

Foston CE, Terrington CE VA & Stillington Primary Schools in Collaboration with Langton Primary School Progression Map

Subject: PSHE



Subject Intent:

We aim to develop resilient, independent, loving and caring individuals who have a sound awareness of the key principles of relationships, respect, careers, health and safety to prepare them for future life.

We wish to:

- develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world through awe and wonder experiences.
- create an understanding of a multicultural and diverse world in which we live.
 - promote acceptance, respect and celebrate our differences.
- inspire awareness of local and wider communities to make positive changes to the world.
 - embed how to keep safe
 - foster British values and what it means to be British.
- Expand understandings of careers to prepare and inspire pupils.
 - nurture positive relationships (including RSE).
- cultivate positive, healthy strategies for physical and mental wellbeing.

Objectives

The objectives we use for PSHE for years 1-6 are based on the PSHE association's scheme of learning which is a recommended resource within the RSHE guidance. The EYFS objectives are the school's EYFS curriculum objectives based on development matters.

Key Concept	Overview	EYFS	Key Stage 1 (Y1/2)	Lower Key Stage 2 (Y3/4)	Key Stage 2 (Y5/6)
Autumn 1	Topic	What is a relationship? Who is my family?	Making relationships	Healthy relationships	Types of relationships
Me and my relationships Year A	Objectives	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. (R) • Build constructive and respectful relationships. (R) 	<ul style="list-style-type: none"> • To learn how to be a good friend, e.g., kindness, listening, honesty. • To learn about different ways that people meet and make friends. 	<ul style="list-style-type: none"> • To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests. • To learn strategies to build positive friendships and how to seek support with relationships. 	<ul style="list-style-type: none"> • To learn what makes a healthy friendship and strategies to make people feel included. • To learn about peer influence and the impact of the need for peer approval.
Community					

		<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. (R) Think about the perspectives of others. (R) Talk about members of their immediate family and community. (R) 	<ul style="list-style-type: none"> To learn about what causes arguments between friends and how to positively resolve arguments between friends To learn how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else To learn how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online To learn about what bullying and its types as well as how someone may feel if they are being bullied. 		<ul style="list-style-type: none"> To learn how to communicate respectfully with friends when using digital devices and how online differs from real life. To learn what to do or whom to tell if they are worried about any contact online. To learn how people may behave differently online including pretending to be someone they are not. To recognise when it is right to share a secret. To learn how to report concerns and seek help if worried or uncomfortable about someone's behaviour. 		<ul style="list-style-type: none"> To learn strategies to manage peer influence and the need for peer approval. To learn that it is common for friendships to experience challenges and how to resolve disputes. To learn that friendships 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. To learn whom to tell if they are concerned about unwanted physical contact. 	
Knowledge	<ul style="list-style-type: none"> They can identify their friends. They can identify their family. They can develop and maintain friendships 	<ul style="list-style-type: none"> Every action has a consequence both positive and negative. Kind acts make people feel happy and unkind acts make people feel sad. A friend is someone who we care about and that cares about us. If someone is unkind we need to tell an adult we trust. 		<ul style="list-style-type: none"> Sometimes we need to share a secret in order to keep ourselves or others safe. Some secrets make people happy and some secrets can make people feel sad. When something concerns us we can tell a teacher or a parent. A healthy relationship is when two people trust, respect and value each other. 		<ul style="list-style-type: none"> Falling out with friends is normal and can be solved. Challenges can be resolved by talking to each other, making compromises or telling an adult. It is good to have more than one friend. When we feel unsafe or uncomfortable we can tell a trusted adult. 		
Vocabulary	Friend Family Play Share Support trust	Friend Relationshi Boy/Male Girl/female Respect Difference	Teasing Change Worry Right Bullying Healthy	Positive friendships Trusted Network Mutual	Respect Communicate Secret appropriate	Physical contact Reconcile Dispute Resolve	Assertive	

			Safe Onn/Offline				
Autumn 1	Topic	What is a relationship? X 3 Who is my family? X 3	Roles of people in a family	Features of a family	Types of families		
Me and my relationships Year B Community	Objectives	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. (R) To build constructive and respectful relationships. (R) To identify and moderate their own feelings socially and emotionally. (R) To think about the perspectives of others. (R) To talk about members of their immediate family and community. (R) 	<ul style="list-style-type: none"> To learn about people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teachers. To understand the role these different people, play in children’s lives and how they care for them. To learn what it means to be a family and how families are different. To learn about the importance of telling someone and how to tell them — if they are worried about something in their family. To learn about situations when someone’s body or feelings might be hurt and whom to go to for help. To learn about what it means to keep something private, including parts of the body that are private 	<ul style="list-style-type: none"> To learn about different types of families. To learn about positive healthy friendships and strategies to build positive friendships. To learn how to seek support with relationships if they feel lonely or excluded. To learn when it is right to keep or break a confidence or share a secret. To learn how to recognise risks online, how to communicate respectfully and how people may behave differently online. To learn how to report concerns and who to seek help if worried. To understand that being part of a family provides support, stability and love and about the positive aspects of being part of a family, such as spending time together and caring for each other. 	<ul style="list-style-type: none"> To learn what a positive family relationship is and the ways people care for others. To learn what to do and whom to tell if family relationships are making them feel unhappy or unsafe. To learn about what privacy and personal boundaries and reporting risks. To understand different kinds of loving relationships and that people who love each other can be of any gender, ethnicity or faith. To understand what marriage and civil partnership mean and that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal. To learn strategies to respond to pressure from friends including online. 		
	Knowledge	<ul style="list-style-type: none"> They can identify their friends They can identify their family 	<ul style="list-style-type: none"> There a many different people who care for us including parents, siblings, grandparents and teachers. 	<ul style="list-style-type: none"> A same sex relationship is a relationship between two people of the same sex. 	<ul style="list-style-type: none"> Families can look different for everyone and can be made up in many different ways. 		

		<ul style="list-style-type: none"> They can develop and maintain friendships 	<ul style="list-style-type: none"> Teachers keep us safe in school, parents keep us safe at home and police keep us safe all the time. Families can be different for everybody, but they are typically made up of people who love and care for each other If we are worried about something we can tell an adult that we trust. Our body parts are private and belong to us. Nobody should ask to see or touch them unless we need a doctor. 		<ul style="list-style-type: none"> All families are different and are made from people who care for and respect us. Sometimes we need to share a secret in order to keep ourselves or others safe. If we are concerned about something, then we can talk to a trusted adult at home or at school. 		<ul style="list-style-type: none"> Marriage is a legal union between two people who love each other and choose to live together as a family. It is a choice. If we feel pressured to do anything then we should tell a trusted adult immediately. People who love each other can be of any gender, ethnicity or faith. Privacy is the right to be left alone and not be intruded upon. 	
	Vocabulary	Friend Family Play Share Support trust	Siblings Relatives Role Single Parents	Private Families Privacy	Blended Personal Boundaries Privacy	Legal Stability Foster Adoptive Social	Pressure Declaration Gender	Sexual orientation Discrimination Forced Commitment
Autumn 2	Topic	What is respect and how can I show it?	How can I show respect?		Recognising respecting others		Respecting my body and others	
Respecting myself and others Year A Diversity	Objectives	<ul style="list-style-type: none"> To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) Further develop the skills they need to manage the school day successfully, lining 	<ul style="list-style-type: none"> To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses and punches) To know how to respond if being touched makes them feel uncomfortable or unsafe. To recognise when it is important to ask for permission to touch others and to know how to ask for and give/not give permission. 		<ul style="list-style-type: none"> To learn about bullying online and the similarities/differences to face-to-face bullying and who to tell if they see or experience bullying. To learn about bullying and hurtful behaviour as well as the consequences for people involved. To recognise respectful behaviour and the ways people show it in different cultures and in wider society 		<ul style="list-style-type: none"> To explain the difference in having a joke with friends and how this can impact in a negative way. To identify online bullying and discrimination of groups or individuals. To learn what discrimination means and different types of discrimination. To learn why it is important to listen and respond 	

		<p>up, queueing and mealtimes. (R)</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) • Recognise some similarities and differences between life in this country and life in other countries. ® 	<ul style="list-style-type: none"> • To understand what kind and unkind behaviour mean in and out school. • To understand how kind and unkind behaviour can make people feel. • To know what respect means and about our class rules, being polite to others, sharing and taking turns. 	<ul style="list-style-type: none"> • To learn what it means to treat others and be treated politely. • To learn how to model respectful behaviour in different situations e.g at home, at school and online. • To learn the importance of self-respect and their right to be treated respectfully by others. 	<p>respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.</p> <ul style="list-style-type: none"> • To recognise that everyone should be treated equally. • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to respond. • To learn how about permission for physical contact and how it feels in a person's mind and body when they are uncomfortable.
	Knowledge	<ul style="list-style-type: none"> • To know they are special • To understand how to take turns • To know that everyone is different. • To celebrate difference 	<ul style="list-style-type: none"> • To know what makes them feel comfortable and uncomfortable. • To listen to others, learn, be kind and respectful and stay safe. • ChildLine is a charity to ask for advice and help with their problems on the number 08001111. • Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. 	<ul style="list-style-type: none"> • That bullying is the repetitive, intentional hurting of one person or group by another person or group. • To share 1 example of respect at school and 1 examples of respect at home. • Respect in school is to treat each other with dignity, listen to each others' points of view, and recognising that there may be disagreement. • Respect at home is listening to a trusted adult, following rules and 	<ul style="list-style-type: none"> • The 9 protected characteristics are: sex, sexual orientation, race, religion/belief, gender reassignment, marriage/civil partnership, maternity/paternity, age and disability. • Trusted adults are people whose words and actions make you feel safe. • Discrimination is the process of making unfair or prejudicial distinctions between people based on the groups, classes,

				<p>valuing their feelings and their views.</p> <ul style="list-style-type: none"> To know some of the protected characteristics including: age, religion or belief and disability <p>Peer pressure is when you are influenced by other people (your peers) to act in a certain way</p>	<p>or other categories to which they belong or are perceived to belong, such as race, gender, age, religion, physical attractiveness or sexual orientation.</p> <ul style="list-style-type: none"> Consent is agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. 			
	Resources:	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> NSPCC Consent 	<ul style="list-style-type: none"> Friendships & Bullying Caring Friendships Sharing pics 	<ul style="list-style-type: none"> Caring Friendships Consent Understanding consent Belonging to a community 			
	Vocabulary	<p>Respect Sharing Same Different Feelings special</p>	<p>Unsafe Sharing Kind Behaviour Private</p>	<p>Uncomfortable</p>	<p>Include Value Differences Sensitive Risk</p>	<p>Hurtful Aspiration Bullying Respectful Protected characteristics</p>	<p>Homophobia - sexual orientation Racism - Race Sexism - Sex Trolling Harassment Discrimination</p>	<p>Respectfully Equality Unacceptable Tradition Consent</p>
Autumn 2	Topic	What is respect and how can I show it?	Recognising respect		Respecting similarities and differences		Expressing and Respecting points of view	
Respecting myself and others Year B	Objectives	<ul style="list-style-type: none"> To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) Further develop the skills they need to manage the school day successfully, 	<ul style="list-style-type: none"> To know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help if they need it. To know how to resist pressure to do something that feels uncomfortable or unsafe. (Prevent) To understand how to ask for help if they feel unsafe or worried. To know what vocabulary to use about the things they have in common with 		<ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online. To understand 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. 		<ul style="list-style-type: none"> To know how to assess the risk of different online 'challenges' and 'dares'. To know 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. 	
Diversity								

		<p>lining up, queueing and mealtimes. (R)</p> <ul style="list-style-type: none"> Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) Recognise some similarities and differences between life in this country and life in other countries. (R) 	<p>their friends, classmates, and other people</p> <ul style="list-style-type: none"> To understand how friends can have both similarities and differences. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views 		<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 know about the importance of respecting the differences and similarities between people 		<ul style="list-style-type: none"> To learn about the link between values and behaviour and how to be a positive role model. To now how to discuss issues respectfully To learn how to listen to and respect other points of view and how to constructively challenge points of view they disagree with To learn ways to participate effectively in discussions online and manage conflict or disagreements 	
	Knowledge	<ul style="list-style-type: none"> To know they are special To understand how to take turns To know that everyone is different. To celebrate difference 	<ul style="list-style-type: none"> A happy surprise is an unexpected event that makes someone feel happy. An uncomfortable secret is a secret that makes a child feel scared, confused, or uncomfortable. We can talk to a teacher or a parent if we feel unsafe or uncomfortable. We might have lots in common with our friends such as, hair colour, religion, age, height or culture. When other people share their ideas, we must be respectful and listen. 		<ul style="list-style-type: none"> Bullying is a person who purposely tries to hurt others emotionally or physically. If someone is being bullied then we can tell a trusted adult. There are many ways that people can differ, including through race, gender and faith. Respecting everyone's differences means treating everyone with kindness and dignity, regardless of how they are different from you. 		<ul style="list-style-type: none"> Online challenges and dares can pose a risk to our health and safety. If we are concerned about our personal safety then we can tell a parent, teacher or childline. A positive role model is someone who inspires others to make the right choices by demonstrating the school values. Constructively challenging someone involves asking respectful questions to help develop better ideas. 	
	Vocabulary	<p>Respect Same Different Feelings</p>	<p>Surprises Pressure Secrets Unsafe</p>	<p>Discussions Resist Pressure Similarities</p>	<p>Include Value Aspirations risk</p>	<p>Pressure Bullying Differences</p>	<p>Permission Challenges Risk assessment</p>	<p>Conflict Challenge Consent Role model</p>

		special	Secrets	Uncomfortable				
Spring 1	Topic	What I need to know and what I want to be?	Why we need rules?		Rights & Responsibilities		Accountability in society	
Me and my future Year A Community	Objectives	<ul style="list-style-type: none"> Explain the reasons for the rules. (ELG) Know right from wrong and try to behave accordingly. (ELG) Recognise that people have different beliefs and celebrate special times in different ways. (R) Show resilience and perseverance in the face of a challenge. (R) Set and work towards simple goals. (ELG) Being able to wait for what they want and control their immediate impulses when appropriate. (ELG) 	<ul style="list-style-type: none"> To learn about examples of rules in different situations, e.g., class rules, rules at home, rules outside. To understand that different people have different needs and how we can care for them. To understand how we can look after the environment. To understand how we are a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. (Prevent) To understand the different rights and responsibilities that they have in school and the wider community. To recognise that they are all equal, and ways in which they are the same and different to others in their community. 		<ul style="list-style-type: none"> To learn about their rights and responsibilities. To learn what human rights are and how they protect people. To know why we have rules and the importance of abiding by the law as well as the consequences. To understand the make-up of a community. (Prevent) What are my responsibilities within my community? To know how to show compassion towards others in need and the shared responsibilities of caring 		<ul style="list-style-type: none"> To know and recognise prejudice and discrimination. To show how to recognise stereotypes in different contexts how to challenge this. To learn about 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 how to show responsibility for the environment, animals and other living things and how money impacts this. 	
	Knowledge	<ul style="list-style-type: none"> To follow the class rule of being kind, safe and respectful. 	<ul style="list-style-type: none"> We must put litter in the bin to help our environment I look both ways when I cross the road. 		<ul style="list-style-type: none"> That a community is a group of people who share something in common, such as a location, 		<ul style="list-style-type: none"> That prejudice is an unfair feeling of dislike for a person or group because of race, sex, religion, etc 	

		<ul style="list-style-type: none"> • Turn taking is letting each person have an equal share/go in a game. • A challenge is going beyond your comfort zone to improve ones' self. • 	<ul style="list-style-type: none"> • I put my hand up in class when I want the teacher's attention. • I must listen to my parents instructions to keep safe at home. • Equality is everyone being treated the same. • I am part of a community which may be: my class, my local community, my sport group, my religious group e.t.c 	<p>interests, or activities that they enjoy.</p> <ul style="list-style-type: none"> • I belong to different communities at home / school and can share this with my class. • That the 3 R's are reduce, reuse and recycle. • A human right is a right which is believed to belong to every person which is based on moral principals protected by national and international law. • Rights are needs or the things that we should all have. These are things like the right to learn by going to school, or the right to be safe. We also have responsibilities . These are things we are expected to do , such as following rules or being kind and helpful to others. • A law is a rule made up by the government that must be followed by everyone. 	<ul style="list-style-type: none"> • That discrimination is the unfair treatment of a person based on a certain personal characteristic • We can help the environment by turning lights off, reducing how much plastic we use and walking and cycling more often. • The government spends their money in different ways, some of which can impact our environment. • We can save water by turning taps off, shorter showers and recycling water. • That the 3R's stand for reduce, reuse and recycle and help us to reduce our impact on the environment. • A stereotype is having a preconceived idea of someone. 				
	Vocabulary	Rules Money Jobs Right	Wrong Challenge	Community Included Equal rights Strengths Care for	Responsibilities Environment Rules Needs	Laws Society Human Rights Contribute Consequence	Volunteering Compassion Shared responsibility Citizen	Resources Prejudice Discrimination Stereotypes	Influence Attitude Opinions Strategies
Spring 1	Topic	What I need to know and what I want to be?	What is Money and its use?		Making money		Influences surrounding money		
Money and Jobs Year B Sustainability	Objectives	<ul style="list-style-type: none"> • To explain the reasons for rules. (ELG) • To know right from wrong and try to behave accordingly. (ELG) 	<ul style="list-style-type: none"> • To know about how different strengths and interests are needed to do different jobs. • To know about different jobs and the work people do in the community. • To know about what money is and its different forms e.g., coins, notes, and 	<ul style="list-style-type: none"> • To learn how people make different spending decisions based on their budget, values and needs. • To learn about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money. 	<ul style="list-style-type: none"> • To learn about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. • To learn about value for money and how companies encourage customers to use payment to buy things. 				

		<ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. (R) To show resilience and perseverance in the face of a challenge. (R) To set and work towards simple goals. (ELG) To be able to wait for what they want and control their immediate impulses when appropriate. (ELG) 	<p>ways of paying e.g., debit cards and electronic payments.</p> <ul style="list-style-type: none"> To know about getting, keeping and spending money. To know that people are paid money for the job they do. To know how people make choices about spending money, including thinking about needs and wants. 	<ul style="list-style-type: none"> To learn how to keep track of money and why it is important to know how much is being spent. To learn about jobs that people from different sectors and that people can have more than one job at once or over their lifetime. To learn about skills needed to do a job and recognise how interests, skills and achievements and how these might link to future jobs. To learn about common myths and gender stereotypes related to work and how to challenge stereotypes. 	<ul style="list-style-type: none"> To learn how having or not having money can impact on a person's emotions, health and wellbeing. To learn how money can be gained or lost. To identify jobs that they might like to do in the future and the role ambition can play in achieving a future career. To learn about the importance of diversity and inclusion to promote people's career opportunities and stereotyping in the workplace. To understand the common risks associated with money, including debt, fraud and gambling. To understand how to get help.
	Knowledge	<ul style="list-style-type: none"> To follow the class rules To know what the right thing is to do To take turns playing with my toys. To set a challenge for myself. 	<ul style="list-style-type: none"> Money is the way in which we buy things. Money can be on a card, in notes or in coins. People get paid money when they do a job. Money can be kept safe in a bank. A need is something that we have to have in order to survive. A want is something that we would like but we do not need to survive. We can find a job based on what we enjoy and what we are good at. 	<ul style="list-style-type: none"> We can pay for things by using coins, notes, debit cards or online payments. Doing charity work is the act of giving time, skills, resources, or other forms of support to people in need All jobs have different skills that you need to have in order to do them. A budget is when you give yourself a limit on the money that you spend. 	<ul style="list-style-type: none"> Debit is the state of owing money, goods, or services to another person. Fraud is when someone is tricked into giving up something of value, usually money, through dishonest means. A stereotype is an oversimplified belief or assumption about a group of people, based on their shared characteristics. To do the job that we would like we need to learn the skills

					<p>that we need either in school, college or university.</p> <ul style="list-style-type: none"> • Money is the way in which we buy things and get paid.
	Vocabulary	<p>Rules Money Jobs Right Wrong challenge</p>	<p>Jobs Community Coins Notes Debit cards Needs Wants Pay Money Spending.</p>	<p>Budget Needs E-payment Charities Stereotype STEM Skills Interests Achievements.</p>	<p>Apprenticeships University Stereotyping Inclusion Diversity Career opportunities Working conditions Fair pay Financial risk Debt</p>
	Topic	How can I stay healthy?	Keeping my body healthy	Healthy choices and habits	Physical and Mental health care

<p>My healthy lifestyle Year A Creativity</p>	<p>Objectives</p>	<ul style="list-style-type: none"> Managing their own needs and personal hygiene. (R) Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) 	<ul style="list-style-type: none"> To learn what it means to be healthy and why it is important and who helps us keep healthy. To learn of ways to take care of myself each day and why hand washing is important. To learn about healthy and unhealthy foods and how it keeps people healthy. To learn about different types of physical play and how it keeps us healthy. How can I keep safe in the sun? 	<ul style="list-style-type: none"> To identify the everyday healthy and unhealthy choices that could affect my health. To learn that regular exercise such as walking or cycling has positive benefits for their mental and physical health. To understand what is meant by a healthy, balanced diet. To learn about the things that affect feelings and strategies people use to share them as they change overtime. To learn what can help people to make healthy choices and what might negatively influence them. 	<ul style="list-style-type: none"> To understand that mental health as important as physical health and recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. To identify where they and others can ask for help and support with mental wellbeing in and outside school and the importance of asking for support from a trusted adult. To learn about the changes in life including death, and how these can cause conflicting feelings of loss or grief and how to receive support with loss, grief or other aspects of change. To learn how balancing time online with other activities helps to maintain their health and wellbeing as well as strategies to manage time and whom to tell if we are concerned. To share different feelings and how negative experiences can affect mental wellbeing and what positive strategies help manage feelings.
--	-------------------	--	--	--	---

	Knowledge	<ul style="list-style-type: none"> To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated 	<ul style="list-style-type: none"> In order to stay healthy, we need to, clean ourselves, wash our hands regularly and brush our teeth. Washing our hands helps stop us picking up germs. We need to eat around 5 fruits or veg a day to eat healthily. A doctor, dentist or a nurse can help keep us healthy. We can exercise our bodies by running, playing sports or swimming. 	<ul style="list-style-type: none"> We can exercise our bodies by playing sports, running, swimming or walking. A balanced diet is a diet that provides the nutrients we need to grow, develop, and have energy. Exercising can help us control our feelings and emotions. 	<ul style="list-style-type: none"> Mental wellbeing is a measure of how we think, feel, and act, and how we relate to ourselves and others. If we are experiencing difficulties with our mental wellbeing we can talk to a parent, a teacher or a doctor. We can develop strategies to deal with different emotions such as hobbies and sports, breathing exercises and having a calm space. Grief is a feeling of sadness and loss that people experience after the death of a loved one or a major life change. In order to protect our health we need to balance our time between activities and getting enough rest. 			
	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Health, Hygiene healthy foods, unhealthy foods	mental wellbeing, hand washing, trusted adult	Mental wellbeing, exercise, balanced diet,	healthy lifestyle, habits, feeling.	Mental wellbeing, mental ill-health, support,	trusted adult, conflicting feelings, grief, habit.
My healthy lifestyle Year B Creativity	Topic	How can I stay healthy?	Healthy sleep & teeth		Oral hygiene		Protecting body	
	Objectives	<ul style="list-style-type: none"> To manage their own needs and personal hygiene. (R) To manage their own basic hygiene and personal needs including dressing, 	<ul style="list-style-type: none"> To know about routines and habits for maintaining good physical and mental health including getting enough sleep and rest. To know that medicines, including vaccinations and immunisations, can 	<ul style="list-style-type: none"> To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. To learn what good physical health means and how to recognise early signs of physical illness. 	<ul style="list-style-type: none"> To understand how sleep contributes to a healthy lifestyle and to recognise healthy sleep strategies and how to maintain them. 			

		<p>going to the toilet and understanding the importance of healthy food choices. (ELG)</p> <ul style="list-style-type: none"> To know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) 	<p>help people stay healthy and manage allergies.</p> <ul style="list-style-type: none"> To know the importance of, and routines for, brushing teeth and visiting the dentist and how food and drink that can affect dental health. To know how to describe and share a range of feelings and find ways to feel good, calm down or change their mood e.g., playing outside, listening to music, spending time with others. To know how to manage big feelings including those associated with change, loss and bereavement. To understand when and how to ask for help, and how to help others, with their feelings. 	<ul style="list-style-type: none"> To understand that common illnesses can be quickly and easily treated with the right care. To learn how to maintain oral hygiene and dental health, including how to brush and floss Correctly. To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. 	<ul style="list-style-type: none"> To learn about the benefits of being outdoors and in the sun for physical and mental health. To understand how to manage risk in relation to sun exposure, including skin damage and heat stroke 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 understand that bacteria and viruses can affect health and know how they can prevent the spread of bacteria and viruses with everyday hygiene routines.
	Knowledge	<ul style="list-style-type: none"> To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated 	<ul style="list-style-type: none"> We all have lots of emotions including sad, happy, calm and angry. We can calm ourselves down by counting to 10, going to a quiet space or breathing deeply. We must brush our teeth twice a day for two minutes. Chocolate and sweets are bad for our teeth. We can look after ourselves by eating healthy food and exercising. 	<ul style="list-style-type: none"> We should visit the dentist twice a year to keep our teeth healthy. If we feel unwell then we can go to see a doctor. If we believe that something is not right with our body, we need to talk to an adult that we trust. We should brush our teeth twice a day for 2 minutes. Flossing is the act of cleaning between teeth with dental floss to remove food and plaque. 	<ul style="list-style-type: none"> Suncream helps to protect our skin from damage from the sun. Sleep is the way that our body rests and repairs itself. We should sleep for around 9 hours a night. Bacteria and Viruses can lead to us getting poorly. An allergy is an immune system overreaction to something that's normally harmless. Vaccines are a safe and effective way to protect people from harmful diseases.

	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Clean Medicine Chemist Dentist Diet	Healthy Unhealthy Wash sleep	Balanced Dietary Health Hygiene routine	Resilience	Sun exposure Healthy eating Cleanliness Care
Keeping myself safe Year A <u>Sustainability</u>	Topic	How can I keep safe?	Safety in different environments		Risks and hazards of environments		Protecting myself in different environments and situations
	Objectives	<ul style="list-style-type: none"> To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) To show sensitively to their own and to other's needs. (ELG) 	<ul style="list-style-type: none"> To learn how to stay safe outside with road safety. To learn how to stay safe around fire. To learn how to stay safe at home with household products. To learn about creams and medicines and how they affect people. To learn who keeps us safe and how to get help in an emergency. (Contextual safeguarding)		<ul style="list-style-type: none"> To predict, assess and manage risk in everyday situations. To understand the importance of following safety rules from parents and other adults How can I stay safe on the roads? To learn about fire safety at home including the need for smoke alarms. To learn how to help keep themselves safe in the local environment: rail, water and firework safety. (Contextual safeguarding)		<ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency and how to take responsibility for your safety. To differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour. To understand what is meant by a hazard. To learn about FGM and who to tell if they are concerned. To learn how to respond in an emergency, including when and how to contact different emergency services. (Contextual safeguarding)
	Knowledge	<ul style="list-style-type: none"> I will know how to cross a road. I will know not to speak to strangers. 	<ul style="list-style-type: none"> A house fire could be started by leaving the oven on, leaving candles unattended or leaving hot things turned on. Smoke alarms tell us if there is a fire in the building. In an emergency we need to call 999. 		<ul style="list-style-type: none"> When we cross the road we must look both ways, use safe crossing places and listen carefully. Rules are in place to keep us safe. In order to stay safe from fire we need to ensure the oven is turned off after use, candles are not left 		<ul style="list-style-type: none"> FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. A hazard is something that could cause harm or injury.

		<ul style="list-style-type: none"> To learn what number to call for help. 	<ul style="list-style-type: none"> When we cross a road we need to hold an adults hand and look both ways. When we are on a farm we need to stay with an adult and stay away from big machinery. 	<ul style="list-style-type: none"> unattended, and plugs are not overloaded. Smoke alarms alert is to a fire or other smoke within the building, warning us to leave safely. Staying safe in our environment involves, not crossing train tracks unless with an adult, staying away from bodies of water and staying away from fireworks. 	<ul style="list-style-type: none"> The most common causes for fires at home as cooking, faulty appliances, electrical items, smoking and candles. In an emergency call 999. A positive risk is a socially acceptable risk that has the potential to benefit to well-being and development. Dangerous behaviour is behavior that could harm themselves or others physically, emotionally, or mentally 			
	Vocabulary	Safety Road Key person Community Area Walker	999 Emergency services Trusted adult Fire safety Fire detector Fire alarm Highway code	Safer stranger Water Medicine Highway code	Choices Dangerous Electricity Road safety Uncomfortable	Water safety Wellbeing	Action Advice Decision independence	Informed Mature Situation Support
Keeping myself safe Year B <u>Diversity</u>	Topic	How can I keep safe?	Why do we have rules and age restrictions?	Medicines		Drug use and the law		
	Objectives	<ul style="list-style-type: none"> To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) 	<ul style="list-style-type: none"> To know how 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. To know the basic rules for keeping safe online. 	<ul style="list-style-type: none"> To recognise what is meant by a 'drug' and drugs that are common in everyday life. To identify some of the risks of drugs common to everyday life including developing habits. To learn about the importance of taking medicines correctly/using 	<ul style="list-style-type: none"> To recognise why people, choose to use drugs. To learn about media messages and age restrictions and how they can keep us safe. To know where and how organizations are available for 			

		<ul style="list-style-type: none"> To show sensitively to their own and to other's needs. (ELG) 	<ul style="list-style-type: none"> To know whom to tell if they see something online that makes them feel unhappy, worried, or scared. To know who to tell if they see something online that makes them uncomfortable. 	<p>household products and their side effects.</p> <ul style="list-style-type: none"> To learn how to ask for support and advice with substance abuse. <p>(County Lines)</p>	<p>people to get help with drug use.</p> <ul style="list-style-type: none"> To learn about the risks and effects of different drugs. To learn about the laws surrounding illegal and legal drugs. <p>(County lines)</p>			
	Knowledge	<ul style="list-style-type: none"> I will know how to cross a road. I will know not to speak to strangers. To learn what number to call for help. 	<ul style="list-style-type: none"> Age restrictions tell us how old you need to be in order to watch or play something. If we feel unsafe of uncomfortable we can tell a teacher or a parent. If something makes us uncomfortable online then we can tell an adult that we trust. When using the internet, we never share our personal details, arrange to meet with people or view things that make us uncomfortable. 	<ul style="list-style-type: none"> Drugs are chemicals or substances that change the way our bodies work. Some drugs are medicines that help people when doctors prescribe them such as Calpol and antibiotics. Some drugs have no medical use or benefits. Some drugs can be addictive and if we are worried, we can tell a trusted adult. Medicines have instructions that tell us how to take it safely. 	<ul style="list-style-type: none"> To keep our personal information safe online we must not share our name, address, age or our picture with anyone. It is illegal to possess, supply and produce controlled drugs There are organisations where we can find support if we are concerned about drugs and their uses such as childline. Some drugs can have very negative effects on our bodies. 			
	Vocabulary	Safety Road Key person Community Area Walker	Danger E-safety Trusted adult Choke Hazard	Online Risk Rules Safer Stronger	Drugs Medicines Shock Casualty Addiction	Allergies Habit Health	Consequence Responsible Unfamiliar Age restrictions Pressure	Substances Support
Summer 2	Topic	How am I growing and changing?	Growing older		Physical and emotional puberty changes		Sex education and identity	
Growing and changing Year A Creativity	Objectives	<ul style="list-style-type: none"> Express preferences and decisions, try new things and start establishing their autonomy. (ELG) Form positive attachments to 	<ul style="list-style-type: none"> To recognise what makes them special and unique including their likes, dislikes and what they are good at. To identify how to manage and whom to tell when finding things difficult, or when things go wrong. 	<ul style="list-style-type: none"> To recognise how strengths and interests form part of a person's identity and to be able to identify their own. To recognise common challenges to self-worth e.g., finding schoolwork difficult, friendship 	<ul style="list-style-type: none"> To recognise some of the changes as they grow up e.g., increasing independence about what being more independent might be like, 			

	<p>friendships with peers. (ELG)</p> <ul style="list-style-type: none"> To work and play cooperatively and take turns with others. (ELG) To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). 	<ul style="list-style-type: none"> To understand how to recognise feelings in themselves and others how feelings can affect how people behave. To learn about the human life cycle and how people grow from young to old. To identify and name the main parts of the body including external genitalia (e.g., vulva, penis, testicles) To learn about change as people grow up, including new opportunities and responsibilities. To learn and prepare to move to a new class and setting goals for next year 	<p>issues and to find basic strategies to manage and reframe setbacks</p> <ul style="list-style-type: none"> To know the importance of personal hygiene routines. To know about the physical and emotional changes. <p>Y4 only: To identify external genitalia and reproductive organs.</p> <p>To know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. To know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty.</p> <p>To develop strategies to manage the changes during puberty including menstruation.</p>	<ul style="list-style-type: none"> To learn about the transition to secondary school and how this may affect their feelings To about how relationships may change as they grow up or move to secondary school. To learn about sexual reproduction.
Knowledge	<ul style="list-style-type: none"> A knife is held in one hand and a fork is held in another hand. To zip up a coat, you put the two zippers together and pull the toggle. When I go home, I put my planner, home sheets and water bottle in my bag and put on my coat. To eat on their own. 	<ul style="list-style-type: none"> A vulva is the external female genital organs A penis is external male genital organs As we grow our bodies and responsibilities change. To understand how our bodies and our responsibilities change as we grow older. Everyone is special and unique in their own way and we all respect each other. A trusted adult is an adult in someone's life who they can go to for support and help. 	<ul style="list-style-type: none"> Hygiene routines is keeping your body hygienic - cleaning your body, washing your hands with soap and water after going to the toilet, brushing and flossing your teeth. Puberty is the process the stage in a person's life when the person develops from a child into an adult. Everybody has different strengths and things that they are good at and this makes us who we are. 	<ul style="list-style-type: none"> Reproduction is where a sperm and an egg come together to create a baby. Any family make up can have a baby. Independence is the state of wanting or being able to do things for yourself. I am familiar with my new

		<ul style="list-style-type: none"> When pouring a drink, I pick up the water jug and get a glass with my other hand and carefully pour the water. Being happy is feeling or showing contentment. Being sad is feeling or showing sorrow 		<ul style="list-style-type: none"> When someone is happy, they may smile and when someone is sad, they may look down and cry. 		<ul style="list-style-type: none"> When things are challenging at school or at home we can talk to one of our trusted adults. <p>Y4 only: A wet dream causes involuntary ejaculation of semen. The menstrual cycle is when the process of ovulation and menstruation in women and other female primates. There are a range of products to support with the menstrual cycle.</p>		<p>school and know what my school looks like by exploring their website.</p> <ul style="list-style-type: none"> As we grow, relationship friendship can sometimes get stronger and we can make friendships with new people. 	
	Vocabulary	Toilet Help Fork Knife	New Confidence Sad Happy	Develop Differences Independence Respect Unique	Emotions Trusted adult Worried Vulva Penis	Anxious Hormones Identity Puberty Deodorant	Y4 only: Menstruation Wet dreams Erection Penis Vulva	Self-esteem Mood swings Body image Stressed Transition Reproduction	Independence Relationship Sperm Egg
Media literacy and Digital resilience Year B <u>Creativity</u>	Topic	How am I growing and changing?		Using the internet		How the internet and data is used		Targeting media	
	Objectives	<ul style="list-style-type: none"> To express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) To form positive attachments to friendships with peers. (ELG) To work and play cooperatively and take turns with others. (ELG) 		<ul style="list-style-type: none"> To understand how and why people use the internet for both factual and entertainment purposes. To understand how people find things out and communicate safely with others online 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 through the usage of devices To recognise that not all information online might always be true 		<ul style="list-style-type: none"> To be able to understand what a digital footprint is and how the internet can be used positively. To be able to understand why personal information is used within online adverts and what online adverts look like. To be able to recognise images can be altered from the truth and why. To be able to recognise images can be altered from the truth and why. To be able to understand if search results are reliable and how to 		<ul style="list-style-type: none"> To be able to understand what social media and devices are used for and to understand the risks including image sharing. To be able to recognise when images have been manipulated and understand why images are manipulated. To be able to assess if online content promotes stereotypes or is biased. To learn how to protect personal information online and how to say no to requests. 	

		<ul style="list-style-type: none"> To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). 		<p>make safe choices surrounding them.</p> <ul style="list-style-type: none"> To be able to know how to identify hazards and report online concerns. 	<ul style="list-style-type: none"> To be able to assess which search results are more reliable than others. To be able to understand what appropriate online content is, recognise unsafe online content and know how to report it. 			
	Contextual Links	–	–	– How	–			
	Knowledge	<ul style="list-style-type: none"> To use a knife and fork. To zip up their coat. To get their bag ready for home. To eat on their own. To pour their own drink. 	<ul style="list-style-type: none"> We can access the internet on a phone, a tablet or a laptop. We can use the internet to watch TV, talk with friends or family and research different things. Some information online can be false, we can spot this by reading it carefully. We should not talk to people online that we do not know. 	<ul style="list-style-type: none"> A digital footprint is a record of all the information about you that is collected online Pictures online can be edited to change what they look like in order to change what people believe. We can check information online by reading it carefully, checking the source of the information and making sure it sounds plausible when determining if it is true. If we spot a hazard or a concern online then we can tell an adult that we trust. 	<ul style="list-style-type: none"> Social media is a term for websites and apps that allow users to connect with others online and share content Appropriate content is suitable or fitting for a particular situation or person. Online manipulation is the use of technology to secretly influence a person's decisions. If someone online asks for personal details, we always say no. 			
	Vocabulary	Toilet Help Fork Knife New confidence	Communicate Device Information Messaging Network Personal	Information Private Social Media Text Message Video call	Harmful content Impact Information sharing Manipulation	Misinformation Privacy Shared Information Trolling Permission	Appropriate Consent Data Digital footprint False profiles	Internet cookies Privacy settings Secure sites Sharing

Expectations:

When planning, always plan one week less than the weeks within the term. The remaining week is to be used for addressing relationships within your class and building relationships through problem solving.

Retrieval activities are required within every session to ensure learning is embedded in long term memory. At least one session of the retrieval is to be focused around bullying to retrieve pupils understanding of what it is & how to seek support.

Teaching of the protected characteristics -

Protected characteristics are taught through assemblies and some PSHE lessons but could also come up during discussion within topics around individual identity throughout their time at school, we will always treat children's knowledge of individual identity with sensitivity and encourage tolerance of all differences within our schools and beyond.

We use the PSHE association definitions for the protected characteristics.