace. Giraffes can't dance by Giles Andreae A. Llenas (2016) The Colour Monster A. Llenas (2019) The Colour Monster goes to school	https://pshe-association.org.uk/search?queryTerm=jessie%20&%20friends https://pshe-association.org.uk/search?queryTerm=health%20education Books https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/retrieve2?SetID=B2352EA9-DB4C-4673-9AC6-928A6030D4EB&DataSetName=LIVEDATA	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://pshe-association.org.uk/resource/google-parent-zone-internet-legends https://pshe-association.org.uk/search?queryTerm=premier%20league%20primary%20stars https://mypad.northampton.ac.uk/ourclassfriendships/introducing-our-class/ Books https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/retrieve2?SetID=8A5B02E6-6A7F-4168-85EE-49F5FA22955C&DataSetName=LIVEDATA	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://pshe-association.org.uk/resource/google-parent-zone-internet-legends https://pshe-association.org.uk/search?queryTerm=premier%20league%20primary%20stars https://pshe-association.org.uk/resource/relationships-sex-education-ks3-4 https://pshe-association.org.uk/resource/nca-ceop-play-like-share https://pshe-association.org.uk/search?queryTerm=premier%20league%20primary%20stars https://mypad.northampton.ac.uk/ourclassfriendships/introducing-our-class/ Books https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/retrieve2?SetID=8A5B02E6-6A7F-4168-85EE-49F5FA22955C&DataSetName=LIVEDATA
--	--	--	---

Term 3 & 4		Living in the wider world								
	YR	Y1 Y2			Y3 Y4			Y5 Y6		
Overarching Question	Where do we belong? Who is in our community? Who are the people who help us? Why do we use money?	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
Concept	Sense of belonging Being Safe Money	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	<p>To identify communities we belong to, people who can help us and how they can help us.</p> <p>To understand money and the role of money.</p> <p>To understand reasons why people may use the internet.</p>	To identify different communities and their rights and responsibilities	To identify uses for the internet and to understand that not all content is reliable.	To understand the role of money and the factors which may influence money making decisions.	To identify different communities which they belong to and to recognise the opportunities to help others.	To understand the term 'digital footprint' and to know how online data is stored and shared.	To understand what influences decisions about money and how it can affect others and those around them.	To understand the terms 'diversity' 'discrimination' 'prejudice' and 'stereotypes' and to know how to safely challenge negative behaviour.	To evaluate media Sources and understand the reliability of the content.	To be aware of the different risks surrounding money and the impact they can have on an individual mental and emotional well-being.
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	PoS Refs: L2, L4, L5, L6	L2. how people and other living things have different needs; about the responsibilities of caring for them		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		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities			
Statutory framework (EYFS):		L4. about the different groups they belong to	L5. about the different roles and responsibilities people have in their community		L6. about the different groups that make up their community; what living in a community means		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			
		PoS Refs: L8, L9	L6. to recognise the ways, they are the same as, and different to, other people		L7. to value the different contributions that people and groups make to the community		L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced			
					PoS Refs: L13, L14		R21. about discrimination: what it means and how to challenge it			
			L8. about the role of the internet in everyday life		L13. about some of the different ways information and data is shared and used online, including for commercial purposes		PoS Refs: H37, L11, L13, L15, L16			
			L9. that not all information seen online is true		L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information		H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming			
							L11. recognise ways in which the internet and social media can be used both positively and negatively			
							L13. about some of the different ways information and data is shared and used online, including for commercial purposes			
							L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images			
							L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation			

	<p>understanding the importance of healthy food choice</p> <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>PoS Refs: L10, L11, L12, L13, L15</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>PoS Refs: L17, L19 L20, L21</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people, make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>	<p>PoS Refs: L18, L22, L23, L24</p> <p>L18. to recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good' value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
Component Knowledge	<p>Term 3</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. To talk about different groups and teams we belong to in our community. <p>2) Weekly Focus</p> <ul style="list-style-type: none"> • To explore what does it mean to belong to a community? To explore different job roles in our community: People who help us. <p>3) Weekly Focus</p> <ul style="list-style-type: none"> • To continue to explore different job roles in our community: People who help us. <p>4) Weekly Focus</p> <ul style="list-style-type: none"> • To take steps to resolve conflict with their peers To understand why we use the reasons people use the internet. 	<p>Term 3</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To find out about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups <p>Lesson 2</p> <ul style="list-style-type: none"> • To recognise about different rights and responsibilities that they have in school and the wider community <p>Lesson 3</p> <ul style="list-style-type: none"> • To understand about how a community can, help people from different groups to feel included • To recognise that they are all equal, and ways in which they are the same and different to others in their community <p>Lesson 4</p> <ul style="list-style-type: none"> • To know the ways in which people can access the internet e.g. phones, tablets, computers • To recognise the purpose a and value of the internet in everyday life 	<p>Term 3</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To understand the meaning and benefits of living in a community • To recognise that they belong to different communities as well as the school community • To know about the different groups that make up and contribute to a community <p>Lesson 2</p> <ul style="list-style-type: none"> • To know about the individuals and groups that help the local community, including through volunteering and work • To recognise how show compassion towards others in need and the shared responsibilities of caring for them <p>Lesson 3</p> <ul style="list-style-type: none"> • To know that everything shared online has a digital footprint • To understand that organisations can use personal information to encourage people to buy things <p>Lesson 4</p> <ul style="list-style-type: none"> • To recognise what online adverts look like • To compare content shared for factual purposes and for advertising <p>Lesson 5</p>	<p>Term 3</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • To understand what prejudice means • To differentiate between prejudice and discrimination • To know how to recognise acts of discrimination • To recognise strategies to safely respond to and challenge discrimination <p>Lesson 2</p> <ul style="list-style-type: none"> • To recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • To understand how stereotypes are perpetuated and how to challenge this <p>Lesson 3</p> <ul style="list-style-type: none"> • To understand about the benefits of safe internet use e.g. learning, connecting and communicating <p>Lesson 4</p> <ul style="list-style-type: none"> • To recognise how and why images online might be manipulated, altered, or faked • To recognise when images might have been altered

	<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 and hygiene can contribute to good <p>Term 4</p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To explore money and that it comes in different forms: To know the different coins. <p>2) Weekly Focus</p> <ul style="list-style-type: none"> To understand the basics of money including recognising values of coins and understanding that coins can be used to buy things. <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 needs and feelings of others. To explore the role of money in role play e.g. setting up a shop. <p>4) 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. Sorting activity. Do I want or need it? 	<p>Lesson 5</p> <ul style="list-style-type: none"> To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos To recognise that information online might not always be true <p>Term 4</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments <p>Lesson 2</p> <ul style="list-style-type: none"> To understand how money can be kept and looked after To know about getting, keeping and spending money <p>Lesson 3</p> <ul style="list-style-type: none"> To recognise that people are paid money for the job they do <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise the difference between needs and wants <p>Lesson 5</p>	<ul style="list-style-type: none"> To understand why people might choose to buy or not buy something online e.g. from seeing an advert To recognise that search results are ordered based on the popularity of the website and that this can affect what information people access <p>Term 4</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand how people, make different spending decisions based on their budget, values and needs <p>Lesson 2</p> <ul style="list-style-type: none"> To understand how to keep track of money and why it is important to know how much is being spent <p>Lesson 3</p> <ul style="list-style-type: none"> To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them <p>Lesson 4 & 5</p> <ul style="list-style-type: none"> To understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Lesson 5 & 6</p> <ul style="list-style-type: none"> To recognise why people, choose to communicate through social media and some of the risks and challenges of doing so To know that social media sites have age restrictions and regulations for use To understand the reasons why some media and online content is not appropriate for children To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things To understand about sharing things online, including rules and laws relating to this To recognise what is appropriate to share online To know how to report inappropriate online content or contact <p>Term 4</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understanding about the role that money plays in people's lives, attitudes towards it and what influences decisions about money <p>Lesson 2</p> <ul style="list-style-type: none"> To understand about value for money and how to judge if something is value for money To recognise how companies, encourage customers to buy things and why it is important to be a critical consumer <p>Lesson 3</p> <ul style="list-style-type: none"> To understand how having or not having money can impact on a person's emotions, health and wellbeing <p>Lesson 4 & 5</p> <ul style="list-style-type: none"> To recognise about common risks associated with money, including debt, fraud and gambling To understand how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
--	--	---	---	---

	5) Weekly Focus • To work with others (WWO) – collaboration games to develop communication skills	• To understand how people, make choices about spending money, including thinking about needs and wants						• To recognise how to get help if they are concerned about gambling or other financial risks		
Vocabulary KS1 KS2	Money, coins 1p 2p 5p 10p 20p 50p £1 £2, cards – debit, credit, want, need, value, listen, hear, skills, community, roles, responsibility, emergency services, police, fire, ambulance, coastal guard, nurse, DR, dentist, vet, teacher, internet, feelings, emotions, collaboration WWO	Community, groups, teams, clubs, faiths, care, roles, responsibilities, similarities, differences,	Internet, Fact, reliable, phone, tablet, laptop, computer.	Money, coins 1p 2p 5p 10p 20p 50p £1 £2, Notes £5, 10, 20, 50 cards – debit, credit, wants needs	Communities, compassion, shared responsibilities, help, support, care, people, groups.	Data, media literacy, digital footprint, information, stored, shared, confidentiality, commercial, purposes, ranked, selected, targeted.	Budgets, values, needs, wants, debit, credit, transfers, charitable giving, spending habits, tracking, spending habits, fair trade	Community, diversity, inclusion, diversity, prejudice, volunteering, work, shared responsibility	Media literacy, digital resilience, online safety, learning, connecting, communicating, manipulated, altered, faked, social media, risks, challenges, age restrictions, regulations, appropriate, inappropriate, manipulate, filtered	Money, influences, attitudes, financial risks, value for money, critical consumer, impact, health, well-being, environmental, debt, fraud, gambling, scams,
Medium used	Circle time Class discussions Role play ICT play opportunities Photos from home Guest visits School trip community	Presentation, Research tasks, discussions, Circle time, Artwork	Combine with computing, discussions, circle time, presentations	Role-play, practical tasks, what if scenarios, discussions, circle time.	Circle time, Charity/community visits.	Presentation, Research tasks, discussions	Research charities, Fair trade. Visit from foodbank, banks. Discussions, circle time, debates	Case studies, debates, discussions, circle time	Case studies, News articles, Comparing and sorting, discussions, research, discussions	Case studies, debates, discussions, circle time, presentations
Resources	The Internet and Me Lesson Pack - KS1 Digital Wellbeing (twinkl.co.uk) What is the internet? - BBC Bitesize	https://pshe-association.org.uk/search?queryTerm=health%20education https://www.valuesmoneyandme.co.uk/teachers The Internet and Me Lesson Pack - KS1 Digital Wellbeing (twinkl.co.uk) What is the internet? - BBC Bitesize KS1 Digital literacy STEM			https://pshe-association.org.uk/search?queryTerm=health%20education Money and careers (pshe-association.org.uk) https://pshe-association.org.uk/resource/animal-welfare-compassion-empathy https://www.valuesmoneyandme.co.uk/teachers			https://pshe-association.org.uk/search?queryTerm=premier%20league%20primary%20stars https://pshe-association.org.uk/search?queryTerm=health%20education https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching https://www.childnet.com/resources/trust-me/		

		Money and careers (pshe-association.org.uk)		https://pshe-association.org.uk/search?queryTerm=parent%20zone https://pshe-association.org.uk/search?queryTerm=bbfc%20let%27s%20watch%20a%20film https://pshe-association.org.uk/guidance/ks1-5/gambling Money and careers (pshe-association.org.uk)
--	--	---	--	--

Term 5 & 6										
Health and wellbeing										
	YR	Y1 Y2			Y3 Y4			Y5 Y6		
Overarching Question	How do we look after ourselves? How do we keep healthy? How do we keep our teeth healthy? How do we manage our feelings and emotions? What can we do now which we could not do before? How do we prepare for year 1? How do we keep safe?	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Concept	Managing self Self-regulation Keeping safe Transition	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	To know what we need to do to how to look after physical and mental wellbeing. To know at least 2 strategies to help us to recognise and manage my emotions. To recognise how we have changed.	To know the benefits of sleep and ensure they have a good sleep routine. To know about dental	To understand the life cycle and recognise strategies to help and support others who are	To recognise risks and hazards in a range of environments and understand ways to keep	To be able to maintain a healthy lifestyle and make healthy choices. To be able to explain how	To understand the changes which occur during puberty and to identify strategies, help and	To know how medicines can contribute to health and to understand the importance of vaccinations and	To identify and adopt strategies to look after their physical and mental well-being.	To identify problem-solving strategies for dealing with emotions, challenges and change, including the	To know and use strategies to keep personal information online safe and secure.

	<p>Regulate and adapt their own behaviour in response to different contexts e.g. Sports Day, local trips, visitors in school.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge and in preparation for year 1.</p> <p>Able to series of instructions to complete an activity independently</p> <p>To know how to keep themselves safe in different environments.</p> <p>To recognise what do to in an emergency,</p>	<p>care and to take preventative measures to support dental health.</p> <p>To know strategies to communicate and manage their feelings and emotions in a range of circumstances</p>	<p>experiencing change and loss.</p> <p>To set 3 goals in preparation for transitioning into the next year group.</p> <p>To confidently know and be able to name body parts including external genitalia.</p>	<p>themselves safe.</p> <p>To know what to do if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say)</p>	<p>to promote positive dental hygiene and to take preventative measures to promote good dental health.</p>	<p>advice to support the changes.</p>	<p>immunisations .</p> <p>To be able to predict, assess and manage everyday risk, including drugs and the impact on physical and mental health.</p>	<p>To recognise strategies to support others who are experiencing negative feelings such as loss.</p>	<p>transition to new schools.</p> <p>To understand the human reproductive cycle.</p> <p>To know how to manage increasing independence.</p>	<p>To understand the risks and effects of legal drugs common to everyday life and the laws surrounding the legal use of drugs.</p>
<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>	<p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p>H4. About why sleep is important and different ways to rest and relax</p> <p>H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. About ways of sharing feelings; a range of words to describe feelings</p> <p>H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>PoS Refs: H2, H5, H11</p> <p>H2. About the elements of a balanced, healthy lifestyle</p> <p>H5. About what good physical health means; how to recognise early signs of physical illness</p> <p>H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> <p>H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</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 choice <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>PoS Refs: H20, H25, H26, H27</p> <p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. About growing and changing from young to old and how people's needs change</p> <p>H27. About preparing to move to a new class/year group</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p> <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. That household products (including medicines) can be harmful if not used correctly</p> <p>H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. About the people whose job it is to help keep us safe</p> <p>H35. About what to do if there is an accident and someone is hurt</p> <p>H36. How to get help in an emergency (how to dial 999 and what to say)</p> <p>H27. About preparing to move to a new class/year group</p>	<p>PoS Refs: H30, H31, H32, H34</p> <p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. About where to get more information, help and advice about growing and changing, especially about puberty</p> <p>PoS Refs: H10, H38, H40, H46</p> <p>H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p>PoS Refs: H24, H33, H35, H36</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H35. About the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. Strategies to manage transitions between classes and key stages</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p>H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
--	--	--	--

				H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
Component Knowledge	<p><u>Term 5</u></p> <p>1) Weekly Focus</p> <ul style="list-style-type: none"> To take account of daily routines to help us to take care of ourselves. To think about the importance of sleep and rest. <p>2) Weekly Focus</p> <ul style="list-style-type: none"> To understand people who help us doctors, nurses and to consider when we may need to visit the Doctors or hospital. Hospital role play <p>3) Weekly Focus</p> <ul style="list-style-type: none"> To understand people who help us: dentist. How can we look after our teeth? Dentist role play 	<p><u>Term 5</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand about routines and habits for maintaining good physical and mental health To recognise why sleep and rest are important for growing and keeping healthy <p>Lesson 2</p> <ul style="list-style-type: none"> To understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies <p>Lesson 3</p> <ul style="list-style-type: none"> To know the importance of, and routines for, brushing teeth and visiting the dentist To know about food and drink that affect dental health 	<p><u>Term 5</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally <p>Lesson 2</p> <ul style="list-style-type: none"> To know what good physical health means and how to recognise early signs of physical illness To understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary <p>Lesson 3</p> <ul style="list-style-type: none"> To know how to maintain oral hygiene and dental health, including how to brush and floss correctly To recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p><u>Term 5</u></p> <p>Lesson 1</p> <ul style="list-style-type: none"> To recognise that mental health is just as important as physical health and that both need looking after To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support To understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing To know positive strategies for managing feelings <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise that there are situations when someone may experience mixed or conflicting feelings To understanding how feelings can often be helpful, whilst recognising that they sometimes need to be overcome To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available To identify where they and others can ask for help and support with mental wellbeing in and outside school To know the importance of asking for support from a trusted adult <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about the changes that may occur in life including death, and how these can cause conflicting feelings To understand that changes can mean people experience feelings of loss or grief To understand about the process of grieving and how grief can be expressed To know about strategies that can help someone cope with the feelings associated with change or loss

	<p>4) Weekly Focus</p> <ul style="list-style-type: none"> To be able to recognise positive feelings and recognise strategies to help us when we feel big feelings. <hr/> <p>5) Weekly Focus</p> <ul style="list-style-type: none"> To be able to recognise how people change and grow from baby, child, teenager, adult, elderly. Naming main body parts 	<p>Lesson 4</p> <ul style="list-style-type: none"> To describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others To recognise how to manage big feelings including those associated with change, loss and bereavement To recognise when and how to ask for help, and how to help others, with their feelings <p>Lesson 5</p> <ul style="list-style-type: none"> To understand about the human life cycle and how people grow from young to old To understand how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 	<p>Lesson 4, 5 & 6</p> <ul style="list-style-type: none"> To know how to identify external genitalia and reproductive organs To understand about the physical and emotional changes during puberty To understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams To recognise strategies to manage the changes during puberty including menstruation To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant To understand how to discuss the challenges of puberty with a trusted adult To recognise how to get information, help and advice about puberty 	<p>• To identify how to ask for help and support with loss, grief or other aspects of change</p> <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise how balancing time online with other activities helps to maintain their health and wellbeing To identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night To know what to do and whom to tell if they are frightened or worried about something they have seen online <p>Lesson 5</p> <ul style="list-style-type: none"> To recognise some of the changes as they grow up e.g. increasing independence To recognise about what being more independent might be like, including how it may feel To understand about the transition to secondary school and how this may affect their feelings To understand about how relationships may change as they grow up or move to secondary school To identify practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school <p>Lesson 6</p> <ul style="list-style-type: none"> To identify the links between love, committed relationships and conception To recognise what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults To understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb To know that pregnancy can be prevented with contraception² To understand about the responsibilities of being a parent or carer and how having a baby changes someone's life
--	---	---	--	--

	<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. To prepare for year 1: Goal setting <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>	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To understand about change as people grow up, including new opportunities and responsibilities To prepare to move to a new class and setting goals for next year <p>Lesson 2</p> <ul style="list-style-type: none"> To recognise risk in everyday situations, e.g. road, water and rail safety, Medicines <p>Lesson 3</p> <ul style="list-style-type: none"> To help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger <p>Lesson 4</p> <ul style="list-style-type: none"> To help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products 	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To know the importance of taking medicines correctly and using household products safely <p>Lesson 2 – 5</p> <ul style="list-style-type: none"> To recognise what is meant by a 'drug' To understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To identify some of the risks associated with drugs common to everyday life To understand that for some people using drugs can become a habit which is difficult to break To recognise how to ask for help or advice 	<p>Term 6</p> <p>Lesson 1</p> <ul style="list-style-type: none"> To identify how to protect personal information online To identify potential risks of personal information being misused To identify strategies for dealing with requests for personal information or images of themselves To identify types of images that are appropriate to share with others and those which might not be appropriate To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be To understand what to do if they take, share or come across an image which may upset, hurt or embarrass them or others To understand how to report the misuse of personal information or sharing of upsetting content/ images online <p>Lesson 2</p> <ul style="list-style-type: none"> To know about the different age rating systems for social media, T.V, films, games and online gaming To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play <p>Lesson 3</p> <ul style="list-style-type: none"> To understand about the risks and effects of different drugs To understand about the laws relating to drugs common to everyday life and illegal drugs <p>Lesson 4</p> <ul style="list-style-type: none"> To recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
--	--	--	---	--

	<ul style="list-style-type: none">To follow a series of instructions to complete an activity independently.To recognise how to keep themselves safe at home. <p>•</p> <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 YearTo know what to do in an emergency including how to dial 999 and what to say.	<ul style="list-style-type: none">To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel <p>Lesson 5 & 6</p> <ul style="list-style-type: none">To know how to respond if there is an accident and someone is hurtTo recognise whose job, it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say						<ul style="list-style-type: none">To know about the organisations where people can get help and support concerning drug useTo recognise how to ask for help if they have concerns about drug use <p>Lesson 5</p> <ul style="list-style-type: none">To understand about mixed messages in the media relating to drug use and how they might influence opinions and decisions		
Vocabulary KS1 KS2	physical and mental wellbeing. manage my emotions, change, growing up, regulate, behaviour, adapt, sports day, trips, feelings, emotions, confidence, independence, resilience and perseverance, challenge, preparation for year 1. Safe, emergency.	Physical health, mental wellbeing, sleep habits, routine, medicines, vaccinations, immunisations , allergies, dental health, hygiene, oral care, dentist, sugars, feelings, loss, change, emotion, bereavement, help, support	Life cycle, puberty, body, growth, vagina, penis, vulva, testicles, external genitalia, change, roles, responsibilities, transition, goal settling. targets	Risk, harm keep safe, electrical appliances, fire safety, harmful, safely accident, Help, emergency, ,999, police, fire, ambulance, coastguard, location.	Physical health, mental well-being, balanced, healthy lifestyle, physical illness, common illness, doctors, hospital, self-care, oral hygiene, dental health, flossing, brushing, foods, drinks, substances.	Physical changes, emotional changes, reproductive organs, puberty, external genitalia, hygiene routine, menstrual cycle, mensural well-being, periods, erections, wet dreams, menstruation, personal hygiene, washing, deodorant, help, advice	Medicines, household products, drugs, cigarettes, e cigarettes, vaping, alcohol, physical health, mental well-being, side effects, habits, health & advice.	Mental health, physical health, managing change, ill health, lonely, negative feelings, positive strategies, mixed conflicting feelings, overwhelmed, help, support, trusted adult, life changes, bereavement, loss, grief, expressing themselves, coping strategies, positive habits.	Growing changing, human reproduction, birth, independence, managing transitions, secondary school, feelings, preparation, love, committed relationships, conception, Sexual intercourse, committed relationships, consenting adults, pregnancy, sperm, egg, fertilisation, womb, contraception , responsibilities, baby, life changes.	Complying, regulations, restrictions (including age restrictions); promote personal safety, wellbeing, social media, television programmes, films, games and online gaming, keeping personal information private; strategies for keeping safe online, requests for personal information, images of themselves and others; frightened, worried, report concerns, inappropriate content, risks,

										effects legal drugs, cigarettes, e-cigarettes/vaping, alcohol and medicines, habit laws legal drugs illegal messages media drugs, organisations support people tobacco, nicotine
Medium used	Role play, discussions, circle time, Sports day, trips, transition, visitors	Circle time, Role play Discussions Presentations, Visitors	Life cycle artwork, labelling activity, presentations, discussions, target setting.	Role play Visits, videos, discussion.	Exercise Meditation Yoga Presentations Case studies Discussions Circle time Leaflets. Class display	Presentations, Circle time, Practical stress relieving ideas, Q&A box	Visitors, case studies, circle time, discussion, class debate. videos	Visitors, case studies, circle time, discussion, videos	Videos, baby visit, presentation, discussions Q& A box	Visitors, case studies, circle time, discussion, videos Debate, Research presentation
Resources	EYFS How to Keep Safe PowerPoint (teacher made) - Twinkl Calling 999 (redcross.org.uk) Going to the Doctors - Twinkl Early Years - Dental HealthCare (dentalhealthcare.nhs.uk) EYFS Oral Health and Teeth Early Years Resources - Twinkl	Fire Safety Visit – Fire Brigade Paramedic / First aider Visit BBC Teach's health and wellbeing videos for ages 5 to 7 : Mentally Healthy Schools Mental Health and Wellbeing - Teaching Resources - BBC Teach Calling 999 (redcross.org.uk) https://pshe-association.org.uk/search?queryTerm=Mental+health+and+emotional+wellbeing+pack https://pshe-association.org.uk/topics/growing-changing Teaching about death and loss (childhoodbereavementnetwork.org.uk)			https://pshe-association.org.uk/search?queryTerm=dental%20health Physical and mental wellbeing KS3 and KS4 lesson plan PHE School Zone Mental Health and Wellbeing - Teaching Resources - BBC Teach https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education https://sites.google.com/seaside.blackpool.org.uk/pshe/ks2-resources/betty-its-perfectly-natural https://pshe-association.org.uk/topics/growing-changing https://pshe-association.org.uk/drugeducation			Physical and mental wellbeing Year 6 lesson plan PHE School Zone https://pshe-association.org.uk/search?queryTerm=mental%20health%20and%20emotional%20wellbeing%20pack https://pshe-association.org.uk/search?queryTerm=every%20mind%20matters https://pshe-association.org.uk/search?queryTerm=Newswise https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education		

		Teaching about change, loss and grief (pshe-association.org.uk) https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education Growing up with Yasmine and Tom (fpa.org.uk) https://www.redcross.org.uk/get-involved/donate/save-a-life https://pshe-association.org.uk/drugeducation	https://www.safe4me.co.uk/portfolio/drugs-primary-school/	https://healthyschoolscp.org.uk/resources/nspcc-pshe-ks2-making-sense-of-relationships-lesson-1-secondary-transition/ https://pshe-association.org.uk/search?queryTerm=every%20mind%20matters https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm
--	--	--	---	---