

National curriculum aims in PSHE/RSE	
<p>To ensure that all children:                      understand families and are able to talk about people who care for them; know what a caring/respectful relationship is; discuss online relationships; know how to stay safe in a variety of situations, including online; understand what mental health is and how to stay mentally healthy; how to stay physically healthy including fitness and eating; have knowledge on drugs, alcohol and tobacco, how to prevent illness; basic first aid and how bodies change.</p>	
Life Learning Intent	
<p>At Hugglescote, our intent is to ensure that every child is equipped with the life skills required to develop healthy relationships and to stay safe and happy today and in the future. They will receive a broad and balanced PSHE/RSE curriculum which will enable them to explore the world around them, give them a curiosity and better understanding of the world they live in and the relationships they have. They will develop an enthusiasm and enjoyment for life learning and the assertiveness to look after themselves and say no. Over the course of their time at Hugglescote they will build up extended emotional literacy vocabulary, being able to talk about and explain the meaning of these key words.</p>	
Disciplinary knowledge	Key vocabulary
<p>Children will develop their skills through:                      Stories, role play, questioning and talking, explicit teaching, videos, problem solving, scenarios, responding, writing and play.</p>	<p>Key vocabulary for each area of study is available at the end of the document.</p>



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Eyfs	MY FEELINGS, MY FAMILY AND FRIENDS.		MY VIPS AND GOOD AND BAD FEELINGS.		MY BODY, AIMING HIGH AND TRANSITION	
Year 1	TEAMS	IT'S MY BODY	DIVERSE BRITAIN	BE YOURSELF	MONEY MATTERS	AIMING HIGH
Year 2	VIPS	SAFETY FIRST	MY MENTAL HEALTH	GROWING UP	ONE WORLD	THINK POSITIVE
Year 3	TEAMS	IT'S MY BODY	DIVERSE BRITAIN	BE YOURSELF	MONEY MATTERS	AIMING HIGH
Year 4	VIPS	SAFETY FIRST	MY MENTAL HEALTH	GROWING UP	ONE WORLD	THINK POSITIVE
Year 5	TEAMS	IT'S MY BODY	DIVERSE BRITAIN	BE YOURSELF	MONEY MATTERS	AIMING HIGH
Year 6	VIPS	SAFETY FIRST	MY MENTAL HEALTH	GROWING UP	ONE WORLD	THINK POSITIVE

Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TEAMS	CP	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understand what teams and <b>communities</b> they belong to.</li> <li>-Understand what they are good at/need to improve at.</li> <li>-Understand what is fair/unfair <b>(BV)</b>- kind/unkind.</li> <li>-Understand teasing and bullying.</li> <li>-Understand what to do when witnessing unkind behaviour- teasing, bullying.</li> <li>-Understand their behaviour affects others.</li> </ul> <p><b>Skills-</b></p> <ul style="list-style-type: none"> <li>-Identify their <b>VIPS</b>.</li> <li>-<b>Listen to others</b> and work/play cooperatively. <b>(BV)</b></li> <li>-To give support to others.</li> <li>-To set goals for themselves.</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Deepen their understanding of <b>good and not so good feelings</b>.</li> <li>- Understand their actions affect themselves as well as others.</li> <li>-Develop strategies to <b>resolve conflict</b>.</li> <li>-<b>Recognise more emotions</b> (see vocab list).</li> <li>-<b>Understand how to respond to new emotions</b>.</li> <li>-Understand their responsibilities- home, school, <b>community</b>, environment.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-<b>Dealing with change, loss, transition</b>.</li> <li>-<b>Work with others well towards shared goals</b>.</li> <li>-<b>Give constructive feedback</b> that benefits others as well as themselves.</li> <li>-To respect others points of view. <b>(BV)</b></li> <li>-To explain their own choices. <b>(BV)</b></li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understand rules and laws that protect them. <b>(BV)</b></li> <li>-Understand why different rules are needed in different situations. <b>(BV)</b></li> <li>-Understand how to take part in making and changing rules. <b>(BV)</b></li> <li>-<b>Recognise other’s feelings and care about them</b>.</li> <li>-Understand that bacteria and viruses can affect health and routines that can prevent this.</li> <li>-Understand that pressure can come from a variety of sources-, friends, media.</li> <li>-<b>Change, loss, transition, divorce, bereavement</b>.</li> <li>-Understand their different responsibilities in different parts of their life. <b>(BV)</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-<b>Develop their collaborative skills when working with others towards a shared goal</b>.</li> <li>-Listen to and respond respectfully to a wide range of people. <b>(BV)</b></li> <li>-Feel confident to raise their concerns. <b>(BV)</b></li> <li>-See, respect and sometimes challenge other’s points of view. <b>(BV)</b></li> <li>-<b>Recognise when they need help, develop skill to ask for help</b>. <b>(BV)</b></li> <li>-<b>Resist pressure to do something dangerous/unhealthy/that makes them feel anxious</b>. <b>(BV)</b></li> <li>-<b>Develop strategies to resolve disputes</b>.</li> <li>-<b>To face new challenges positively</b>.</li> <li>-Develop skills to exercise their rights and responsibilities. <b>(BV)</b></li> </ul>	NA

Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>VIPS</b>	<p><b>-IDENTIFY MAIN MEMBERS OF THEIR FAMILY</b> -TALK ABOUT WHY THEY LOVE THEIR FAMILY <b>-NAME FEELINGS-</b> SEE VOCAB LIST <b>-BEGIN TO UNDERSTAND HOW TO DEAL WITH NOT SO NICE FEELINGS</b> <b>-ZONES OF REGULATION</b></p>	NA	<p><b>Knowledge</b> -Understand who looks after them. -Recognise how others show emotions and how to respond. -Understand choices have good and not so good consequences. -Understand bodies <i>and</i> feelings can 'hurt'. -Understand that teasing and bullying is unacceptable. -Understand what to do and who to speak to when witnessing bullying and teasing. -Understand how their actions affect others.</p> <p><b>Skills</b> -Identify their VIPS. -To give others support and constructive feedback. -To communicate their feelings to others. -Resolve simple arguments.</p>	NA	<p><b>Knowledge</b> -Recognise and respond appropriately to a wider range of emotions in others. - Understand their actions affect themselves as well as others. -Recognise different types of relationship- acquaintances, family, relatives, friends. <i>(BV)</i> -Understand what makes a healthy relationship. -Understand unhealthy relationships and who to talk to when they need support. -Recognise bullying and abuse, including prejudice in person and online. -Understand consequences of Anti-social, aggressive behaviours.</p> <p><b>Skills</b> -Develop skills to sustain healthy and positive relationships. -Continue to give feedback, solve conflicts and arguments through negotiation and appropriate compromise. -Respect others points of view, make decisions and explain choices to resolve differences. <i>(BV)</i> -Develop strategies of who to speak to and how to get help when witnessing/experiencing anti-social behaviour. <i>(BV)</i></p>	NA	<p><b>Knowledge</b> -Understand what makes a healthy relationship. -Recognise and respond appropriately to new emotions in others and themselves. -Understand how and what type of pressure can come from friends, media, family. -Understand that the concept of keeping a secret is not always right and when it is okay to 'break a promise'. <i>(BV)</i></p> <p><b>Skills</b> -Develop skills to form and maintain a healthy relationship. -Continue to develop the confidence to seek help and support from others. <i>(BV)</i> -Continue to develop the confidence and skills to resist pressure. -Continue to develop skills to resolve disputes whilst respecting others. <i>(BV)</i> -Continue to explain their choices, make decisions and see/respect others points of view. <i>(BV)</i></p>

Programme of study	E Y F S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IT'S MY BODY	C P	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-people who look after them, who to go to if they are worried.</li> <li>-the difference between secrets and nice surprises. (BV)</li> <li>-to judge what kind of physical contact is acceptable. (BV)</li> <li>-that bodies and feelings can be hurt.</li> <li>-how to maintain a healthy lifestyle.</li> <li>-the importance of personal hygiene and how to maintain it.</li> <li>-how some diseases can spread and be controlled</li> <li>-harmful household products.</li> <li>-rules (BV) and ways to stay safe- road, cycle, rail, water, fire,</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-to understand they have a shared responsibility to keep themselves safe.</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-how to take care of their body,</li> <li>-judge what physical contact is acceptable and how to respond (BV)</li> <li>-the concept of keeping a secret and when it's okay to break secrets (BV)</li> <li>-what affects their physical, mental and emotional health both positive and negative</li> <li>-recognise ways in which relationships can be unhealthy and who to go to for help</li> <li>-that bacteria can affect health</li> <li>-that household products and drugs can damage their immediate health and future health</li> <li>-what is a habit?</li> <li>-understand more independence means more responsibility to keep themselves safe (BV)</li> <li>-recognise and assess risks in their local environment</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Make informed choices about a balanced lifestyle (BV)</li> <li>-Develop skills to make own choices about food and what might influence their choices. (BV)</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-how to make informed choices about their body (BV)</li> <li>-knowing what they have the right to protect on their body and who to talk to if they have concerns for themselves or others (BV)</li> <li>-healthy and unhealthy relationships</li> <li>- developing their understanding of concept of keeping a secret and when it's okay to break secrets (BV)</li> <li>- deepen their understanding of what affects their physical, mental and emotional health both positive and negative</li> <li>-why habits can be hard to change-</li> <li>-that some household items and drugs are restricted/illegal to some</li> <li>-understand that media images do not always reflect reality</li> <li>-recognise and challenge stereotypes (BV)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-explore and critique media information</li> <li>-To set personal boundaries (BV)</li> </ul>	NA

		-make good choices about their <b>health</b> - physical and emotional -simple skills to help prevent disease.		-recognise <b>conflicting emotions</b> and deal with them <b>(BV)</b>			
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SAFETY FIRST</b>	-school rules about health and safety- basic procedures <b>(BV)</b> - <b>Who keeps us safe</b> - fire fighters, ambulance drivers, lollipop people, doctors and nurses, lifeguards, teachers,	NA	<b>Knowledge -who looks after them</b> and how to get their attention if they need help. <b>(BV)</b> -helping others protect them -recognise they have a shared responsibility to keep themselves and others safe -that household products can be harmful is used wrong -ways of keeping safe in the environment, including online - <b>about the special people who work in their community</b> to protect others -999 -what is meant by privacy and respecting others privacy <b>(BV)</b> -the importance of not keeping a secret that makes them feel anxious <b>(BV)</b> -judge what physical contact is comfortable, acceptable- <b>who to tell and how (BV)</b>	NA	<b>Knowledge</b> -that they need to keep themselves safe and have responsibilities to do this <b>(BV)</b> -how they can help others keep them safe -to use risks to develop resilience -difference between risk, hazard and danger -to recognise when they need help, develop <b>skills to ask for help, (BV)</b> -resist pressure to do dangerous things <b>(BV)</b> -how to stay physical and emotionally safe inc car, bike, rail, water, fire -where pressure comes from to act in unacceptable/unhealthy ways -recognise and manage dares -how household objects inc energy drinks can be harmful to current and future health - <b>e-safety</b> -responsibly use of mobile phones	NA	<b>Knowledge</b> -differentiate between risk, hazard and danger -continue to build resilience from taking risks -where pressure comes from to do dangerous things -develop strategies to <b>stay safe in their environment</b> -to understand that <b>differences between people come from a variety of sources; family, culture, ethnicity, race, religion (BV)</b> -to continue to recognise and manage dares -the importance of protecting passwords, images and information online <b>(BV)</b> -safe user habits of using mobile time limits etc

	police officers,				<ul style="list-style-type: none"> <li>-how to manage requests for inappropriate media</li> <li>-<b>who to talk to</b> if they feel uncomfortable about something online</li> <li>-how to recognise abuse in all forms <b>(BV)</b></li> <li>-understand personal boundaries of themselves and others <b>(BV)</b></li> <li>-examine media that is presented to them and how understand how it can mislead you</li> </ul>		<ul style="list-style-type: none"> <li>-continue to manage requests for images and information online and <b>who to talk to</b></li> <li>-understand we all have the right to privacy <b>(BV)</b></li> <li>- continue to develop strategies to resist pressure</li> </ul>
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>DIVERSE BRITIAN (BV)</b></p> <p><b>NEW TOPIC</b></p>	CP	<ul style="list-style-type: none"> <li>-about what is kind and unkind behaviour, and how this can affect others</li> <li>-<b>to recognise the ways in which they are the same and different to others</b></li> <li>-how to talk about and share their opinions on</li> </ul>	NA	<ul style="list-style-type: none"> <li>-about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>-about discrimination: what it means and how to challenge it</li> <li>-to recognise the importance of <b>self-respect</b> and how this can</li> </ul>	NA	<ul style="list-style-type: none"> <li>-about discrimination: what it means and how to challenge it</li> <li>-to recognise the importance of <b>self-respect and how this can affect their thoughts and feelings</b></li> <li>-strategies to improve or support courteous, respectful relationships</li> </ul>	



	<p>things that matter to them</p> <ul style="list-style-type: none"> <li>-about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>-how people and other living things have different needs about the responsibilities of caring for them</li> <li>-about things they can do to help <b>look after their environment</b></li> <li>-<b>about the different groups they belong to</b></li> <li>-about the different roles and responsibilities people have in their <b>community</b></li> <li>-to recognise the ways they are the same as, and different to, other people</li> <li>-</li> </ul>	<p>affect their thoughts and feelings about themselves;</p> <ul style="list-style-type: none"> <li>-<b>about respecting the differences and similarities between people and recognising what they have in common with others</b></li> <li>-to listen and respond respectfully to a wide range of people,</li> <li>-how to <b>discuss and debate</b> topical issues, respect other people’s point of view and constructively challenge those they disagree with</li> <li>-to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>-to recognise there are human rights, that are there to protect everyone</li> <li>-about the relationship between rights and responsibilities</li> <li>-the importance of having compassion towards others;</li> <li>-about the <b>different groups that make up their community; what living in a community means</b></li> <li>-<b>to value the different contributions that people and groups make to the community</b></li> <li>-about diversity: what it means; the benefits of living <b>in a diverse community</b></li> </ul>	<ul style="list-style-type: none"> <li>-about respecting the differences and similarities between people and recognising what they have in common with others</li> <li>- <b>to listen and respond</b> respectfully to a wide range of people</li> <li>-to recognise there are human rights, that are there to protect everyone</li> <li>-the importance of having shared responsibilities for other people and living things; how to show care and concern for others</li> <li>-ways of carrying out shared responsibilities; -how everyday choices can affect the environment</li> <li>-about the different groups that <b>make up their community; what living in a community means</b></li> <li>-value the different contributions that people and groups make to the <b>community</b></li> <li>-about diversity: what it means; the benefits of living in a diverse community;</li> <li>-about stereotypes; how they can negatively influence behaviours and attitudes</li> </ul>	
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				<ul style="list-style-type: none"> <li>-about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>-about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>		<ul style="list-style-type: none"> <li>towards others; strategies for challenging stereotypes</li> <li>-about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>-what democracy is, and about the basic institutions that support it locally and nationally;</li> </ul>	
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>My Mental Health</b>		NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understand what mental health is.</li> <li>-Understand that mental health is just as important as physical health.</li> <li>-Know who to talk to about feelings. <i>(BV)</i></li> <li>-Name different things that make them feel happy. <i>(BV)</i></li> <li>-Name the 5 ways of wellbeing and talk about how they can help us feel better.</li> <li>-Take part in activities that cover some of the 5 ways to wellbeing- connecting with music, taking notice of their</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Recap what mental health is.</li> <li>-Recap why mental health is just as important as physical health.</li> <li>-Understand when you may need help.</li> <li>-Know where to go for support. <i>(BV)</i></li> <li>-Understand how connecting with others can improve your mental health.</li> <li>-Give examples on how to connect with others.</li> <li>-Understand how being active can improve both physical and mental health.</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Recap what mental health is.</li> <li>-Recap why mental health is just as important as physical health.</li> <li>-Understand when you may need help.</li> <li>-Know signs to look out for in others who may be struggling with their mental health.</li> <li>-Know where to go for support. <i>(BV)</i></li> <li>-Understand how to support someone going through hard times.</li> </ul>



		<p>breath and giving (complete random acts of kindness).</p> <p>Is this finished?</p>	<p>-Give examples of ways to stay active.</p> <p>-Understand how taking notice can improve mental health.</p> <p>-Give examples of how they can take notice.</p> <p>-Understand how a good sleep routine can improve mental health.</p> <p>-Give examples of good sleep routines.</p> <p>-Understand on a whole, how to stay healthy both inside and out.</p> <p>-Give advice to others on how to stay healthy inside and out. (BV)</p> <p><b>Skills</b>                  Take part in stretching, strengthening and breathing activities (yoga).                  Take part in focusing and listening activities.</p>	<p>-Recap the 5 ways of wellbeing.</p> <p>Is this finished?</p>
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
BE YOURSELF		Knowledge	NA	Knowledge	NA	Knowledge	NA

	<ul style="list-style-type: none"> <li>-Recognise their strengths.</li> <li>-<b>Good and not so good feelings.</b></li> <li>-<b>Vocabulary to describe their feelings (see vocab list).</b></li> <li>-Recognise what they like and dislike. <i>(BV)</i></li> <li>-Understand they are unique. <i>(BV)</i></li> <li>-<b>Recognise how others show feelings.</b></li> <li>-How to respond to feelings in <b>the Hugglescote Way.</b></li> <li>How to make informed choices about their health. <i>(BV)</i></li> <li>-Understand choices have consequences.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Celebrate their strengths. <i>(BV)</i></li> <li>-Set simple but challenging goals.</li> <li>-<b>Develop simple strategies to manage feelings.</b></li> <li>-<b>Communicate</b> their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify strengths and areas for improvement.</li> <li>-Deepen understanding of <b>good and not so good feelings.</b></li> <li>-Understand how feelings affect their <b>physical, mental and emotional health.</b></li> <li>-Extend vocabulary (see list) to explain their <b>feelings</b> (range and intensity).</li> <li>-<b>Recognise a wider range of feelings.</b></li> <li>-<b>Respond to feelings appropriately.</b></li> <li>_Understand their actions affect others and themselves.</li> <li>-Understand how pressure can come from a variety of sources- people and media.</li> <li>-<b>Understand change- loss, separation, divorce, bereavement, transitions.</b></li> <li>-How dares and stereotypes can be negative. -Understand that media images are not always true of people’s feelings.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Reflect on their achievements.</li> <li>-Set high and inspiring goals. <i>(BV)</i></li> <li>-Face new challenges positively.</li> <li>-Recognise when they need help and develop skills to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>-to reflect on and celebrate achievements. <i>(BV)</i></li> <li>-to understand they will come across <b>difficult emotions</b></li> <li>- deepen their understanding and vocab of <b>good and not so good feelings</b></li> <li>-Begin to understand the concept of a <b>balanced lifestyle.</b> <i>(BV)</i></li> <li>-Recognise an unhealthy relationship and know <b>who to talk to for help.</b> <i>(BV)</i></li> <li>-recognise and manage dares. <i>(BV)</i></li> </ul> <p><b>Skills</b></p> <p>Develop the skills to maintain a healthy and positive relationship.</p> <p><b>Give rich and constructive feedback to benefit others.</b></p> <p>Face new challenges positively.</p>	
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		-Share their views on things that are important to them. (BV)		-Recognise and manage dares. -Recognise and challenge stereotypes. (BV) -Explore and critique how the media presents information about other people.			
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GROWING UP</b>	NA	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-the names of the main body parts including external genitalia (see vocab list)</li> <li>-that peoples bodies and feelings can be hurt or feel uncomfortable</li> <li>-judge what behaviour is uncomfortable, unacceptable and <b>who to go to for help (BV)</b></li> <li>- <b>identify and respect differences</b></li> <li>-<b>understand that we are all unquie (BV)</b></li> <li>-the process of growing from you to old and how people’s needs change</li> <li>-how growing up brings new opportunities and responsibilities (BV)</li> <li>-<b>change, loss and the emotions that go with it</b></li> </ul> <p><b>Skills</b></p>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-human reproduction</li> <li>-how their body will change as well as their <b>emotions</b> during puberty</li> <li>-that civil partnerships and marriage are examples of commitment (BV)</li> <li>-difference between the terms- sex, gender, identity and sexual orientation</li> <li>-that two people who love and care for one another can be in a committed relationship and not be married (BV)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-recognise they may experience <b>conflicting emotions</b> and how to overcome them or when they need to listen to them</li> </ul>	NA	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-how to take care of their body and how to protect themselves from unwanted contact. (BV)</li> <li>-continue to understand how their bodies and emotions will change during puberty</li> <li>-<b>to recognise how media images can affect how people feel about themselves</b></li> <li>-recognise and challenge stereotypes (BV)</li> <li>-explore and critiuque medica information</li> <li>-understand the importance of being careful with what they share with others</li> <li>-to further develop understanding of marriage and civil partnerships and why people do this (BV)</li> </ul>

			- to learn from my experiences					<p>-understand that marriage is a commitment freely entered by both persons and that forced marriage is a crime (BV)</p> <p>-further develop understanding of difference between the terms- sex, gender, identity and sexual orientation</p> <p>-that virus can affect health and how to reduce the spread</p> <p>-continue to develop understanding of human reproduction</p> <p>-judge physical contact and how to react to unacceptable contact (BV)</p> <p><b>Skills</b></p> <p>Develop the skills to get help for themselves and others. (BV)</p>
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>MONEY MATTERS</b></p>	<ul style="list-style-type: none"> <li>-understands that money comes from different sources.</li> <li>-understand money can be used for different purposes.</li> <li>-understand the concepts of spending and saving.</li> <li>-understand the role money plays in their lives.</li> <li>-how to keep money safe. <i>(BV)</i></li> <li>-what influences their choices about spending and saving.</li> <li>-understand that growing up gives them more responsibility and opportunities. <i>(BV)</i></li> </ul>	<ul style="list-style-type: none"> <li>-the role money plays in their own and others' lives.</li> <li>-how to manage their money <i>(BV)</i></li> <li>-what is a critical consumer?</li> <li>-understand that resources can be allocated in different ways and that these choices affect <b>communities and the sustainability of the planet</b></li> <li>-<b>about the range of jobs carried out by people they know-</b></li> <li>-how to develop skills towards their future. <i>(BV)</i></li> <li>-explore and critique how media present information</li> <li>-develop an initial understanding of concepts such as; tax, loan, debt,</li> </ul>	<ul style="list-style-type: none"> <li>-continue to develop understanding of the role <b>money plays in their own and others' lives</b>, how to manage their money and how to be a critical consumer <i>(BV)</i></li> <li>-continue to develop understanding that resources can be allocated in different ways and that <b>these choices affect communities and the sustainability of the planet</b></li> <li>-to develop understanding of the terms; tax, loan, debt, interest and VAT <i>(BV)</i></li> </ul>	
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ONE WORLD</b></p>	<p>CP</p>	<p>NA</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-identify and respect the differences and similarities between people</li> <li>-<b>to identify their special people/VIPS</b></li> <li>-<b>explain what makes their vips special</b></li> </ul>	<p>NA</p>	<ul style="list-style-type: none"> <li>-understand that differences and similarities arise from factors inc; family, culture, ethnicity, race, religion, gender, disability, sexual orientation,</li> <li>-recognise and challenge stereotypes</li> </ul>	<p>NA</p>	<ul style="list-style-type: none"> <li>-develop the skills to carry out responsibilities and duties at home, school and in their <b>community</b>,</li> <li>-understand there are basic human rights shared by all and that</li> </ul>

			<ul style="list-style-type: none"> <li>-explain how to take care of your vips</li> <li>-<b>understand that they belong to a different groups inc</b> family and school</li> <li>-understand ways in which we are the same as all people,</li> <li>-understand that people and other living things have rights and we all have the responsibility to protect and follow those rights (taking turns, returning what belongs to them, not hurting them) <i>(BV)</i></li> <li>-understand what improves and harms their local, natural and built environments.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-develop skills to look after their environment</li> </ul>		<ul style="list-style-type: none"> <li>-consider the lives of people living in different places with different values</li> <li>-research and discuss and debate topical issues <i>(BV)</i></li> <li>-understand there are basic human rights shared by all people <i>(BV)</i></li> <li>-continue to understand how resources being allocated can affect the planet and <b>communities.</b></li> <li>-understand that they have different kinds of rights, duties and responsibilities at home, school, <b>in the community.</b> <i>(BV)</i></li> <li>-to recognise the role of voluntary, community and pressure groups related to <b>health and wellbeing.</b></li> </ul>		<p>children have their own special rights <i>(BV)</i></p> <ul style="list-style-type: none"> <li>- continue to understand how resources being allocated can affect the <b>planet and communities.</b></li> </ul>
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<b>Programme of study</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>AIMING HIGH</b>	-trying my best -understanding that I will find things difficult but not to give up	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-about new opportunities and responsibilities</li> <li>-to recognise what they like/dislike and how to make informed choices to improve physical and <b>mental health (BV)</b></li> <li>-choices have good and bad consequences <b>(BV)</b></li> <li>-identify and respect differences</li> <li>-share opinions on things that matter to them and <b>explain their views to their classmates (BV)</b></li> <li>-<b>change and loss and the emotions that come with it</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-to learn from my experiences and to celebrate my achievements.</li> <li>-set myself simple goals <b>(BV)</b></li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-recognise and manage stereotypes</li> <li>-face new challenges positively by collecting information, looking for help, making choices and taking action. <b>(BV)</b></li> <li>-about the range of jobs carried out by people they know</li> <li>-understand how to develop their skills to make their own contribution in the future <b>(BV)</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-to reflect on achievements, identify strengths and areas for improvement.</li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-continue to face new challenges positively by collecting information, looking for help, making choices and taking action.</li> <li>-continue to think about what skills they wish to develop to help them with their future <b>(BV)</b></li> <li>-continue to recognise and challenge stereotypes they come across</li> <li>-<b>work collabarivly towards shared goals</b></li> <li>-what is enterprise?</li> <li>-begin to develop enterprise skills</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-reflect on achievements and set high aspirations and goals</li> </ul>	
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Programme of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>THINK POSITIVE</b>	CP	NA	-recognise what they like/dislike and make informed choices to improve <b>their physical and mental health (BV)</b>	NA	-understand what positively and negatively <b>affects their mental, physical and emotional health</b>	NA	-continue to understand what positively and <b>negatively affects their</b>

		<ul style="list-style-type: none"> <li>-good and not so good feelings see vocab list</li> <li>-strategies to deal with new feelings</li> <li>-recognise that their behaviour can affect others</li> <li>-recognise what is fair/unfair, (BV)kind/unkind, right/wrong</li> <li>-to think about themselves and their achievements and set simple but challenging goals</li> <li>-share their opinions on things that matter to them and explain their views to their classmates (BV)</li> </ul>		<ul style="list-style-type: none"> <li>-deepen understanding of good and not so good feelings, see vocab list</li> <li>-intensity of emotions</li> <li>-about change, inc transition</li> <li>-to know when to listen to their conflicting emotions</li> <li>-understand how their body and emotions will change through puberty</li> <li>-begin to make informed choices to live a balanced life style (BV)</li> <li>-reflect on their achievements and set high aspirational goals</li> <li>-face new challenges positively</li> </ul>		<ul style="list-style-type: none"> <li>mental, physical and emotional health</li> <li>- deepen understanding of good and not so good feelings, see vocab list and explain the intensity to others</li> <li>-continue to understand and listen to their confliction emotions and act upon them appropriately</li> <li>-continue to develop the concept of a balanced lifestyle and put things in place that will help</li> <li>-understand that their actions affect themselves and others.</li> <li>-to continue to face new challenges with resilience and positivity</li> </ul>
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**KEY VOCABULARY**

*Year groups to go over vocabulary learnt in previous years*

Programme of study	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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<p>VIPS</p>	<p>Family Friends Love Sad Happy Angry Feelings Hugglescote Way Zones of regulation Sad Angry Calm Right Wrong Rules Safe- bike safety, (helmet) swimming safety, (grown up, floats) sun safety, (hat, sun cream) car safety, (seat belts) germs, soap People who help me- bus driver, dentist, librarian, life</p>	<p>NA</p>	<p>special, important, care, kind, help, trust, love, happy, safe., need,. friend, good, , caring, support, , listen, share, thoughtful, conflict, sort, solve, positive, choices, consequences, disagreement, making up, friendship, talk, Cooperate, cooperation, team, group, skills, support, achieve. time, special, people.</p>	<p>NA</p>	<p>Friends, friendship, interests, hobbies, VIPs. loyal, self-preservation, respect, honest, anonymous, kind, complimenting. acquaintances, relatives, families, dares, support, unhealthy, healthy, reflect, relationship, , falling out, arguments, resolution. differences, alternatives, views, opinions, decisions, choices, strategies, disputes, conflict, negotiation, Bully, bullying, physical, teasing, cyber, behaviour, impact, support,</p>	<p>NA</p>	<p>VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship. Emotions, anger, upset, frustrated, calming, calm, unkind, actions, consequences. disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite. pressure, influence, peer, negative, behaviour, resist, support, anxious, dangerous, unhealthy, uncomfortable, wrong.</p>
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	guard, mountain rescue, road workers,				victim. compromise, resolving, support. Anti-bullying		secrets, shared, kept, confidential, confidence, share, healthy, relationship, risky, ending.
TEAMS	NA	team, group, community, special, carer, friends, family, safe, secure, wanted, needed, support. Listening, group, good listening, active listening, conflict, discussion. Kind, considerate, thoughtful, polite, fair, compliment. Joking, teasing, bullying, kind, unkind, support, mindset, learner, positive,	NA	Change, transition, attitude. Teamwork, benefit, team, communication, helpful, unhelpful, behaviours, scenarios, group, achieve. Consequences, actions, impact, team mates, individuals, effect, communication, listening, reflect. Emotion, facial expression, body language, responding, considerate. dispute, resolve, resolution, conflict, negotiation, compromise,	NA	admire, skills, successful, effective, collaboration, collage, contribute. Respectful, honesty, opinion, disagree, hurtful, kind, thoughts, listen, communicate. Collaboratively, team, contribution, role, collaborate, desired outcome. agree, discuss, disputes, conflict, alternative, flexible. care, valued, looked after, kindness, feelings, sensitive, health, physical,	NA



		negative, helpful, not-so-helpful. choices, behaviour, consequences, families, friends, team.		feelings, interpret. Responsibility, collaboratively, goals, actions, ripple, effect.		emotional, scenario, consequences, classroom, function, roles, teamwork.	
BE YOURSELF		skills, talents, gifts, qualities, confidence, interests, likes, emotional wellbeing, mental health/, emotions, body language, facial expressions, , worried, excited, nervous/, enjoy, , happiness, , content, safe, secure, cross, loved/, , uncomfortable, comfortable, help, , / loss, change, , precious/, disagree, strategies, opinions,		pride, gloating, , , actions, , , support/ hide, , assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, influence, , , manipulated, advertisements, edited/ mistake, right, , , effects,		individual, , acceptance,, individuality, , peer, peer approval/ conflict, , , alternatives, , express, , , death, , bereavement, relationships, , , truthfulness, loyalty, , generosity, /, , difficulties, online friendships, ,, situations, , , intensity/, , , , expressing feelings, setbacks, , perceived /, options, , , , , , , , , , , apply, peer influence	

		thoughts, voice, discussions,.					
MY MENTAL HEALTH	NA	NA	Mental Health, Happy, Sad, angry, lonely, calm, worried, excited, uncomfortable emotions, difficult times, healthy mind, positive actions, 5 ways to wellbeing- connect, be active, take notice, learn, give, random act of kindness, breathing, focus,	NA	Mental Health, low, anxious, lonely, unhappy, out of control, healthy eating, healthy mind, healthy body, brains wellbeing, 5 ways to wellbeing- be active, take notice, learn, give, being mindful, sleep routine, sleep cycle, healthy inside and out, unique	NA	Mental Health, wellbeing, physically health, mentally healthy, 5 ways to wellbeing- be active, take notice, learn, give, struggle, angry, irritable outburst, useless, anxious, worrying, signs, support, withdrawn, changes, extreme changes, appetite, NHS, NSPCC, YOUNG MINDS, NO PANIC, CHILDLINE
IT'S MY BODY		deal, tricky, serious, problems, scared, , , secret, surprise, permission,		, guidelines, Childline, , independence, decide, , /, ,, balanced, , heart rate, saturated,		autonomy, , , , , appropriate, unwanted, , , boundaries, control, , , , ,	

		<p>consent,                  contact, touch,                  safe, unsafe,                  muscles,                  breathing,                  exercise, brain,                  routine, sleep,                  rest, heart, ,                  chemicals,                  strength, body,                  mind/ treat,                  healthy,                  unhealthy,                  occasional,                  sugar, brushing,                  dentist, diet/                  lean, wash,                  brush, germs,                  disease,                  hygiene,                  bacteria, virus,                  infection,                  spread,                  vomiting,                  diarrhoea,                  coughs, colds,                  illness,                  antibacterial,                  protect, ,                  doctor,                  chemist,                  pharmacist/                  poisonous,</p>		<p>protein, hydrated,                  hormones,                  vitamins,                  minerals, , sleep                  deprivation, sleep                  hygiene,                  disorientated, , ,                  hallucinating,                  paranoid, relax/                  contagious, , , ,                  immunisation,                  vaccinations, ,                  allergies, , / drugs,                  legal, illegal/                  tobacco, nicotine,                  , caffeine,                  restricted,                  addiction, habit, ,                  vaping, ,                  prescription,                  healing, harmful,                  health, antibiotics,                  immune, , syringe,                  pills, tablets/, , ,                  structure,                  planning, , pros,                  cons,</p>		<p>rights/, , , ,                  deprivation, , , ,                  , negative, , ,                  mental health,                  wellbeing,                  meditation, , / , ,                  care, healthy                  eating, , , , , , oral,                  dental, sun                  exposure, , , , , ,                  responsibility/, , , ,                  vape pens, ,                  addictive,                  dangerous,                  substances, , , , ,                  damage, , legal,                  illegal, age                  restrictions, /                  body image,                  beauty, self-                  confidence, looks,                  , appearance,                  pressure,                  perfect/,                  influence,                  balanced lifestyle,                  , , cleanliness</p>	
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		danger, medicine, cleaning, emergency, product, , , alcohol, cigarettes, deadly, ingredients, warning, ill, sick/ decision, rules, , consequence, , questionnaire, happier, healthier, , , feelings, reactions, responses/					
SFAETY FIRST			safe, unsafe, , hurt, trusted adult,, hazard, pills, tablets, liquids, sharp, hot, trip, fall, choke, burn, protect, road, traffic, fire, water, rail, stranger, , risk, , , unfamiliar, uniform, badge, e-Safety, , , ,		independent, responsible, healthy, , instructions, , outcome, peer pressure, friends, , , , wrong, dangerous, local environment, unfamiliar place, road safety, pedestrian zebra crossing, cycling, , swim, dive,		informed, smart, mature, , , , , , fireworks, sparklers,



			comfortable, uncomfortable, share, , , privacy, body, underwear, pants, , special people, emergency services, support, , 999,		depth, railway, train, , electricity, cables, responsibility, drugs, medication, medicine, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, health, wellbeing, , affect, , , casualty, injury, , first aid, , paramedic, ambulance, cut, graze, burn, scald, choking, shock		
DIVERSE BRITAIN		community, belong, , respect, , listen, local area, neighbour, , choice, choose, , neighbourhood, natural, built, Britain, United		society, richness, religious, ethnic, identity, culture, region, county, democracy, equality, human rights, freedom, government, , law, enforce, protect, , ,		faith, ethnicity, , , , equal, , community spirit, , police, active citizenship, local government, national government, prime minister,	

		Kingdom, town, countryside, island, coast, mountain, lakes, river, celebrations, diverse, diversity, , celebrate, kindness, , accepting, believe, beliefs, live, British, famous, proud, multicultural, , British Isles		parliament, , responsibilities. liberty, , , polite, challenge, - respecting, , tolerance, , , , national, , , , diversity, , discrimination, prejudice, , , values, customs, discuss, debate, citizen, common rights, , , , care, concern		politicians, members of parliament, charity, voluntary, , , compassion, , , contribute,	
GROWING UP			male, female, private parts, genitals, penis, testicles, vulva, vagina, similarities, differences, , , , advice, no, stop, , bodies, , scenario, gender, stereotype, , unique, love, caring, traditions, special times, parents,		reproduction, , breasts, species, womb, uterus, egg, foetus, baby, , sperm, testes, , , erection, Adam's apple, testosterone, , period, , menstruation, , oestrogen, sex hormones, , teenager, acne, ovaries, crush, , confusion, tearful, , , lonely,		shape, weight, voice change,, wet dreams, masturbation, discharge, , body odour, , , nocturnal emissions, , mood swings, , , , confused, , , stressed, self-esteem, beauty, ,, ideal, , , , negative, representative, heterosexual, homosexual, ,



			<p>grandparents, carers, siblings, children, home, , teachers, , , needs, young, old, adults, childhood, adulthood, opportunities, responsibility, independence, new emotions, difficult, unexpected, sudden, nervous, , , jealous, curious, , upset, , frustrated, annoyed, cope</p>		<p>isolated, attracted, excited, , offspring, , gay, lesbian, samesex, single-parent, fostered, adopted, orphaned, married, civil partnership, step, half, bisexual, blended family, commitment, , biological sex, asexual, embryo,, umbilical cord, amniotic sac,</p>		<p>sexual orientation, , race, age, civil partnership, sexually transmitted infection, intercourse, , , , conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, physical, contact, , , , , , zygote, , , , placenta, nutrients, labour, vaginal birth, caesarean section (amniotic fluid, fertilise,</p>
AIMIGH HIGH		<p>star qualities, strength, skill, happy, positive, learning, attitude, develop, improve, , build,</p>		<p>behaviour, action, accomplish, effort, strive, target, strengthen, role, CV, Curriculum Vitae, employer,</p>		<p>feedback, , perseverance, , practise, self-worth, , behaviours, privilege, power, , careers, criteria, ,</p>	

		resilience, achievement, grow, job, ambition, future, determined, achieve, goal, training, men, women, attributes, communication, ,hard-working, creative, aims, success, family, partnership, , qualifications, house, change, different, progress, , routine, success		qualifications, responsibilities. challenge, effort, equal, fair, opportunities, background, race, obstacles, set-backs, growth-mindset,		prejudice, social class, innovation, enterprise, business, employee, , ideas, original, inventions, creativity, , products, teamwork, collaborate, problem solving, listening, presenting, college, further education, , routes, apprenticeship, university	
THINK POSITIVE			, good, bad, happy, sad, grumpy, complain, best, better, bright, attitude, thinking, experiences, , decision, , dislike, prefer, impact, affect, respond,		mental health, , emotions, , , , , dopamine, serotonin, oxytocin, , , unpleasant, endorphins, changes, , sudden, exciting, small, , , , , cope, manage, coping strategies,		cognitive, , , link, blame, , anger, panic, stress, avoidance, techniques, , independent, responsible, , morals, pros, cons

			<p>,healthy, , unhelpful, challenging, new, goal, , negative, persevere, perseverance, quit, resilient, angry, confused, frightened, , anxious, anxiety, upset, embarrassed, , bored, fed up, frustrated, shocked, thankful, grateful, gratitude, appreciation, , , value, valued, fortunate, , , mindfulness, focus, concentrate, present, past, future, aware, calm, relaxed, , worries, fears,</p>		<p>prepare, control, weather, symbol, represent, jealousy, worry, nervous, , guilt, shame, embarrassment, grief, , , success, failure, , determination, practise, effort, , weaknesses, brave, flexible, curious, ,</p>		
MONEY MATTERS		<p>money, employment, work, job,</p>		<p>gift, benefits, , cash, , , credit, debit, ,, debt,</p>		<p>investment, risk, bankrupt, inflation, scam,</p>	

		payment, wages, spending, saving, credit card, online banking, online transfer, electronic, contactless, coins, notes, bank, bank account, income, salary, role, safe, save, piggy bank, wallet, purse, record, receipt, keep, track, , , amounts, list, want, important, possessions, necessity, necessary, budget, offer, shops, items, goods, , advertising		owe,, interest, borrow, loan, , repay, repayments, unmanageable, priority, , , , ethical, , , , , profit, financial gain, consumer, , change, balance, ,		steal, gamble, manufacturer, retailer, critical consumer, fair trade, producer,labour, minimum luxury, outgoings, , , , afford, comfortable, uncomfortable, tax, income tax, council tax, contribute, plastic pollution, single-use, charity,	
ONE WORLD			family life, special people, , care, similar, different, trust, happy, ,same, ,		Malawi, rural, urban, inequality, local, global, communities, , compassion,		citizenship, responsible, aware, global warming, , , prevent,

			learn, important, , , , environment, needs, resources, earth, , harm, planet, , world, protect,, , , environmental,		diverse, fair, unfair, dilemma, challenge, reason, , discuss, , empathy, consider, , trade, farmer, , , , climate reduce, , responsibility, organisation, global, citizen, ,		persuade, encourage, , pledge, waste, save, renewable, non- renewable, conserve, waste, , conserve, , , , drought, , appreciate, biodiversity, sustainability, sustainable, manifesto
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### Eyfs end points:

- To talk about my feelings in detail.
- To compete challenges, I have set for myself and those set by an adult.
- To adapt and refines my thinking and actions when I encounter a problem in my play.
- To use the zones of regulation and other methods to share how I feel.
- To listen to others and share my ideas.
- To work well with others and sort problems without adult intervention.
- To use simple vocabulary to explain how I feel and why.
- To name my very important people.

- To name some calming techniques.
- To explain what I should do when angry/sad/silly/worried/scared.

### Year One End Points:

- show the teams they belong to through cutting out appropriate images;
- follow instructions and create a tower by applying good listening;
- use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others;
- work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.
- Work as a group to sort thoughts given into helpful and not-so-helpful thought categories.
- Sort images of behaviours into good and not-so-good choices
- explain how much sleep they need;



## Physical Education Content Progression

- discuss why exercise is good for them;
- understand they can choose what happens to their bodies;
- list healthy snacks;
- know to ask a trusted adult if uncertain about whether something is safe to eat or drink;
- demonstrate hygienic ways to look after their bodies.
- identify groups and communities that they belong to;
- explain how to be a good neighbour;
- pick out things that harm and things that help a neighbourhood;
- describe what it is like to live in Britain;
- identify similarities and differences between British people;
- talk about what makes them feel proud of being British.
- identify their own special traits and qualities;
- identify and name common feelings;
- select times and situations that make them feel happy;
- talk about what makes them feel unhappy or cross;

- explain how change and loss make them feel;
- understand the importance of sharing their thoughts and feelings.
- discuss things they can buy in the shops;
- talk about different sources that money can come from;
- identify things they want;
- identify things they need;
- talk about ways we can keep track of what we spend;
- discuss ways they can keep money safe;
- talk about ways they keep their belongings safe.
- discuss their star qualities;
- identify what a positive learning attitude is;
- talk about jobs they can do when they grow up;
- discuss what skills and interests are needed for different jobs;
- talk about hopes they have for the future;
- discuss what they are looking forward to about next year

## Year Two End Points:

- explain who the special people in their lives are;
- talk about the importance of families;
- describe what makes someone a good friend;
- know how to resolve an argument in a positive way;
- know the skills involved in successful cooperation;
- identify a way to show others they care.
- identify some everyday dangers.
- understand some basic rules that help keep people safe.

- know what to do if they feel in danger.
- identify some dangers in the home.
- identify some dangers outside.
- identify which information they should never share on the Internet.
- know that their private body parts are private.
- recall the number to call in an emergency.
- list some people who can help them stay safe.

## Physical Education Content Progression

- name some strategies and activities they can take part in to support their mental wellbeing
- to name the 5 ways to wellbeing
- use the scientific names introduced to name male and female body parts; • identify some differences between males and females; • identify the body parts that we keep private;
- understand the words 'no' and 'stop';
- understand that people's bodies and feelings can be hurt;
- identify an adult they can talk to if they are concerned about inappropriate touch;
- talk about their own likes and dislikes;
- understand that different people like different things;
- understand that girls and boys can like different things, or the same things;
- describe how they have changed since they were a baby;
- understand that people's needs change as they grow older;
- talk about things they would like to do when they are older;
- discuss some changes that people might go through in life.

- talk about special people in their life and say why they are special;
- talk about different homes around the world and identify how they are the same as and different from their own;
- describe what their school is like;
- explain what an environment is;
- explain what natural resources are and identify how people use them;
- say what they love about the world in which they live and describe how they would feel if these things disappeared.
- identify and discuss feelings and emotions, using simple terms;
- describe things that make them feel happy and unhappy;
- understand that they have a choice about how to react to things that happen;
- talk about personal achievements and goals;
- describe difficult feelings and what might cause these feelings;
- discuss things for which they are thankful;
- focus on an activity, remaining calm and still.

## Year Three End Points:

- use pictures to express their thoughts, feelings and worries;
- plan and create a role play about a team scenario;
- with support, read clues and work as a team to solve a crime;
- with support, identify a feeling and how it is being expressed;
- show the resolution to a dispute through pictures and with the key words given;
- use a word mat to create a list of 'Pass It On' ideas.
- explain what happens if they don't sleep enough;

- discuss what happens to muscles when we exercise them;
- understand they can choose what happens to their body and know when a 'secret' should be shared;
- explain that too much sugar is bad for health;
- know the difference between medicine and harmful drugs and chemicals;
- explain how germs travel and spread disease.
- describe what it is like to live in Britain;

## Pshe rse Content Progression

- talk about what democracy is;
- talk about what rules and laws are;
- talk about what liberty means;
- describe a diverse society;
- describe what being British means to them
- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
- suggest ways to make things right after a mistake has been made;

- explain that mistakes help them to learn and grow
- discuss where money comes from;
- talk about reasons people go to work;
- discuss payment resources we can use to spend money;
- consider why and how people might get into debt;
- identify things they want and need;
- explain ways we can keep track of what we spend.
- discuss where money comes from;
- discuss their personal achievements and skills
- identify what a positive learning attitude is
- talk about the range of jobs that people do
- discuss what skills and interests are needed for different jobs
- talk about jobs they might like to do in the future
- discuss what skills they might need to do certain jobs

## Year Four End Points:

- with support, discuss how the impact of our attitudes affects us when trying to make new friendships;
- with support, plan out how they will be an anonymous friend over the week;
- use a support sheet to discuss the dares within a story;
- use a support sheet to create a roleplay about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied, with a support sheet of ideas

- discuss things they can do independently that they used to need help with;
- describe what a dare is and identify situations involving peer pressure;
- know when to seek help in risky or dangerous situations;
- identify and discuss some school rules for staying safe and healthy;
- list some of the dangers we face when we use the road;
- describe drugs, cigarettes and alcohol in basic terms;

## Pshe rse Content Progression

- identify which information they should never share online;
- identify who they should tell if they see something online that worries, upsets or confuses them;
- explain what it means to be kind and respectful online.
- name some strategies and activities they can take part in to support their mental wellbeing
- to name and give examples of the 5 ways to wellbeing
- explain why sleep is important for physical and mental health
- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- understand that there are many different types of families;
- identify similarities and differences in different loving relationships;

## Year Five End Points:

- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.
- understand that they can choose what happens to their own bodies;
- know where and how to get help if they are worried;

- explain in simple terms how babies are made and how they are born.
- describe similarities and differences between people's lives;
- identify opinions that are different from their own;
- express their own opinions;
- recognise that their actions impact on people in different countries;
- know what climate change is;
- know there are organisations working to help people in challenging situations in other communities
- understand that it is important to look after our mental health;
- recognise and describe a range of positive and negative emotions;
- discuss changes people may experience in their lives and how they might make them feel;
- talk about things that make them happy and help them to stay calm;
- identify uncomfortable emotions and what can cause them;
- discuss the characteristics of a good learner.

- understand the importance of sleep;
- identify some physical changes that their bodies go through during puberty;
- identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;
- identify positive aspects about themselves;
- discuss the choices related to health that they make each day;
- identify choices that will benefit their health and provide a 'balanced lifestyle'.

## Pshe rse Content Progression

- talk about the range of faiths and ethnicities in Britain;
- explain how and why laws are made;
- explain what a community is;
- discuss some roles of local government;
- describe the basic structure of national government;
- talk about the role of charities and voluntary groups in the community.
- discuss scenarios where children are torn between ‘fitting in’ and being true to themselves;
- explain how to communicate their feelings in different situations;
- create a role play to show different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.
- talk about what financial risk is;
- discuss ways advertisers try to influence us;
- identify what it means to be a ‘critical consumer’;
- describe what ‘value for money’ means;
- share ideas for ways we can care for our VIPs;
- create a poster to show a calming technique with support;
- discuss how a disagreement could be handled with support;
- explain ways to resist pressure with support;
- identify which secrets are OK to keep and which need to be shared with support;
- identify some aspects of healthy and unhealthy relationships.
- describe what a dare is and identify situations involving peer pressure;
- know when to seek help in risky or dangerous situations;

- explain what ‘interest’ is;
- talk about what ‘tax’ is.
- discuss their personal achievements and skills;
- discuss different learning styles;
- identify what a positive learning attitude is;
- talk about the range of jobs that people do;
- understand what a gender stereotype is;
- talk about skills employers look for in employees;
- work with others in a team;
- discuss the skills everyone needs to succeed.

## Year Six End Points:

- identify and discuss some school rules for staying safe and healthy;
- recall the number to dial in an emergency;
- know how to look after mobile devices;
- identify which information they should never share online;
- identify who they should tell if they see something online that worries, upsets or confuses them;
- explain what it means to be kind and respectful online
- name some strategies and activities they can take part in to support their mental wellbeing

- to name and give examples of the 5 ways to wellbeing
- explain why sleep is important for physical and mental health
- discuss how we can support others with their mental health
- name physical changes you people will experience during puberty
- describe emotional changes young people might experience during puberty
- appreciate that there is no such thing as a perfect body
- list things that all loving relationships have in common
- explain what a sexual relationship is
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this
- explain how babies are conceived and how they are born
- explain what a global citizen is
- say what global warming is
- understand that human energy use can affect the environment
- understand the importance of not wasting water
- understand what biodiversity is
- understand that their choices can have far reaching consequences
- talk about their thoughts, feelings and behaviours;
- identify unhelpful and helpful thoughts;
- suggest outcomes linked to certain thoughts, feelings and actions;
- discuss ways in which positive thinking can be beneficial;
- identify and discuss uncomfortable emotions;
- identify common choices we have to make in life;
- use basic mindfulness techniques, when guided;
- describe what makes a good learner