



Pocklington CE VC Infant School's Progression in PSHE Knowledge & Skills

What is Personal, Social, Health and Economic Education? (PSHE)	
Our Aims (Intent)	We will do this through (Implementation)
<p>The intent of Personal, Social, Health and Economic (PSHE) education at Pocklington Church of England VC Infant School is to provide a well-rounded, holistic curriculum that equips pupils with the knowledge, skills, and attitudes they need to thrive as individuals and contribute positively to society. It is informed by our vision of 'happy children, loving learning' which is based upon Proverbs 8 of the Bible "Now children, listen to me. If you follow my ways you will be happy too."</p> <p>Our intent is to deliver a comprehensive PSHE programme that is age-appropriate, relevant, and inclusive, promoting the spiritual, moral, cultural, mental, and physical development of pupils. PSHE education at Pocklington Church of England VC Infant School aims to ensure that pupils develop a deep understanding of how to keep themselves healthy and safe, form and maintain positive relationships, and become responsible citizens.</p>	<p>At Pocklington Church of England VC Infant School, we have carefully designed and sequenced our PSHE curriculum to ensure coverage of all three core themes: health and well-being, relationships, and living in the wider world. Our curriculum is age-appropriate and tailored to the needs and experiences of our pupils in the early years as well as KS1. It encompasses a wide range of topics, such as physical and mental health, healthy lifestyles, relationships, personal safety, British values, and global citizenship.</p> <p>PSHE is delivered through the lens of Personal Social and Emotional Development in Early years. This is a prime area.</p> <p>We deliver PSHE through, HeartSmart, Picture news, and Big Talk education, as well as science, RE, PE and computing to ensure full curriculum coverage at an age appropriate level.</p> <p>Our PSHE lessons are designed to develop key skills such as critical thinking, effective communication, problem-solving, decision-making, empathy, and resilience. Through a range of engaging activities, including discussions and role-plays, we provide opportunities for our pupils to practice these skills in a safe and supportive environment.</p>

	<p>Our teachers facilitate open and respectful discussions, encouraging pupils to express their thoughts, challenge stereotypes, and explore different perspectives.</p> <p>We understand the importance of reflection and self-evaluation in personal development. Our PSHE lessons incorporate regular opportunities for pupils to reflect on their own values, attitudes, and beliefs, encouraging them to articulate their thoughts and consider how these may impact their own well-being and relationships with others.</p> <p>PSHE is embedded in the ethos and culture of our school. We provide a safe, inclusive, and nurturing environment where pupils feel valued and respected. Our staff model positive relationships and create opportunities for pupils to develop their social skills through daily interactions, assemblies, and extra-curricular activities. We actively involve parents and carers through regular communication, workshops, and events, ensuring a holistic and consistent approach to PSHE between home and school.</p> <p>To enhance the delivery of PSHE, our school employs an Emotional Literacy Support Assistant (ELSA) who has undergone specialist training in the subject area. The ELSA collaborates with other staff members to ensure the consistent and effective implementation of the PSHE curriculum across the school. Additionally, we engage with external agencies, such as local health professionals to bring a wider range of expertise and real-life experiences into the classroom.</p>
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EYFS Progression of skills and assessment checkpoints - **Personal, Social, Emotional Development**

Self-regulation					Managing Self		Building Relationships	
Self-regulation								
Birth-Three . Find ways to calm themselves, through being calmed and comforted by their key person. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. . Find ways of managing transitions, for example from their parent to their key person. . Feel strong enough to express a range of emotions. . Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. . Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. . Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: “I’m sad because” Or “ I love it when...”					Three- Four Years . Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. . Develop appropriate ways of being assertive. . Talk with others to solve conflicts. . Talk about their feelings using words like, ‘happy’ ‘sad,’ ‘angry’ or ‘worried’. . Begin to understand how others might be feeling.		Reception . See themselves as a valuable individual. . Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.	Writing- ELG . . Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG • 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.
	Nursery Baseline (Jan/Apri l)	Nursery End of Summer Term) Nursery Baseline (September)	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile Year 1 Baseline
Managi ng your own emotio ns and feeling s.	I can be calmed by a familiar adult.	I can be calmed by a familiar adult.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can confidently talk about my emotions using words such as ‘happy’ ‘sad’ ‘angry’ or ‘worried’.	I can moderate my feelings and emotions e.g. calming down after being upset.	I can moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG
Unders tanding others emotio ns and	I am beginnin g to engage with	I can interact with new people appropriately.	I can engage with others.	I am beginning to understand how others might be	I am beginning to understand how others might be feeling through facial expressions and body language and respond appropriately.	I consider the feelings of others e.g. going to children who are upset	I can understand why others may feel happy or sad because of events that have happened.	I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG

feelings	familiar adults			feeling through facial expressions and body language.			PSED. S-R.ELG	
Behaviour	I can separate from my parent/carer with support from	I am beginning to find a way to cope when my parent / carer leaves me.	I am growing in independence to try new experiences. I am developing my control and am beginning to turn take and impulses to push or hurt others.	I am following routines more without reminders	I understand why we have rules. and I can follow them. I am assertive in appropriate ways and use talk to resolve conflicts. I am beginning to find a way to cope when my parent leaves me. I am growing in independence to try new experiences.	I understand why we have rules. I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG

Managing Self

Birth-Three Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy.		Three- Four Years . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.			Reception . Show resilience and perseverance in the face of challenge. . Manage their own needs.	Writing- ELG . . Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG • Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG		
	Nursery Baseline (Jan/April)	Nursery End of Summer Term Nursery Baseline (September)	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile Year 1 Baseline

Understanding myself, my preferences and emotions.	I am beginning to learn that some things are theirs.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I can talk about my preferences.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
Following rules	I am compliant in requests when taking part in motivating activities.	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the routines of my setting with reminders.	I follow rules without reminders Reception Baseline I talk about my emotions e.g. what has made me happy or sad. I am following the rules of my setting with reminders.	I follow rules without reminders	I can explain the reasons for why we have rules. PSED.MS.ELG	I know right from wrong and I try to behave accordingly. PSED.MS.ELG
Managing my needs and feelings.	I am beginning to express my needs through gesture or taking the hand of an adult.	I can express my needs through gestures or taking the hand of an adult.	I can verbally express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet	I am managing my own needs more frequently. Reception Baseline I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet	I am managing and understanding my own needs.	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG	I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG

Building relationships

Birth-Three Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available.	Three- Four Years . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas.	Reception . See themselves as a valuable individual. . Build constructive and respectful relationships.	Writing- ELG . . Work and play co-operatively and take turns with others. PSED.BR.ELG . Form positive attachments to adults and friendships with peers. PSED.BR.ELG
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<ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children. 					<ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 		. Think about the perspectives of others.	. Show sensitivity to their own and to other's needs. PSED.BR.ELG	
	Nursery Baseline (Jan/April)	Nursery End of Summer Term Nursery Baseline (September)	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile Year 1 Baseline	
	I am beginning to engage in pretend play with a familiar adult.	I am playing on my own and beginning to play alongside others.	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when going to other spaces within my setting e.g. hall, other classrooms, Reception Outdoor area,	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people. Reception Baseline I am playing on my own and with others.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	
Friends hips	I am beginning to interact with new people and children.	I am beginning to create attachments in nursery to peers or familiar adults.	I have created attachments in nursery to peers or familiar adults.	I am building friendships with other children.	I have multiple positive friendly relationships with children and adults in my setting. Reception Baseline I am beginning to create attachments in nursery to peers or familiar adults.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG	
Other's and their feeling s.	I can be distracted by a new activity when distressed the majority of the time.	I am beginning to identify my own feelings with adult support.	I am building friendships with others with adult support.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns, supported by an adult. Reception Baseline I am building friendships with others with adult support.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG	

Year 1: Personal, Social, Health and Economic Education (PSHE)

Skills & Knowledge	Core Theme: Relationships	Core Theme: Health and Well-being	Core Theme: Living in the wider world
	<p>Families and people who care for me:</p> <p>Heart Smart that families are important for children growing up because they can give love, security and stability. (R2)</p> <p>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 (R1, R4)</p> <p>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. (R3)</p> <p>How to recognise if family relationship are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R5)</p> <p>Caring Friendships:</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. (R6)</p> <p>Heart Smart how important friendships are in making us feel happy and secure, and how people choose and make friends (R6).</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R6)</p> <p>that healthy friendships are positive and welcoming</p>	<p>Mental Wellbeing</p> <p>Heart Smart that mental wellbeing is a normal part of daily life, in the same way as physical health. (H1)</p> <p>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. (H11, H12, H13, H14)</p> <p>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. (H15, H 16)</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H18, H19)</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H18, H20, H24)</p> <p>that bullying has a negative and often lasting impact on mental wellbeing (R10, R11)</p> <p>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) (H19, R12)</p> <p>The benefits of physical exercise, time out doors on mental well being and happiness (H17)</p> <p>Internet Safety and harms</p> <p>Heart Smart that for most people the internet is an integral part of life and has many benefits. (L7, L8)</p>	<p>Shared Responsibilities</p> <p>Pupils learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Pupils learn about things they can do to help look after their environment (L3)</p> <p>Communities</p> <p>About the different groups they belong to (L4)</p> <p>Media Literacy and Digital Resilience</p> <p>that for most people the internet is an integral part of life and has many benefits. (L7, L8)</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (L9)</p> <p>Economic well being - Money</p> <p>About the difference between needs and wants; that sometimes people may not always be able to have the things they want (L12)</p>

	<p>towards others, and do not make others feel lonely or excluded. (R7)</p> <p>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 (R8).</p> <p>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 situ (R9)</p> <p>Respectful relationships:</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults. (R15. R17)</p> <p>Heart Smart</p> <p>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. (H22, R23, L4, L6)</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships (R6, R8).</p> <p>the importance of self-respect and how this links to their own happiness (H21, H23, R22)</p> <p>The conventions of courtesy and manners (R22)</p> <p>About different types of bullying (including cyber), the impact of bullying, responsibilities of bystanders and how to get help (R10, R11. R12)</p> <p>Online relationships:</p> <p>That people sometimes behave differently online, including pretending to be someone they are not (R14).</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others onlineincluding when we are anonymous(R12)</p>	<p>Why social media, some computer games and online gaming are age restricted (H28)</p> <p>Benefits of rationing time spent on line, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing (H9)</p> <p>Physical Health and Fitness</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this</p> <p>the characteristics and mental and physical benefits of an active lifestyle (H1)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health (H10)</p> <p>Health and Prevention</p> <p>Safe and unsafe exposure to sun, how to reduce the risk of sun damage (H8)</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H7)</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (H5)</p> <p>Basic First Aid</p> <p>Know who the emergency services (fire, police, ambulance) are and how to contact them (999)</p> <p>Changing adolescent body</p> <p>Scientific names for body parts</p> <p>Name and identify body parts</p>	
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	<p>The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R20)</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online.± About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online (H34)</p> <p>Heart Smart 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.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Being Safe:</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R17)</p> <p>About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.</p> <p>The impact of viewing harmful content.</p> <p>NSPCC Speak Out Stay Safe Assembly</p> <p>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 (R13, R18)</p> <p>Heart Smart that each person's body belongs to them, and the</p>		
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	<p>differences between appropriate and inappropriate or unsafe physical, and other, contact (R13)</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (R14, R15, R19)</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult (R20)</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard (R20)</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so (R20)</p> <p>where to get advice e.g. family, school and/or other sources</p>		
Vocab	<p>Families, friends, love, care, different, friendships, lonely, happy, unhappy, feelings, kind, unkind, bullying, unsafe, worried, secrets, respect, female, vagina, penis, testicles, bottom, chest, mouth, lips learn, new, grow, change, excited, coping, Changes, life cycle, baby, adulthood, adult, grown-up, mature, male, anxious, real, imaginary, danger, secret, trust, good touch, bad touch, unsafe, worried, private, community, help, safety</p>	<p>Exercise, wash, brush teeth, toothbrush, toothpaste, brush hair, wash, bath, body, mind, healthy, food, physical activity, sleep, germs, medicine, dentist, feelings, happy, sad, worried, excited, nervous, like/dislike, proud, jealous, angry, embarrassed, hurt, feeling, good, managing feelings, same, different, emotion, loss, challenge, different, calm down, relax, change, special, growing, changing, rules, safe, risk, internet safety, personal information, trust, food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times</p>	<p>Rules, responsibilities, environment, community, same as, different to/from, computers, online, internet, money, work, jobs, earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs, special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, cooperative</p>
Sources & Websites	<p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/?_ga=2.52829921.835073318.1580385248-314484425.1580385248</p> <p>https://pshe-association.org.uk/</p> <p>https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</p> <p>https://www.barnardos.org.uk/</p> <p>https://www.heartsmarttv.com/browse</p> <p>https://www.picture-news.co.uk/</p>		
Assessment	Heart smart- end of unit assessment		

Year 2: Personal, Social, Health and Economic Education (PSHE)

Skills & Knowledge	Core Theme: Relationships	Core Theme: Health and Well-being	Core Theme: Living in the wider world
	<p>Families and people who care for me</p> <p>Heart Smart that there are different types of committed, stable relationships.</p> <p>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony (R4)</p> <p>How to recognise if family relationship are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R5)</p> <p>Caring Friendships</p> <p>Heart Smart how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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 situ</p>	<p>Mental Wellbeing</p> <p>Heart Smart that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H24, H27, R7)</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</p>	<p>Shared Responsibilities</p> <p>Pupils learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs: about the responsibilities of caring for them (L2)</p> <p>Communities</p> <p>About the different groups they belong to</p> <p>To recognise the ways they are the same as, and different to, other people (L6)</p> <p>Media Literacy and Digital Resilience</p> <p>that for most people the internet is an integral part of life and has many benefits. (L7, L8)</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (L9)</p> <p>Economic well being - Money</p> <p>What money is, forms that money comes in, that money comes from different sources (L10) That people make different choices about how to save and spend money (L11)</p> <p>Money needs to be looked after, different ways of doing this (L13)</p>

	<p>Respectful relationships</p> <p>The importance of self confidence and positive body image, and how this links to their own happiness.</p> <p>That some children may feel different on the inside to how they look on the outside (transgender) and that if that happened to them who they should tell.</p> <p>About different types of bullying (including cyber), the impact of bullying, responsibilities of bystanders and how to get help (R10, R11, R12)</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive (L4)</p> <p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>the conventions of courtesy and manners.</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>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 (R22,H22)</p> <p>Online relationships</p> <p>That people sometimes behave differently online, including pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>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 is accessed early enough (H24)</p> <p>Internet Safety and harms</p> <p>Why social media, some computer games and online gaming, for example, have age restrictions.</p> <p>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 (R10, R12)</p> <p>That the internet can also be a negative place - bullying - which can have a negative impact on mental health (H34)</p> <p>Where and how to report concerns and get support with issues online (H34)</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (L9)</p> <p>Physical Health and Fitness</p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this (H3)</p> <p>the risks associated with an inactive lifestyle (H3)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Health Eating</p> <p>What constitutes a healthy diet (H2, H3)</p> <p>The principles of planning and preparing a range of healthy meals (H2)</p> <p>The characteristics of a poor diets and risks associated with unhealthy eating (obesity, tooth decay) (H2)</p>	
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	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (R15)</p> <p>How information and data is shared and used online.</p> <p>Heart Smart about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>the impact of viewing harmful content.</p> <p>Being Safe</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.</p> <p>NSPCC Speak Out Stay Safe Assembly</p> <p>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 (R13, R18)</p> <p>Heart Smart Where to get advice eg family, school and /or other sources</p>	<p>Drugs Alcohol and Tobacco</p> <p>That household products (incl medicines) can be harmful if not used correctly (H37)</p> <p>Health and Prevention</p> <p>Safe and unsafe exposure to sun, how to reduce the risk of sun damage</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn (H4)</p> <p>Importance of handwashing</p> <p>The facts and science relating to allergies, immunisation and vaccination (H6)</p> <p>Basic First Aid</p> <p>How to make a clear and efficient call to emergency services if necessary (999) and when to contact 111 (H35, H36)</p> <p>Changing adolescent body</p> <p>Scientific names for body parts</p>	
Vocab	<p>Acquaintances, arguments, resolve, hurtful behavior, courteous, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, male, female, vagina, penis, testicles, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable,</p>	<p>Healthy diet, hygiene, oral health, dental care, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines, mental health, unique</p> <p>Emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger</p> <p>Medicine, healthy, pharmacy, doctor, safety, asthma, instructions</p>	<p>Family, culture, age, gender, personal interests, belief, community, diverse, view, different, similar, diverse respect, views experiences, expectations, group</p> <p>Money, choices, career, jobs, pounds, pence, currency, notes, coins, earn, win, find, presents,</p>

	unacceptable, comfortable, uncomfortable, looking forward, timeline, freedom, responsibilities, happy, excited, nervous	Care, excluded, friend, difficult, problems, resolve	pocket money, borrow, benefits, save, choices, jobs
Sources & Websites	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/?_ga=2.52829921.835073318.1580385248-314484425.1580385248 https://pshe-association.org.uk/ https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis https://www.barnardos.org.uk/ https://www.heartsmartv.com/browse https://www.picture-news.co.uk/		
Assessment	Heart smart- end of unit assessment Pupil voice		

Highlight Key:

Heart Smart

Big talk education- Growing up safe

Computing curriculum

Science Curriculum

PE curriculum

RE curriculum