



Brede Primary School




PSHE CURRICULUM

PERSONAL, SOCIAL, HEALTH AND EMOTIONAL EDUCATION (PSHE)

Intent Statement:

At Brede, we recognise the importance of a robust and evolving PSHE curriculum. Despite PSHE being a non-statutory subject, we believe that this should be delivered with high importance and by our pupils every-day class teacher. Alongside quality first teaching, our PSHE curriculum is enriched using the PSHE Association resources to inspire class teachers and ensure there is a consistent skills and knowledge progression across years 1-6. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. The colour-coded topic areas can be adapted to meet planning requirements, pupils' stage of development and needs and to reflect the context of the school and local community. Our curriculum actively promotes children's spiritual, moral, social and cultural (SMSC) development as well as providing specific guidance on safeguarding, drugs education, financial education, **Relationships and Sex Education (RSE) and health education**. The RSE units are taught every year to year groups, not classes, to ensure the content is age appropriate.

There are strong links throughout our PSHE curriculum that link with our **School Values and Right's Respecting School Charter**. These links are made across each core theme and can be found in the skills and knowledge progression below- Especially throughout the 'Belonging to a community' unit in the Spring term.

Autumn- Relationships 	Families and friendships	Spring- Living in the wider world 	Belonging to a community	Summer- Health and Wellbeing 	Physical health and Mental wellbeing
	Safe relationships		Media literacy and Digital resilience		Growing and changing
	Respecting ourselves and others		Money and Work		Keeping safe

Physical health and mental well-being education in Primary schools –DfE Guidance

By the end of primary school, pupils should know:

Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

A Relationships Education in Primary schools– DfE Guidance

By the end of primary school, pupils should know:

Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other • children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
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	<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, • sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these • situations and how to seek help and advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

	<ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Coverage Yr 1-6									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Receptio	Families and safe friendships	Managing conflicts between friends	Listing and exploring feelings; anger	Special traits; School Rules; Praise and consequence	Internet use and supervision; Devices; Communication	Goals and Challenges; Supporting others; Family Jobs	Health and Hygiene	Naming body parts; Changes’ Worries	Getting lost; Strangers
Year1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others’ needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	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	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

Year3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	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
Year5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	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

Skills and Knowledge Progression

Reception- Yr6

Autumn: Relationships



Families and friendships

Safe relationships

Respecting ourselves and others

Reception	Knowledge: <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship 	Knowledge: <ul style="list-style-type: none"> Know that friends sometimes fall out Know some ways to mend a friendship 	Knowledge: <ul style="list-style-type: none"> Know that unkind words can never be taken back and they can hurt To list strategies when feeling angry Know some reasons why others get angry
	Social and Emotional Skills: <ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely 	Social and Emotional Skills: <ul style="list-style-type: none"> Can use different ways to mend a friendship 	Social and Emotional Skills: <ul style="list-style-type: none"> Can recognise what being angry feels like I can calm myself down when angry or upset
Families and friendships		Safe relationships	
Year1	Knowledge: <ul style="list-style-type: none"> List people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers Explain what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. Disuses the importance of telling someone if they are worried about something in their family 	Knowledge: <ul style="list-style-type: none"> Identify when someone’s body or feelings might be hurt and whom to go to for help Discuss what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) Consider when it is important to ask for permission to touch others Explain how to ask for and give/not give permission 	Knowledge: <ul style="list-style-type: none"> Recognise what kind and unkind behaviour mean in and out school Explain how kind and unkind behaviour can make people feel Define what respect means Explain how class rules, being polite to others, sharing and taking turns are vital to respecting others
	Social and Emotional Skills: <ul style="list-style-type: none"> To consider the role different people play in children’s lives and how they care for them Acknowledge and discuss how families are different- relating to own experiences if applicable. 	Social and Emotional Skills: <ul style="list-style-type: none"> Seek help when someone is injured or upset To respond appropriately if being touched makes them feel uncomfortable or unsafe Model appropriate touch and asking/ giving permission 	Social and Emotional Skills: <ul style="list-style-type: none"> To reflect on both kind and unkind behaviour Discuss how actions link to feelings Model respectful behaviours both in and outside of school

	<ul style="list-style-type: none">• Communicate worries through appropriate means		
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	Families and friendships	Safe relationships	Respecting ourselves and others
Year2	Knowledge: <ul style="list-style-type: none"> To know how to be a good friend, e.g. kindness, listening, honesty Discuss different ways that people meet and make friends Know strategies for positive play with friends, e.g. joining in, including others, etc. Consider what causes arguments between friends To know how to ask for help, when they are feeling lonely or unhappy To know how to help someone else 	Knowledge: <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 To describe what bullying is and list different types of bullying To understand how someone may feel if they are being bullied To discuss the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help 	Knowledge: <ul style="list-style-type: none"> To recall the things, they have in common with their friends, classmates, and other people To discuss how friends can have both similarities and differences To explain how to play and work cooperatively in different groups and situations
	Social and Emotional Skills: <ul style="list-style-type: none"> Use strategies for positive play with friends, e.g. joining in, including others, etc. To positively resolve arguments between friends To ask for help, when they are feeling lonely or unhappy To help someone else in need when appropriate 	Social and Emotional Skills: <ul style="list-style-type: none"> To seek help when/ if they see or experience hurtful behaviour, including bullying both in person and online To resist pressure to do something that feels uncomfortable or unsafe To ask for help if they feel unsafe or worried and what vocabulary to use 	Social and Emotional Skills: <ul style="list-style-type: none"> To work well in group scenarios To celebrate both similarities and differences between friends To share their ideas and listen to others, take part in discussions, and give reasons for their views
	Families and friendships	Safe relationships	Respecting ourselves and others
Year3	Knowledge: <ul style="list-style-type: none"> To discuss different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents To explain how being part of a family provides support, stability and love 	Knowledge: <ul style="list-style-type: none"> To consider what is appropriate to share with friends, classmates, family and wider social groups including online To explain what privacy and personal boundaries are, including online 	Knowledge: <ul style="list-style-type: none"> To recognise respectful behaviours e.g. helping or including others, being responsible To explain the importance of self-respect and their right to be treated respectfully by others

	<ul style="list-style-type: none"> • To discuss the positive aspects of being part of a family, such as spending time together and caring for each other • To list the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone upset or worried • To explain what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> • To discuss basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • To recognise that bullying and hurtful behaviour is unacceptable in any situation • To understand the effects and consequences of bullying for the people involved • To learn about bullying online, and the similarities and differences to face-to-face bullying • To explain what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<ul style="list-style-type: none"> • To consider what it means to treat others, and be treated, politely • To list the ways in which people show respect and courtesy in different cultures and in wider society
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To recognise and respect that there are different types of families • To reflect on my own family and what makes it unique • To seek out appropriate help if they feel unsafe or unhappy 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To share only information that is appropriate with friends, classmates, family and wider social groups including online • To communicate effectively if someone has invaded privacy or crossed personal boundaries • To use what I have learned to keep safe online • To model appropriate behaviour to prevent bullying from occurring. • To seek help through a variety of strategies if being bullied/ or witnessing bullying 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To model respectful behaviour in different situations e.g. at home, at school, online • To use strategies to respect ones- self and others • To acknowledge and respond appropriately when learning about respect and courtesy in wider society


Families and friendships		Safe relationships	Respecting ourselves and others
Year4	<p>Knowledge:</p> <ul style="list-style-type: none"> • To list the features of positive healthy friendships such as mutual respect, trust and sharing interests • To discuss how to communicate respectfully with friends when using digital devices • To recognise that 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>Knowledge:</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 • To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • To know when it is right to keep or break a confidence or share a secret • To recognise risks online such as harmful content or contact • To acknowledge how people may behave differently online including pretending to be someone they are not 	<p>Knowledge:</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 explain the importance of respecting the differences and similarities between people • To understand key topic-specific vocabulary

	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To use different strategies to build positive friendships To seek support with relationships if they feel lonely or excluded To communicate respectfully in person and online To be cautious when communicating with someone online To seek help if needed regarding online safety 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To respond effectively if they witness or experience hurtful behaviour or bullying, including online To manage pressures associated with dares To break silence when a secret makes them feel uncomfortable To report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To appreciate similarities and differences between people such as gender, race, faith and consider how these enrich society To model respectful behaviour towards those that are similar to me and those that are different To use key vocabulary to sensitively discuss difference and include everyone
	Families and friendships	Safe relationships	Respecting ourselves and others
Year5	<p>Knowledge:</p> <ul style="list-style-type: none"> To know what makes a healthy friendship and how they make people feel included To consider 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 understand that it is common for friendships to experience challenges To understand that friendships can change over time and the benefits of having new and different types of friends To recognise if a friendship is making them feel unsafe, worried, or uncomfortable 	<p>Knowledge:</p> <ul style="list-style-type: none"> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situation To know how to ask for, give and not give permission for physical contact To know 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 recognise 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>Knowledge:</p> <ul style="list-style-type: none"> To recognise that everyone should be treated equally To recognise 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 To explain 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 consider the impact of discrimination on individuals, groups and wider society To list ways to safely challenge discrimination To know how to report discrimination online

	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To use strategies to help someone feel included • To use strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • To use strategies to positively resolve disputes and reconcile differences in friendships • To seek support in relation to friendships 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To respond quickly and appropriately to unwanted or unacceptable physical contact • To ask for, give and not give permission for physical contact • To not keep a secret that makes them feel uncomfortable or try to persuade others to keep a secret they are worried about • To seek help when they are concerned about unwanted physical contact 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To treat everyone equally • To listen and respond respectfully to a wide range of people that are different to themselves • To safely challenge discrimination both in person and online when appropriate • To confidently report discrimination online if needed
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	Families and friendships	Safe relationships	Respecting ourselves and others
Year6	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know what it means to be attracted to someone and different kinds of loving relationships • To recognise that people who love each other can be of any gender, ethnicity or faith • To explain the difference between gender identity and sexual orientation and everyone's right to be loved • To list the qualities of healthy relationships that help individuals flourish • List ways in which couples show their love and commitment to one another, including those who are not married or who live apart • To explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • To know that people have the right to choose whom they marry or whether to get married • To know that to force anyone into marriage is illegal • To know how and where to report forced marriage or ask for help if they are worried 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To compare the features of a healthy and unhealthy friendship • To discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • To understand how to assess the risk of different online 'challenges' and 'dares' • To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • To recall how to get advice and report concerns about personal safety, including online • To understand what consent means and how to seek and give/not give permission in different situations 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know about the link between values and behaviour and how to be a positive role model • To know how to listen to and respect other points of view • To recall ways to participate effectively in discussions online and manage conflict or disagreements

	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To respond maturely and respectfully when discussing different types of relationships and how people show their devotion To confidently report a false marriage To communicate when they are worried about any of the themes in this topic 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To use strategies to respond to pressure from friends including online To respond appropriately to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To seek advice and report concerns about personal safety, including online To respond quickly and appropriately to unwanted or unacceptable physical contact 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To try their best to be positive role models for younger children To discuss issues respectfully To constructively challenge points of view they disagree with <p>To begin to participate effectively in discussions online and manage conflict or disagreements independently</p>
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<p align="center">Skills and Knowledge Progression Reception- Yr6 Spring- Living in the Wider World</p>					
<p align="center">Belonging to a community</p>		<p align="center">Media literacy and Digital resilience</p>		<p align="center">Money and Work</p>	
<p>Reception</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> To know special things about themselves To know that some people are different from themselves To know that hands can be used kindly and unkindly To name some school rules and discuss why they are important to keep us safe To understand that being kind is good and often leads to praise To know the consequences that may occur when unkind hands/ words are used 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know what the internet is To know that they must be supervised when on the internet To begin to discuss why people use the internet and digital devices To list different devices and what they are used for To know you can talk to others online by typing 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know what a goal is and when they have achieved it To know what a challenge is and that it is important to keep trying To explain which words are kind and encouraging To list some jobs that their family 		

	Social and Emotional Skills: <ul style="list-style-type: none"> To identify and discuss feelings associated with belonging To use different skills to play cooperatively with others To consider others' feelings before acting To follow school rules and responsible in the setting 	Social and Emotional Skills: <ul style="list-style-type: none"> To begin to understand that the internet can be positive and can be negative To find an adult to supervise me when I am on the internet To consider what I use my devices for at home 	Social and Emotional Skills: <ul style="list-style-type: none"> To consider what job they might like to do when they are older To understand that challenges can be difficult To talk about a time that they kept on trying and achieved a goal To recognise how kind words can encourage people To celebrate success with those around them
	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year1	Knowledge: <ul style="list-style-type: none"> To list examples of rules in different situations, e.g. class rules, rules at home, rules outside To know that different people have different needs To explain how we care for people, animals and other living things in different ways To know they can look after the environment, e.g. recycling 	Knowledge: <ul style="list-style-type: none"> To know how and why people use the internet To list the benefits of using the internet and digital devices To know how people, find things out and communicate safely with others online 	Knowledge: <ul style="list-style-type: none"> To understand that everyone has different strengths, in and out of school To explain how different strengths and interests are needed to do different jobs To list people whose job it is to help us in the community To list different jobs and the work people do
	Social and Emotional Skills: <ul style="list-style-type: none"> To follow rules both in school and at home To show an understanding of others needs in conversation To care for living things they come across no matter how small To give a basic explanation of recycling and use the correct bins at school 	Social and Emotional Skills: <ul style="list-style-type: none"> To access the internet whilst supervised by an adult To use a search engine to find answers with adult support To not give personal information like name/ age to people online 	Social and Emotional Skills: <ul style="list-style-type: none"> To identify mine and others strengths inside and outside of school and celebrate these To consider and discuss different job strengths To consider if they have experienced help from the local community and why To discuss and show interest in different careers around them

	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year2	<p>Knowledge:</p> <ul style="list-style-type: none"> To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups To know about different rights and responsibilities that they have in school and the wider community To know 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>Knowledge:</p> <ul style="list-style-type: none"> To list the ways in which people can access the internet e.g. phones, tablets, computers To recognise the purpose and value of the internet in everyday life To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos To know that information online might not always be true 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments To know how money can be kept and looked after To know about getting, keeping and spending money To recognise that people are paid money for the job they do To recognise the difference between needs and wants To know that people make choices about spending money, including thinking about needs and wants
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To take an active role in different groups To discuss and show an understanding of different rights and responsibilities in school and the wider community To consider how we can be inclusive in school and include others To show an understanding of similarities and differences between themselves and their peers and celebrate these To treat everyone equally 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To use a variety of devices to access the internet with adult supervision To talk positively about the value of internet in society To tell the difference between factual non-factual content online To explain why the information presented isn't true and how they know 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To show an awareness of looking after physical money and explain how this can be done online too To explain why people are paid for the jobs they do and link this to family members/ people in their lives To express their own needs and wants and explain the difference To discuss what themselves or their parents spend money on and decipher whether these are needs or wants

	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year3	<p>Knowledge:</p> <ul style="list-style-type: none"> To list the reasons for rules and laws in wider society To know the importance of abiding by the law and what might happen if rules and laws are broken To know what human rights are and how they protect people To know about how they have rights and also responsibilities To link that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and the reasons for why this happens To list strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play or a website is appropriate for their age-group To list how to report something seen or experienced online that concerns them 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know about jobs that people may have from different sectors e.g. teachers, business people, charity work To know that people can have more than one job at once or over their lifetime To list common misconceptions and gender stereotypes related to work To list 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 know to set goals that they would like to achieve this year e.g. learn a new hobby
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To follow rules in school and wider society To debate and rank the importance of human rights and the rights of children To model certain responsibilities that link to their human rights To consider how my actions may impact other's rights To act responsibly to ensure my own and other's rights are met 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To talk positively about the value of internet in society, school and work To be a critical thinker whilst online, assessing what is accurate and appropriate To make safe, reliable choices from search results To stop playing and report games that are not age appropriate To report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To explain why people may change careers or have more than one job at a time. To recognise their own interests, skills and achievements and how these might link to future jobs To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To set myself SMART targets and work to achieve these

	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year4	Knowledge: <ul style="list-style-type: none"> • To discuss meaning and benefits of living in a community • To recognise that they belong to different communities as well as the school community • To list the different groups that make up and contribute to a community • To name the individuals and groups that help the local community, including through volunteering and work • To discuss what ‘compassion’ is and how to show it 	Knowledge: <ul style="list-style-type: none"> • To know that everything shared online has a digital footprint • To know that organisations can use personal information to encourage people to buy things • To recognise what online adverts look like • To compare content shared for factual purposes and for advertising • Why people might choose to buy or not buy something online e.g. from seeing an advert • That search results are ordered based on the popularity of the website and that this can affect what information people access 	Knowledge: <ul style="list-style-type: none"> • To know how people make different spending decisions based on their budget, values and needs • To list different ways to pay for things such as cash, cards, e-payment and the reasons for using them • To discuss that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
	Social and Emotional Skills: <ul style="list-style-type: none"> • To take an active role in the school community and/ or local community • To explain what volunteering is and the impact it has on the curriculum • To be part of a group that contribute to the community • To show compassion towards others in need and the shared responsibilities of caring for them 	Social and Emotional Skills: <ul style="list-style-type: none"> • To reflect on my own digital footprint • To consider when you are being encouraged to buy something and whether you want or need this item • To evaluate the purpose of an advert and what makes it affective • To practice searching online and identifying that ‘sponsored’ websites/ popular websites come up first, they are not ordered due to reliability 	Social and Emotional Skills: <ul style="list-style-type: none"> • To keep track of money and understand why it is important to know how much is being spent • To reflect on own experiences using money and the ways they have paid or seen others pay for goods • To consider what them or their household spends money on and consider changing these purchases

	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year5	<p>Knowledge:</p> <ul style="list-style-type: none"> • To explain how resources are allocated and the effect this has on individuals, communities and the environment • To know the importance of protecting the environment and how everyday actions can either support or damage it • To know about the way that money is spent and how it affects the environment • To use factual information to support debates and discussions 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • To list basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • To recognise that some media and online content promotes stereotypes • To recognise unsafe or suspicious content online • To know how devices store and share information 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To identify jobs that they might like to do in the future • To discuss the role ambition can play in achieving a future career • To know what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • To recognise the importance of diversity and inclusion to promote people’s career opportunities • To explain stereotyping in the workplace, its impact and how to challenge it • To know there is a variety of routes into work e.g. college, apprenticeships, university, training
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To do my part in protecting the environment and changing my actions to support this • To show compassion for the environment, animals and other living things • To spend my money wisely with the environment at the forefront of my mind • To express their own opinions about their responsibility towards the environment 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To identify the purpose of a source and consider the influence this may have on me • To assess which search results are more reliable than others • To identify and challenge gender stereotyping online in an appropriate manner • To follow the SMART policy and report unsafe or suspicious content online to an adult • To consider whether the information I am accessing is appropriate and be aware this may be stored for future reference 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To reflect on their own experiences and skills that may benefit their job in the future • To discuss how or why someone might choose a certain career • To challenge stereotyping in an appropriate manner • To consider the route they may want to take to achieve their career goals

	Belonging to a community	Media literacy and Digital resilience	Money and Work
Year6	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know what prejudice means • To differentiate between prejudice and discrimination • To know how to recognise acts of discrimination • To list strategies to safely respond to and challenge discrimination • To recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • To know how stereotypes are perpetuated 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To list the benefits of safe internet use e.g. learning, connecting and communicating • To know how and why images online might be manipulated, altered, or faked • To discuss 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 list the reasons why some media and online content is not appropriate for children • To know how online content can be designed to manipulate people's emotions and encourage them to read or share things • To know about sharing things online, including rules and laws relating to this 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To discuss the role that money plays in people's lives, attitudes towards it and what influences decisions about money • To know about value for money • To know how companies encourage customers to buy things and why it is important to be a critical consumer • To know that having or not having money can impact on a person's emotions, health and wellbeing • About common risks associated with money, including debt, fraud and gambling • To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • To know how to get help if they are concerned about gambling or other financial risks
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To consider whether my attitude or actions are prejudice, discriminatory or stereotypical • To challenge prejudicial, discriminatory and stereotypical beliefs in an appropriate manner • To consider the impact of this harmful behaviour on others 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To use the internet in a positive manner to connect and communicate • To recognise when an image has been edited and consider the impact this may have on others • To only communicate online with safe individuals and be mindful of any risks • To recognise what is appropriate to share online • To report inappropriate online content or contact 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To reflect on my own attitude towards money and what influences me • To judge if something is value for money • To use a variety of strategies to be a critical consumer • To be sensitive to the fact that money can have an impact on a person's emotions, health and wellbeing • To get help if they are concerned about gambling or other financial risks

Skills and Knowledge Progression

Reception- Yr 6

Summer: **Health and Wellbeing**



		Physical health and Mental wellbeing	Growing and changing	Keeping safe
Reception	Knowledge:	<ul style="list-style-type: none"> To know the names for some parts of their body To know what the word 'healthy' means To know some things that they need to do to keep healthy To know that they need to exercise to keep healthy To know how to help themselves go to sleep and that sleep is good for them To know when and how to wash their hands properly 	Knowledge: <ul style="list-style-type: none"> To know the names and functions of some parts of the body (see word list) To know that we grow from baby to adult To know who to talk to if they are feeling worried To know that sharing how they feel can help solve a worry To know that remembering happy times can help us move on 	Knowledge: <ul style="list-style-type: none"> To know what to do if they get lost To know how to say 'No' to strangers
	Social and Emotional Skills:	<ul style="list-style-type: none"> To recognise how exercise makes them feel To recognise how different foods can make them feel To explain what they need to do to stay healthy To give examples of healthy food To explain how they might feel if they don't get enough sleep 	Social and Emotional Skills: <ul style="list-style-type: none"> To identify how they have changed from a baby To say what might change for them they get older To recognise that changing class can illicit happy and/or sad emotions To say how they feel about changing class/ growing up To identify positive memories from the past year in school/ home 	Social and Emotional Skills: <ul style="list-style-type: none"> To explain what to do if a stranger approaches them
		Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year1	Knowledge:	<ul style="list-style-type: none"> To know what it means to be healthy and why it is important To list ways to take care of themselves on a daily basis To know about basic hygiene routines, e.g. hand washing 	Knowledge: <ul style="list-style-type: none"> To recognise what makes them special and unique including their likes, dislikes and To know what they are good at To manage and know whom to tell when finding things difficult, or when things go wrong 	Knowledge: <ul style="list-style-type: none"> To know that rules can help to keep us safe To understand why some things have age restrictions, e.g. TV and film, games, toys or play areas

	<ul style="list-style-type: none"> • To know about healthy and unhealthy foods, including sugar intake • To know about physical activity and how it keeps people healthy • To know about different types of play, including balancing indoor, outdoor and screen-based play • To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • To know how to keep safe in the sun 	<ul style="list-style-type: none"> • To know how they are the same and different to others • To know about different kinds of feelings • To recognise feelings in themselves and others 	<ul style="list-style-type: none"> • To list basic rules for keeping safe online e.g. recall SMART acronym (online safety) • To know whom to tell if they see something online that makes them feel unhappy, worried, or scared
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To consider my own hygiene routines and how these could be improved • To explain how people can help them stay healthy • To actively keep safe in the sun e.g. putting on sun cream, not looking at the sun. 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • I celebrate why they are special and unique • To discuss similarities and differences in a mindful manner • To tell someone if they are finding things difficult • To explain how feelings can affect how people behave 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To respect rules that keep us safe and abide by these • To explain why age restrictions are in place and follow these • To refer to our online safety SMART acronym and follow the guidance • To tell an adult if they see something online that upsets them

	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year2	<p>Knowledge:</p> <ul style="list-style-type: none"> To know about routines and habits for maintaining good physical and mental health To know why sleep and rest are important for growing and keeping healthy To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies To know the importance of, and routines for, brushing teeth and visiting the dentist To know about food and drink that affect dental health To know how to describe and share a range of feelings To list ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others To know when and how to ask for help, and how to help others, with their feelings 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know about the human life cycle and how people grow from young to old To explain 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) To discuss how people change as they, grow up, including new opportunities and responsibilities To prepare to move to a new class and setting goals for next year 	<p>Knowledge:</p> <ul style="list-style-type: none"> To recognise risk in everyday situations, e.g. road, water and rail safety, medicines To list strategies to 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 To know how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products To discuss 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 To respond if there is an accident and someone is hurt To know 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
	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To follow habits to ensure good physical and mental wellbeing To explain why immunisations can help people stay healthy and manage allergies To discuss visiting the dentist with my parents and careers To use a range or strategies to regulate my mood To manage big feelings including those associated with change, loss and bereavement 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To explain the human lifestyle and identify what stage they are in. To confidently use correct vocabulary to describe external parts of the body To consider what new opportunities and responsibilities I have received as I have aged To discuss my new class, share my feelings and set new goals using SMART targets. 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' To take appropriate steps to avoid or remove themselves from danger To keep themselves safe in relation to electrical appliances, fire safety and medicines/household products

	<ul style="list-style-type: none"> To ask for help when needed and help others with their feelings 		<ul style="list-style-type: none"> To consider what I put on my skin and how these products could affect my body To help if someone has an accident or if they are hurt
	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year3	<p>Knowledge:</p> <ul style="list-style-type: none"> To discuss 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 consider what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To list the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health To list the things that affect feelings, both positively and negatively To identify and talk about their feelings To know 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>Knowledge:</p> <ul style="list-style-type: none"> To know 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 To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues To list 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>Knowledge:</p> <ul style="list-style-type: none"> To know how to identify typical hazards at home and in school To know about fire safety at home including the need for smoke alarms To consider 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>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To reflect on their own choices in daily life that could affect their health • To make healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • To reflect on my own diet and consider what changes can be made to make it healthier • To participate in regular exercise both at home and at school • Use a range of strategies to express my feelings in a considerate manner 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To consider what unique and valuable contributions they make • To identify their own personal strengths and interests and what they're proud of (in school, out of school) • To use relevant strategies when they face a setback to reframe their minds e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To predict, assess and manage risk in everyday situations e.g., crossing the road, running in the playground, in the kitchen • To follow safety rules from parents and other adults • To keep myself safe in the local environment or unfamiliar places
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Physical health and Mental wellbeing		Growing and changing	Keeping safe
Year4	<p>Knowledge:</p> <ul style="list-style-type: none"> • To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • To know what good physical health means and how to recognise early signs of physical illness • To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • To know how to maintain oral hygiene and dental health, including how to brush and floss correctly • To consider the importance of regular visits to the dentist • To consider the effects of different foods, drinks and substances on dental health 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To identify external genitalia and reproductive organs • To know about the physical and emotional changes during puberty • To recall key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • To know strategies to manage the changes during puberty including menstruation • To explain the importance of personal hygiene routines during puberty including washing regularly and using deodorant • To know how to get information, help and advice about puberty 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know the importance of taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • To understand the drugs that are common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) • To explain how these 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 know that for some people using drugs can become a habit which is difficult to break • To know how to ask for help or advice

	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To seek help when they are recognising the signs of early illness To maintain oral hygiene and dental health by brushing and flossing daily To remind parents and careers about regular visits to the dentist To make conscious choices about different foods, drinks and substances ingested 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To confidently use correct vocabulary to describe external genitalia and reproductive organs To model emotional maturity when learning about puberty and other sensitive topics To use a range of strategies to manage the changes during puberty including menstruation To maintain regular personal hygiene routines To discuss the challenges of puberty with a trusted adult and seek help if needed 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> To only take medicine with adult supervision and ask for permission before using certain household products To understand that some drugs are legal but still have an age restriction and can affect health and wellbeing To list some common drugs/ medicines and explain their side effects To ask for help and advice from a trusted adult if needed
	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year5	<p>Knowledge:</p> <ul style="list-style-type: none"> To know how sleep contributes to a healthy lifestyle To have healthy sleep strategies and how to maintain them To know about the benefits of being outdoors and in the sun for physical and mental health To explain the risks of sun exposure To know how medicines can contribute to health and how allergies can be managed To know that some diseases can be prevented by vaccinations and immunisations To know that bacteria and viruses can affect health To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To know that for some people their gender identity does not correspond with their biological sex To recognise, respect and express their individuality and personal qualities To list ways to boost their mood and improve emotional wellbeing To discuss the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>Knowledge:</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 To know how to deal with common injuries using basic first aid techniques To know to respond in an emergency, including when and how to contact different emergency services To know that female genital mutilation (FGM) is against British law

	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To ensure they are getting the correct amount of sleep that suits their routine • To use strategies if they are struggling with sleep • To manage risk in relation to sun exposure, including skin damage and heat stroke • To take appropriate action to manage allergies • To actively prevent the spread of bacteria and viruses with everyday hygiene routines • To actively keep the environment clean both at school and at home 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To discuss their own personal identity and understand what contributes to this • To sensitively discuss gender identity • To celebrate their personal qualities and differences • To use a range of strategies to improve their mood and regulate themselves emotionally • To actively engage in hobbies and/ or community groups to ensure steady mental wellbeing 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To avoid unsafe situations and act appropriately in emergencies • To take responsibility for their own safety • To take positive risks and avoid dangerous situations • To use basic first aid techniques if needed • To know what to do and whom to tell if they think they or someone they know might be at risk of FGM
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	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year6	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know 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 know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • To list a range of positive strategies for managing feelings • To know that there are situations when someone may experience mixed or conflicting feelings • To know 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 discuss the importance of asking for support from a trusted adult • To know about the changes that may occur in life including death, and how these can cause conflicting feelings • To know that changes can mean people experience feelings of loss or grief • To know about the process of grieving and how grief can be expressed • To list strategies that can help someone cope with the feelings associated with change or loss • To identify how to ask for help and support with loss, grief or other aspects of change 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To recognise some of the changes as they grow up e.g., increasing independence • To know about what being more independent might be like, including how it may feel • To know about the transition to secondary school and how this may affect their feelings • To know how relationships may change as they grow up or move to secondary school • To list practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • To identify the links between love, committed relationships and conception • To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • To know 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 contraception • To list the responsibilities of being a parent or carer and how having a baby change someone's life 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know how to protect personal information online • To identify potential risks of personal information being misused • To explore 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 know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • To know how to report the misuse of personal information or sharing of upsetting content/ images online • To know about the different age rating systems for social media, T.V, films, games and online gaming • To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play • To know about the risks and effects of different drugs • To know about the laws relating to drugs common to everyday life and illegal drugs

<ul style="list-style-type: none"> • To know how balancing time online with other activities helps to maintain their health and wellbeing • To list 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 		<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 • To know about the organisations where people can get help and support concerning drug use • To know how to ask for help if they have concerns about drug use • To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions
<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To seek help and support from a trusted adult if dealing with physical or mental health difficulties • To seek help if they are being bullied or feel lonely • To explain why conflicted feelings may occur and use a range of strategies to accept these • To consider how to support someone who is grieving and to regulate their own emotions if they're going through this process • To seek help and support with loss, grief or other aspects of change • To balance my time online and foster positive habits • To seek help if they are frightened or worried about something they have seen online 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To discuss their feelings regarding the transition to secondary school and seek support for this if needed • To explore how it may feel when relationships evolve as they grow older • To use a range of practical strategies that can help them manage times of change and transition • To maturely discuss intimate relationships, sexual intercourse and pregnancy, listening to others and sharing their thoughts 	<p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • To protect their personal information online using the SMART acronym • To take appropriate action if they have taken, shared or come across an image which may upset, hurt or embarrass them or others • To report the misuse of personal information or sharing of upsetting content/ images online • To follow age restrictions and make safe decisions about what to watch, use or play • To only take medicine with adult supervision and ask for permission before using certain household products if unsure • To understand that some drugs are legal but still have an age restriction and can affect health and wellbeing • To list some common medicines and illegal drugs and explain their side effects • To ask for help and advice from a trusted adult if needed regarding substance misuse or concerns around this • To be a critical thinker when accessing media and avoid opinions and decisions being swayed

Cycle A

2023-24

Cycle A									
2023-24									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
R	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Families and safe friendships	Managing conflicts between friends	Listing and exploring feelings; anger	Special traits; School Rules; Praise and consequence	Internet use and supervision; Devices; Communication	Goals and Challenges; Supporting others; Family Jobs	Health and Hygiene	Naming body parts; Changes' Worries	Getting lost; Strangers
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1/2	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	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	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	SPLIT TEACHING: Yr 2: Growing older; naming body parts; moving class or year Yr 1: Recognising what makes them unique and special; feelings; managing when things go wrong	Safety in different environments; risk and safety at home; emergencies
Y3/4	What makes a family; features of family life	Personal boundaries; safely responding to others;	Recognising respectful behaviour; the importance of	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting	Health choices and habits; what affects feelings;	SPLIT TEACHING: Yr 3:	Risks and hazards; safety in the local environment

		the impact of hurtful behaviour	self-respect; courtesy and being polite			personal goals	expressing feelings	Personal strengths and achievements; managing and reframing setbacks Yr 4: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	and unfamiliar places
Y5/6	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	SPLIT TEACHING: Yr 5: Personal identity; recognising individuality and different qualities; mental wellbeing Yr 6: Human reproduction and birth; increasing independence; managing transition	Keeping safe in different situations, including responding in emergencies, first aid and FGM

Cycle B

2024-25

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
R	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Families and safe friendships	Managing conflicts	Listing and exploring feelings; anger	Special traits; School Rules;	Internet use and supervision;	Goals and Challenges; Supporting	Health and Hygiene	Naming body parts; Changes' Worries	Getting lost; Strangers

		between friends		Praise and consequence	Devices; Communication	others; Family Jobs			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1/2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	SPLIT TEACHING: Yr 2: Growing older; naming body parts; moving class or year Yr 1: Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Y3/4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	SPLIT TEACHING: Yr 3: Personal strengths and achievements; managing and reframing setbacks Yr 4: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Y5/6	Attraction to others; romantic relationships; civil	Recognising and managing pressure; consent in	Expressing opinions and respecting other points of view, including	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and	What affects mental health and ways to take care of it; managing	SPLIT TEACHING: Yr 5: Personal identity; recognising individuality	Keeping personal information safe; regulations

	partnership and marriage	different situations	discussing topical issues			financial risks	change, loss and bereavement; managing time online	and different qualities; mental wellbeing Yr 6: Human reproduction and birth; increasing independence; managing transition	and choices; drug use and the law; drug use and the media
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Key Vocabulary

Reception	Rabbits	Foxes	Owls
Relationships			
<p>Friendship- A close relationship between two or more people based on trust, affection, and shared interests.</p> <p>Kindness- The quality of being friendly, generous, and considerate towards others.</p> <p>Sharing- Giving a portion of one's belongings, time, or experiences with others.</p> <p>Respect- Showing admiration, consideration, and high regard for oneself and others.</p> <p>Empathy- The ability to understand and share the feelings of others.</p> <p>Listening- Giving attention to and processing the information communicated by others.</p> <p>Caring- The act of showing concern, compassion, and thoughtfulness towards others.</p> <p>Cooperation- Working together towards a common goal or objective.</p> <p>Understanding- Grasping the meaning or significance of something, including people's feelings and perspectives.</p> <p>Patience- The ability to wait calmly without getting frustrated or upset.</p>	<p>Friendship- The state of being friends, showing kindness and loyalty towards each other.</p> <p>Emotions- Feelings such as happiness, sadness, anger, fear, and excitement.</p> <p>Empathy- Understanding and sharing the feelings of others.</p> <p>Respect- Showing consideration and admiration for someone or something.</p> <p>Kindness- The quality of being friendly, generous, and considerate.</p> <p>Communication- The act of expressing thoughts, feelings, or information to others effectively.</p> <p>Conflict- A disagreement or argument between people that can arise from different opinions or viewpoints.</p> <p>Boundaries- Guidelines or limits set by individuals to establish personal space, privacy, or appropriate behaviour.</p>	<p>Friendship - The mutual bond between people who care about each other and enjoy spending time together. Understanding how to be a good friend and make friends.</p> <p>Respect - Showing consideration and appreciation for others by treating them with kindness and understanding. Learning to listen to others and value their opinions.</p> <p>Conflict - Disagreement or argument that may arise between individuals. Recognising conflict and learning how to resolve it through communication and compromise.</p> <p>Empathy - Understanding and sharing the feelings of others, putting oneself in someone else's shoes to better support and connect with them.</p> <p>Communication - The act of exchanging information, thoughts, and feelings with others through speaking, listening, and body language. Developing effective communication skills to express oneself and understand others.</p> <p>Trust - Having confidence in the reliability and honesty of others. Understanding the importance of trust in relationships and how to build and maintain it.</p> <p>Boundaries - Guidelines that define acceptable behaviour and personal space in relationships. Recognising and respecting boundaries in interactions with others.</p> <p>Cooperation - Working together harmoniously towards a common goal. Learning to collaborate, share responsibilities, and support each other in relationships.</p> <p>Kindness - Showing compassion and being considerate towards others. Acting in a friendly and generous manner.</p>	<p>Respect- Treating others with consideration and acknowledging their rights, feelings, and beliefs.</p> <p>Empathy- Understanding and sharing the feelings of others, putting oneself in someone else's shoes.</p> <p>Communication- Sharing thoughts, ideas, and feelings clearly and effectively with others.</p> <p>Conflict resolution- Finding peaceful solutions to disagreements and misunderstandings.</p> <p>Boundaries- Guidelines that help establish appropriate and acceptable behaviour in relationships.</p> <p>Consent- Giving permission freely and willingly to do something.</p> <p>Trust- Having confidence in someone's reliability and honesty.</p> <p>Cooperation- Working together towards a common goal or objective.</p> <p>Self-esteem- Confidence in one's own worth and abilities.</p> <p>Friendship- A close relationship between two or more people based on mutual affection and trust.</p> <p>Tolerance- Respecting individual differences and beliefs, even when they differ from your own.</p> <p>Inclusion- Ensuring that everyone feels valued and involved, regardless of differences or abilities.</p>

<p>Boundaries- Guidelines that define how individuals interact with each other respectfully.</p> <p>Trust- Having confidence in someone's reliability, truthfulness, and integrity.</p>	<p>Cooperation- Working together towards a common goal or objective.</p> <p>Appreciation- Recognising and understanding the value or importance of something or someone.</p>	<p>Diversity - The presence of different social and cultural identities within a group. Recognising and appreciating the uniqueness and differences among individuals.</p> <p>Inclusion - Ensuring that everyone is welcomed and valued, regardless of their differences. Promoting an environment where everyone feels accepted and respected.</p> <p>Conflict Resolution - The process of addressing disagreements and finding solutions that are acceptable to all parties involved. Learning strategies to peacefully resolve conflicts.</p>	<p>Diversity- Embracing and celebrating the variety of backgrounds, cultures, and characteristics that make individuals unique.</p> <p>Bullying- Repeated, intentional behaviour intended to hurt or harm another person physically, emotionally, or mentally.</p> <p>Responsibility- Being accountable for one's actions and following through on commitments or duties.</p>
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Key Vocabulary

Reception	Rabbits	Foxes	Owls
Living in the wider world			
<p>Environment- The surroundings or conditions in which a person, animal, or plant lives or operates.</p> <p>Community- A group of people living in the same place or having a particular characteristic in common.</p> <p>Culture- The ideas, customs, and social behaviour of a particular people or society.</p> <p>Responsibility- A duty to deal with or take care of something or someone.</p> <p>Belonging- To be accepted in a group or having the correct qualifications for a particular role.</p> <p>Respect- A feeling of admiration for someone or something because of their qualities or achievements.</p> <p>Diversity- The inclusion of different types of people belonging to different ethnicities, races, or social backgrounds.</p> <p>Citizenship- The position or status of being a citizen of a particular country.</p> <p>Rights- A moral or legal entitlement to have or do something.</p> <p>Recycling- The process of converting waste materials into reusable objects to prevent waste of potentially useful materials.</p>	<p>Community- A group of people living in the same area or sharing common interests.</p> <p>Rules- Guidelines or instructions that should be followed to help maintain order and safety.</p> <p>Rights- Entitlements that all people have, such as the right to be treated fairly, to feel safe, and to have basic needs met.</p> <p>Responsibility- The duty or obligation to take care of something or someone.</p> <p>Belonging- Feeling accepted, included, and part of a group or community.</p> <p>Diversity- The range of differences among people, including their culture, beliefs, abilities, and backgrounds.</p> <p>Sharing- Giving a portion of something that belongs to you to others.</p> <p>Environment- The surroundings in which people, animals, and plants live.</p> <p>Cooperation- Working together towards a common goal.</p> <p>Respect- Showing consideration and appreciation for oneself and others.</p>	<p>Community - A group of people living in the same area and sharing common interests and values.</p> <p>Diversity - The variety of differences among people in society, including differences in culture, ethnicity, religion, and abilities.</p> <p>Environment - The surroundings in which people, animals, and plants live.</p> <p>Sustainability - Using resources in a way that ensures they can continue to be available for future generations.</p> <p>Global Citizenship - Understanding and actively participating in issues and events that impact people worldwide.</p> <p>Responsibility - Being accountable for one's actions and behaving in a way that positively impacts others and the environment.</p> <p>Culture - The customs, arts, social institutions, and achievements of a particular nation, people, or group.</p> <p>Rights - Things that people are entitled to, such as safety, education, and freedom of speech.</p> <p>Respect - Treating others with consideration and kindness, valuing their opinions, and being mindful of their feelings.</p> <p>Tolerance - Accepting and respecting differences in beliefs, opinions, and practices.</p> <p>Equality - Ensuring that everyone has equal opportunities and rights.</p> <p>Fairness - Acting in a way that is just and reasonable, treating everyone equally.</p> <p>Interdependence - The relationship between people, communities, and the environment where they rely on each other.</p>	<p>Citizenship- The understanding of rights, responsibilities, and duties as a member of a community, country, or society.</p> <p>Diversity- The inclusion of different types of people, such as those of different races, cultures, religions, and abilities.</p> <p>Global- Relating to the whole world, rather than just one country or local area.</p> <p>Interdependence- The mutual reliance of entities or individuals on each other.</p> <p>Community- A group of people who live in the same area or share common interests, beliefs, or values.</p> <p>Tolerance- The acceptance and respect of others, even if their beliefs, practices, or opinions differ from your own.</p> <p>Equality- The state of being equal, especially in status, rights, and opportunities.</p> <p>Identity- The qualities, beliefs, personality, looks, and/or expressions that make a person or group different from others.</p> <p>Culture- The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</p> <p>Human rights- The basic rights and freedoms that all humans are entitled to, regardless of nationality, ethnicity, religion, or other status.</p> <p>Sustainability: Using resources in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs.</p> <p>Prejudice- Preconceived opinion that is not based on reason or actual experience.</p> <p>Responsibility- The state or fact of having a duty to deal with something or of having control over someone.</p> <p>Democracy- A system of government by the whole population or all the eligible members of a state, typically through elected representatives.</p> <p>Injustice- The absence of justice or fairness, especially when someone is treated unfairly.</p> <p>Stereotype- A widely held but oversimplified and unfair image or idea of a particular type of person or thing.</p> <p>Trade- The action of buying and selling goods and services.</p>

Key Vocabulary			
Reception	Rabbits	Foxes	Owls
Health and Wellbeing			
<p>Healthy- Being in good physical or mental condition; not sick or injured.</p> <p>Eating Habits- The types of food and drink regularly consumed by a person.</p> <p>Exercise- Physical activity that helps to keep the body healthy and strong.</p> <p>Hygiene- Practices or conditions that help to maintain health and prevent disease, especially through cleanliness.</p> <p>Sleep- A natural state of rest during which eyes are closed, the muscles are relaxed, and the mind is unconscious.</p> <p>Emotions- Feelings such as happiness, sadness, anger, and fear.</p> <p>Friendship- A relationship between people who are friends.</p> <p>Caring- Showing kindness and concern for others.</p> <p>Safety- The state of being safe from harm or danger.</p> <p>Wellbeing- The state of being comfortable, healthy, or happy.</p>	<p>Health- The state of being free from illness or injury.</p> <p>Wellbeing- The state of being comfortable, healthy, or happy.</p> <p>Nutrition- The process of providing or obtaining the food necessary for health and growth.</p> <p>Hygiene- Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p> <p>Exercise- Physical activity that improves or maintains physical fitness and overall health.</p> <p>Mental health- A person's condition with regard to their psychological and emotional well-being.</p> <p>Hydration- The process of causing something to absorb water.</p> <p>Sleep- A natural periodic state of rest for the mind and body.</p> <p>Diet- The kinds of food that a person eats regularly.</p> <p>Lifestyle- The way in which a person or group lives, including their customs, attitudes, and habits</p>	<p>Healthy Lifestyle- A way of living that helps maintain and improve a person's health and well-being.</p> <p>Nutrition- The process of providing or obtaining the food necessary for health and growth.</p> <p>Exercise- Physical activity that is done in order to stay healthy and strong.</p> <p>Well-being- The state of being comfortable, healthy, or happy.</p> <p>Hygiene- Conditions or practices that promote and preserve health, including cleanliness.</p> <p>Mental Health- A person's condition with regard to their psychological and emotional well-being.</p> <p>Emotions- The instinctive or intuitive feeling as distinguished from reasoning or knowledge.</p> <p>Resilience- The capacity to recover quickly from difficulties; toughness.</p> <p>Healthy Relationships- Connections with others that are supportive, respectful, and beneficial to all parties involved.</p> <p>Self-esteem- Confidence in one's own worth or abilities; self-respect.</p> <p>Social skills- Abilities to communicate effectively with others and interact harmoniously.</p> <p>Peer pressure- Influence from members of one's peer group to behave in a way that is acceptable to them.</p> <p>Stress- Feeling of emotional or physical tension resulting from demanding circumstances.</p> <p>Relaxation- State of being free from tension and anxiety.</p>	<p>Wellbeing- The state of being comfortable, healthy, or happy.</p> <p>Physical Health- Refers to the overall condition of a person's body, including physical fitness and the absence of illness or injury.</p> <p>Mental Health- Relates to our emotional, psychological, and social wellbeing. It impacts how we think, feel, and act.</p> <p>Nutrition- The process of providing or obtaining the food necessary for health and growth.</p> <p>Exercise- Physical activity that is done in order to become stronger and healthier.</p> <p>Hygiene- Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p> <p>Balanced Diet- A diet that contains an adequate quantity of the nutrients needed to maintain good health.</p> <p>Stress- A feeling of emotional or physical tension that can come from any event or thought that makes you feel frustrated, angry, or nervous.</p> <p>Sleep-The natural periodic suspension of consciousness during which the body restores its energy.</p> <p>Resilience- The ability to quickly recover from difficult situations and adapt positively to challenges or adversity.</p>

		Conflict resolution - Process of resolving a dispute or disagreement.	
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