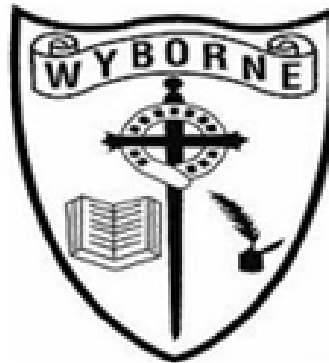


Wyborne Primary School

Personal, Social, Health and Economic Curriculum



Wyborne Primary School - PSHE Curriculum

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Wyborne Primary School - PSHE Curriculum

Introduction

This document details the PSHE Curriculum taught at Wyborne Primary School. As a school, we are members of the PSHE Association and have adopted their enquiry-based approach to PSHE learning. This means that the programme of study objectives are taught in units where each unit is an enquiry question that is explored through key learning points.

The curriculum is split into three areas of study: Health and Wellbeing; Relationships; and Living in the Wider World.

Statutory requirements for relationships and health education are covered through the enquiry-based units of work. Sexual reproduction, which is non-statutory, is taught in Year 6, alongside statutory relationship and health education.

Throughout the PSHE Curriculum, children are taught skills to enable them to be reflect on their developing ideas and understanding of the world and relationship self with others. PSHE lessons always give children the opportunity to reflect and also share ideas with their teachers and peers.

Guidance is given in each unit to advise teachers about how to approach particular issues that require sensitivity. Resources are suggested but teachers are also able to find and use resources themselves.

It is expected that the units in this curriculum are taught explicitly and it is also recognised that aspects of PSHE learning may also occur in day-to-day aspects of school life (such as following rules, friendship issues etc). Cross Curricular links can also be made where appropriate (such as Science, PE, Computing, History etc) therefore although the Long-Term Overview suggests when units can be taught, teachers can move the units around – as long as all units are covered by the end of each academic year.

The units of work are detailed in the following pages and are followed by a breakdown of the individual programme of study objectives that each unit covers alongside cross-referencing to the statutory requirements for relationships and health education. Teachers may wish to familiarise themselves with these objectives but do not have to reference them when teaching (the outcomes in each unit are for this purpose).

PSHE in Early Years and Foundation Stage

PSHE does not have to be taught as an explicit subject in EYFS and the statutory requirements for health and relationships education do not apply. However, the Early Learning Goals cover key themes which include objectives related to personal, social and emotional development and understanding the world. Learning opportunities are planned, through whole-class, adult-led teaching and group-focussed activities. Teacher’s medium-term planning indicates Early Learning Goals that are a focus.

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals that link to PSHE Education

Personal, Social and Emotional Development	
Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

Understanding the World	
Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.
People, Culture and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

PSHE Curriculum – Long-term Overview of Units for Years 1-6

Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	How can drugs common to everyday life affect health?
Year 5	How can we help in an accident or emergency?	What decisions can people make with money?	What makes up a person's identity?	How can friends communicate safely?	How will we grow and change?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will we change as we become more independent? How do friendships change as we grow?	

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships - What is the same and different about us?	Same Different Like Dislike Special Strength Ability Talent Bodies Private Arms Legs Head Hands Feet Eyes Ears Mouth Nose Underwear Penis Vagina	PoS refs: H21, H22, H23, H25, R13, R23, L6, L14
Whole School Topic TBC x 2 per year.	Subject Rationale:		Active listening Empathy Communication of ideas and views Affirming self and others Using and applying data
<p>Relationships - What is the same and different about us?</p> <p>In this unit of work pupils learn:</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private <p><u>Useful websites and resources</u></p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’</p> <p>NSPCC – The underwear rule resources (PANTS)</p> <p>Storybooks such as <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen</p> <p>Use stories and information books, anatomically correct dolls and photo cards.</p> <p>Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson.</p> <p>School Diversity Week (June)</p>	<p>This topic gives children the opportunity to consider their personal likes and dislikes and they start to express what they are good at. It has a focus on how they are unique and they are encouraged to think of their own individuality. From this, they then think about the ways that others are special and that everyone has different strengths and likes and dislikes. The importance of making a healthy comparison is introduced. Children are introduced to how they are physically different in terms of their external genitalia.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What parts of our bodies can we see? • What are the names of all the different parts of our bodies? • What sizes and shapes are people? • How are our bodies like other people’s bodies? • How are our bodies different to other people’s bodies? <p>Guidance</p> <p>Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson.</p> <p>Refer to school’s SRE policy</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts , through games, actions, songs and rhymes.</p> <p>Science programme of study links: Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships: Who is special to us?	Relationship	
Whole School Topic TBC x 2 per year.	Subject Rationale:	Special	PoS refs: L4, R1, R2, R3, R4, R5
<p>Relationships: Who is special to us?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>https://www.pshe-association.org.uk/metro-charity Love and Special Relationships KS1</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and KS1 Year 1 Lesson 1 My Special People</p> <p>Stories about Different Families</p> <p>School Diversity Week (June)</p>	<p>The focus of this unit is for children to explore their sense of belonging in both the context of their family and also in a wider context such as school, friends, clubs, faith community. ‘Special people’ refers to people important in the pupil’s life, for example, at school, home, clubs, church, mosque etc. It considers what family members/carers do to help them feel loved and cared for. It also introduces children to the fact that every family looks different. Families are not all the same but share common features. Families where there is a single parent, same-sex parents or where parental responsibility is provided by someone else all share common features and children explore what they do/enjoy with their families. The importance of feeling happy is explored as is learning who to talk to if there are worries and concerns.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who are my special people? • What do they do to care for me and make me feel safe and happy? • How can people tell how we are feeling? • Who and what can help us when we feel worried or unsafe? • How can we help the people who look after us? <p>Guidance Pupils could bring photographs or mementos from their special people (an awareness and sensitivity to pupils’ family circumstances is needed).</p>	<p>Family</p> <p>Belong</p> <p>School</p> <p>Friends</p> <p>Clubs</p> <p>Community</p> <p>Faith</p> <p>Love</p> <p>Care</p> <p>Mum</p> <p>Dad</p> <p>Brother</p> <p>Sister</p> <p>Grandparents</p> <p>Carer</p> <p>Same</p> <p>Different</p> <p>Unhappy</p> <p>Worried</p>	<p>Communication of ideas and views</p> <p>Active Listening</p> <p>Affirming self and others</p>

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing: What helps us stay healthy?	Health Wellbeing Dentist Doctor Medicine Vaccination Immunisation Hygiene Routine Germs	PoS refs: H1, H5, H6, H7, H10, H39
Whole School Topic TBC x 2 per year.	Subject Rationale:		Active listening Self-reflection Make decisions and choices
<p>Health and Wellbeing: What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel <ul style="list-style-type: none"> • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session.</p>	<p>This topic introduces the concept of being healthy. It looks at diet, medicine and vaccines, hygiene and daily routines such as brushing your teeth. It also discusses the people who help us to stay healthy such as doctors and dentists.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> •What do we think we need to do to keep ourselves healthy? •What do we do during our day that keeps us healthy? •What do we think healthy people do and don't do? •What things can we do when we feel good and healthy? <p>Additional Guidance:</p> <p>Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.</p> <p>During key stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy.' food and 'not-so healthy' food, rather than 'good food' and 'bad food'.</p>		

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World: What can we do with money?	money	PoS refs: L10, L11, L12, L13
Whole School Topic TBC x 2 per year.	Subject Rationale:	notes	
<p>Living in the Wider World: What can we do with money? Money; making choices; needs and wants</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>https://www.young-enterprise.org.uk/MMW/</p> <p>Guidance Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a 'swap'), or can be given freely, such as in gifts or charity. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things for them).</p> <p>Role-play area or home corner could be set up as a bank or a shop.</p>	<p>This topic will give children the knowledge they need to explain how money is obtained and to recognise what money looks like. Teachers will give some examples of some of the ways that money can be used. The class will discuss what money may be used for at home and in school. Children will identify the different sources that they have received money from. Children will give examples of how they or family members have used money to do things or obtain things. Many young children are no longer familiar with coins and notes as card payment and online transactions are now so popular.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Have we ever received money and where did it come from? • What did we do with our money? • Where do other people get money from? • What can money be used for? • Where can we safely keep our money when we are at home/out and about? • Why do people save money? • What makes us want to spend our money? <p>Pupils could visit the school office to explore how money is used in the school, i.e. dinner money, buying resources etc.</p>	coins currency pounds sterling spend give receive save pocket money use gifts presents borrow lend earn obtain (get)	Team working Planning and deciding Communication of ideas and views to others Analysing and applying data Drawing conclusions Empathy Formulating questions

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills PoS refs: H33, H35, H36, R15, R20, L5
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing: Who helps to keep us Safe?	Safety Safe Unsafe Support Emergency Emergency services Danger Police Ambulance Fire brigade 999	Making decisions and choices Empathy Resilience
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing: Who helps to keep us Safe? Keeping safe; people who help us</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>https://www.1decision.co.uk/</p> <p>Invite members of the emergency services to visit and speak to the children. Also think about inviting the school lollipop person to come and discuss their job.</p>	<p>In this unit, children are taught about people in the community who keep them safe (including their family networks and emergency services). They are taught to identify different situations and who can help them in each one and how they can get help in an emergency by calling 999 and having the chance to practice what they would say. There is also work on the feeling of being unsafe and that they should keep asking for help until they are heard.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who are my special people? • What do they do to care for me and make me feel safe and happy? • How can people tell how we are feeling? • Who and what can help us when we feel worried or unsafe? • How can we help the people who look after us? <p>Guidance Use stories about characters being helped and looked after, and those where characters responsible for themselves.</p>		

Year 1	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/ Visits	Living in the Wider World: How can we look after each other and the world?		
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Living in the Wider World: How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group <p>https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</p> <p>Pupils should have the opportunity to practice these skills and learning opportunities in the class role-play area, e.g. setting up a veterinary surgery or a home.</p>	<p>This topic is about our responsibilities both in school and outside of school. Children learn how their behaviour can affect other people and other things (such as the environment). Children will learn about basic needs of humans and animals. This is a useful topic in the Summer Term of Year 1 as it can also prepare children for the move to Year 2, which could be an emotional time.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do we need? • What jobs/responsibilities does our teacher have in the classroom? • How can we help our teacher? • What are our jobs/responsibilities in the classroom? • How can we help each other? • Does our behaviour help people in the classroom? <p>Guidance: Compiling class rules, giving monitor jobs to pupils and establishing classroom routines. It can develop pupils' contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos. How they can support the needs of others (taking turns, sharing belongings, working co-operatively) Physical and emotional needs could be explored through the context of pets, i.e. pets need food, water and shelter, but they also need to be played with. Stories where young characters look after others/pets/animals; stories where characters help out around the home or community.</p>	human animal care needs rights responsibility behaviour kind polite feelings emotions impact affect actions environment	<p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <p>Active listening</p> <p>Team working collaboration & co-operation</p> <p>Giving constructive feedback to others</p> <p>Empathy</p> <p>Self-reflection</p>

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills PoS refs: R6, R7, R8, R9, R25
Knowledge/ Significant people /Significant events/Visits	Relationships: What makes a good friend?	Friend	
Whole School Topic TBC x 2 per year.	Subject Rationale:	Friendship	
<p>Relationships: What makes a good friend? Friendship; feeling lonely; managing arguments</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>Explore the issue of friendship sing <i>Little Beauty</i> by Anthony Browne</p> <p>Guidance Use of role-play to explore scenarios regarding friendship. Identify ways in which children can help others they notice are on their own in the playground. Focus on the school's ethos of kindness.</p>	<p>This builds on Year 1 units – Who is special to us and what is the same and different about us.</p> <p>In this unit, children have the opportunity to reflect on their experiences with their friends. They think about ways in which they can make friends with others.</p> <p>Drawing on what they learnt in Year1 about how we all have different skills and abilities and likes and dislikes – this learning is developed further to think about the idea of friendship. There is a focus on self-reflection where children will learn how to recognise feelings of loneliness and what to do if they feel lonely. What they notice about their relationships with friends and peers when they are being friendly. They also consider possible ways of seeking help and support if a friendship is making them unhappy.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What does it mean to be a friend? • How do friends treat each other? • What does it feel like when you have no one to play with? • What can you do when you see someone on their own in the playground? • Why might friends argue with each other? • Why is it important to listen to our friends thoughts and opinions? • Who at school can you talk to, if you feel unhappy about a friendship? 	<p>Friendly</p> <p>Lonely</p> <p>Behaviour</p> <p>Resolve</p> <p>Arguments</p> <p>Differences</p> <p>Opinions</p> <p>Help</p> <p>Advice</p>	<p>Self-reflection</p> <p>Empathy</p> <p>Active listening</p>

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships: What is bullying?	Bullying Behaviour Words Action Respect Difference Words Actions Permission Physical contact Uncomfortable Comfortable Safe Unsafe Name-calling Teasing Excluding Hurtful Online trust	PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25 Empathy Affirming self and others Managing risk and personal safety Managing decisions and choices
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Relationships: What is bullying? Behaviour; bullying; words and actions; respect for others</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>https://www.anti-bullyingalliance.org.uk/tools-information Information on anti-bullying as well as resources for anti-bullying week.</p> <p>https://www.thinkuknow.co.uk/4-7/6-7-year-olds/ online safety information for children. Activities and ideas.</p>	<p>This builds on from the previous unit of what makes a good friend. Children learn what bullying is and how it affects the feelings of others. They learn how words and actions can affect how others feel and they recognise how other's words and actions have an effect on them. The idea of permission regarding physical contact is explored through identifying when they feel safe and unsafe. As with other units in the relationships strand, the importance of reporting when they feel unhappy about how they are treated is a key component. Online safety is also introduced in this unit. This ties-in with e-safety aspects of the Computing curriculum.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What words or actions make you feel happy, sad, angry etc? • What does bullying look like? • When should you do when someone makes you feel unsafe and uncomfortable? • Who should you speak to if someone is making you feel upset by their behaviour towards you? • How can you stay safe when online? <p>Guidance This unit is to be taught during Anti-bullying Week which normally occurs during November. Whilst each Anti-bullying Week has its own unique themes, the aims of the unit must still be adhered to.</p> <p>Working through this unit may highlight certain issues that children are facing at school. It is important that children know they can speak to the class teacher or TA if there are any issues that arise. Having a worry monster or worry box available will therefore be essential.</p>		

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World: What jobs do people do?		
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Living in the Wider World: What jobs do people do? People and jobs; money; role of the internet</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life <p>https://www.young-enterprise.org.uk/MMW/</p>	<p>In this unit, children learn about the world of work. They learn about many different jobs and understand that people have jobs to earn money. Children discuss their strengths and interests and think about what jobs they might be good at. Career Week will support this learning – encourage parents from all sectors to come in to talk about their jobs. Children will be exposed to jobs and careers they may never have heard of before.</p> <p>Guidance Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them). Role-play area or home corner could be set up as a bank or a shop.</p>	<p>job career role responsibility employment (place of) work sector earn interview strength interest</p>	<p>PoS refs: L15, L16, L17, L7, L8</p> <p>Analysing and applying data</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making choices</p>

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing: What helps us to stay safe?	Rules	
Whole School Topic TBC x 2 per year.	Subject Rationale:	Risk	PoS refs: H28, H29, H30,
<p>Health and Wellbeing: What helps us to stay safe? Keeping safe; recognising risk; rules</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>Stories where young characters have fears or problems such as the dark or new places or situations and stories which widen the vocabulary of feelings.</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends</p> <p>https://www.1decision.co.uk/</p> <p>https://lifeliveit.redcross.org.uk/</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p>	<p>This unit builds on what the children learnt in Year one about who keeps them safe. In this unit children learn more about their responsibilities in ensuring they keep themselves and others safe. It is an opportunity to check children’s understanding of road, fire, bike and water safety as well as ensuring children understand about risks posed by medicine and household products. The importance of talking to trusted adults is continued and children also learn about the importance of being safe online (see Computing intent document). There is also a focus on identifying feelings of being safe and unsafe and how they may feel uncomfortable if asked to keep secrets.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What do we have to keep safe from? • Are these real dangers or pretend dangers? • Is it something we do that makes them dangerous? • Who can we ask to help us? • Who has the job of keeping us safe? • Do we always have to keep secrets? • If we tell someone will we get into trouble? <p>Guidance</p> <p>Awareness of vulnerable children and safeguarding issues is important when talking about keeping secrets.</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	Safety Identify Safe Unsafe Familiar Unfamiliar Resist Pressure Secrets Comfortable Uncomfortable Online Trustworthy Untrustworthy Worried Dangerous	H31, H32, H34, R14, R16, R18, R19, R20, L1, L9
			Making decisions and choices
			Resilience
			Analysing and evaluating situations
			Recalling and applying knowledge and skills

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing: What helps us grow and stay healthy?	Healthy Diet Sugar Sleep Active Rest Physical activity Dental health Screen time Sunshine	
Whole School Topic TBC x 2 per year.	Subject Rationale:		PoS refs: H1, H2, H3, H4, H8, H9
<p>Health and Wellbeing: What helps us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>This builds on the Year 1 unit ‘What keeps us healthy?’ These lessons are about how we make healthy choices in our lives. Some things are healthy, for example eating vegetables; while others are not so healthy, for example drinking lots of sugary drinks. It also helps us think about keeping active and having time away from screens and gadgets.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do we like to do that makes us feel good? • What choices do we make during our day? • Why do we make these choices? • What if we chose something else? • How would this make us feel? <p>Guidance: Stories where the young characters make choices that lead to consequences, e.g. Goldilocks.</p> <p>Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices. An <i>informed choice</i> means using what the pupil already knows to inform their choice or decision.</p>		<p>Active listening</p> <p>Self-reflection</p> <p>Make decisions and choices</p>

Year 2	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing: How do we recognise our feelings?	Feelings	PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H2
Whole School Topic TBC x 2 per year.	Subject Rationale:	Emotions	
<p>Health and Wellbeing: How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it <p>Stories where young characters encounter a range of different feelings. Talk about alternative endings or use Fast Forward or Wind Back strategies.</p> <p>Stories where characters lose and find things, or lose and learn to live with the loss of the object; stories where characters share their feelings and help each other.</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.1decision.co.uk/</p>	<p>This unit has a focus on feelings and circumstances where children may experience certain feelings. The link between physical sensation and what feeling that may represent is explored so that children can start to differentiate their feelings and identify them more readily. Children explore the link between feelings and behaviour in the context of their experiences. There is also the opportunity for children to explore ways to manage big feelings and explore ways they can use different strategies (such as mindfulness) to help. The importance of talking to someone they trust is emphasised so children know they are not on their own.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What feelings do we all share? • Where in our bodies do we feel these feelings? • How do people know how we are feeling? • How do these feelings affect our behaviour? • What can we do to manage big feelings? • How can we tell people how we feel? • How can we help others who may have not so good feelings? • What are the things that we treasure most? • How do we feel when things get broken or lost? • How have things changed in our lives since we started school? • How do we feel when friendships are broken? • How do we feel if we lose something or if someone leaves our family? 	Good Not so good Loss Change Bereavement Moving Change Body sensations Physical feelings Behaviour Trust Talk Share Mindfulness Manage	
			Self-management of feelings
			Self-reflection
			Empathy
			Communication of ideas and views to others
			Resilience

	<p>Guidance Ensure ground rules or a working agreement are in place so that pupils have a safe environment to describe and talk about their feelings. Think carefully about the context in which the subject of loss is discussed, i.e. losing a pet, moving house. Be aware of any children who have experienced a significant loss and consider this when discussing this aspect of the unit.</p>		
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Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/ Visits	Relationships: How can we be a good friend?	Friend	PoS refs: R10, R11, R13, R14, R17, R18
Whole School Topic TBC x 2 per year.	Subject Rationale:	Friendship	
<p>Relationships: How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>Children learn:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p>Consider stories linked to friendship or where characters, siblings encounter problems and resolve them.</p>	<p>This unit builds on from Year 2, with the emphasis now on sustaining good friendships and being more reflective in how children can be good friends to others. Children learn more about the value of friendship and how positive friendships contribute to a positive sense of wellbeing. More emphasis is given to how children can independently resolve difficulties with friends when they arise and how to manage situations such as differences and arguments. The importance of recognising when a friendship makes them feel unhappy, uncomfortable or unsafe is covered and again – the importance of how to ask for support is emphasised so children know they do not have to face difficulties alone.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a good friend? • How does having friends make you feel? • What is loneliness? • How can you help someone who feels lonely? • What problems can there be in friendships? • What can you do if you feel unhappy with a friend? <p>Guidance This unit may highlight friendship issues within the class. It is important to be aware of any current issues. Make sure children have access to a worry monster/box and know that you are available to talk to them regarding any friendship difficulties they may be experiencing.</p> <p>Consider how this unit also re-enforces the Wyborne rule of respecting others and the importance of kindness that is always given an emphasis in school. It will also be a good opportunity to highlight classroom rules that are discussed at the start of the academic year.</p>	<p>Loneliness</p> <p>Arguments</p> <p>Wellbeing</p> <p>Excluded</p> <p>Problems</p> <p>Difficulties</p> <p>Disputes</p> <p>Reconcile</p>	<p>Active listening</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers show feelings</p>

Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – What keeps us safe?	Safe	
Whole School Topic TBC x 2 per year.	Subject Rationale:	Unsafe	PoS refs: H9, H10, H26,
<p>Health and Wellbeing – What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services <p>Stories where characters get lost and found or are helped to find a safe way home; stories where characters have adventures on their own or in groups. stories where less confident characters take on a leadership role or ‘save the day’.</p> <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	<p>This unit builds on the units in previous years that introduce children to the subject of safety. This build on those units by introducing and covering aspects of safety such as safety when they are using different modes of transport. It also teaches children to consider their personal safety and recognise that if they are uncomfortable about being asked to do something they should seek help. The NSPCC resource for this is an essential tool in covering themes addressed in this unit. Children are reminded about how to seek help when there is an accident or emergency and basic first aid is introduced through learning how to respond to minor injuries.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who is responsible for us at school? • What are our responsibilities for keeping safe at school? • Why are there rules at school and why do we need to adhere to them? • How can we reduce the risk? • What should we do if we feel unsafe or uncertain at school? • What does emotionally unsafe feel like? • How can we protect our personal safety? • What does the word hygiene mean? • What are medicines for and who is responsible for looking after medicines at school and at home? • Are we sometimes under pressure to do something we feel uncertain about? • What do we do when there is an accident? • Where do we get help from? 	Risk protection Personal space Pressure Comfortable Uncomfortable Health Hygiene Medicine Sickness Allergy Emergency Accident Emergency services 999	H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 Managing pressure and stress Managing risk and personal safety Communicating ideas and views to others Resilience Making decisions and choices Analysing and evaluating situations Draw conclusions

<p>https://lifeliveit.redcross.org.uk/</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>			
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Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships – What are families like?	Family Parents Mum Dad Siblings Brother Sister Grand-parents Wider-family Carer Adopted Fostered Same-sex parents Single parents	PoS refs: R10, R11, R13, R14, R17, R18
Whole School Topic TBC x 2 per year.	Subject Rationale:		Active listening
<p>Relationships – What are families like? Families; family life; caring for each other</p> <p>Children learn:</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe <p>Look at stories where there are different representations of families.</p> <p>https://www.coramlifeeducation.org.uk/adoptables/</p> <p>School Diversity Week (June)</p>	<p>This unit builds on from Year 1 units ‘who is special to us?’ and ‘Who helps keep us safe?’ with a greater focus on family.</p> <p>This unit enables children to consider that families are not all the same. It helps children explore that families look different but there are some key factors that make a family – a family. The key message is that families look different but the purpose of family is to create a network of love and support.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How are families similar and different? • What makes a family, a family? • What do families do together? • How do people in families care for one another? • Who can you talk to if you are unhappy with something in your family? <p>Guidance</p> <p>It is important not to presume every child has a positive experience of family. It is therefore important to be aware of any children whose family circumstances are difficult. Sensitivity will be required when discussing family relationships.</p>		Empathy Communication of ideas and views to others

Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World – What makes a community?	community	
Whole School Topic TBC x 2 per year.	Subject Rationale:	belonging	
<p>Living in the Wider World – What makes a community? Community; belonging to groups; similarities and differences; respect for other</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them <p>Premier League Primary Stars (Diversity) https://plprimarystars.com/resources</p> <p>Addressing Extremism: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p>	<p>In this unit, we will identify some of the different customs, foods, dress, and language of people from different ethnic groups and explain what ‘community’ means. We will give examples of different communities they belong to and describe similarities and differences between some communities. In this topic you could identify a few different traditions that relate to birth, growing up and food, which links with RE. We will describe what makes other people unique and different and explain how we show respect for the views and beliefs of others.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What are the good things about being part of a community? • Can people who live different lifestyles be part of a community? <p>Who are the people who make our community a good place to be?</p> <p>Guidance: Stories where characters resolve conflict, see things from another point of view and respect others’ opinions. Use role-play, scenarios, film and TV clips. Whole school theme – assemblies, displays, rewards. Stories from other cultures. Cross-curricular links with RE. Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs.</p>	local (community) wider (community) groups differences similarities unique diverse diversity background beliefs tradition ethnic group religion contributions respect tolerance value celebrate	<p>PoS refs: R32, R33, L6, L7, L8</p> <p>Making decisions and choices</p> <p>Negotiation – thinking ‘win- win’</p> <p>Planning and deciding</p> <p>Communication of ideas and views to others</p> <p>Using and applying data</p> <p>Affirming self and others</p>

Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/ Visits	Health and Wellbeing – Why should we eat well and look after our teeth?	Healthy Dental Nutrition Oral hygiene Flossing Brushing Dentist Balanced diet Sugary Acidic	
Whole School Topic TBC x 2 per year.	Subject Rationale:		PoS refs: H1, H2, H3, H4, H5, H6, H11, H14
<p>Health and Wellbeing – Why should we eat well and look after our teeth? Being healthy: eating well, dental care</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <p>Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as ‘unhealthy’, ‘fattening’, ‘good’ or ‘bad’ foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups. It may be a good time to reinforce reasons why school rules dictate the eating of healthy snacks at playtimes and the importance of physical exercise. Visit the school kitchen to talk to food prep staff about nutrition and choices for food available.</p>	<p>This builds on the Year 2 unit ‘What helps us grow and stay healthy?’ It focusses on how we can make good food choices to ensure we eat a healthy diet, with a special focus on keeping our teeth clean and healthy. We learn the importance of dental hygiene, how food affects our teeth and how to deal with dental problems.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> •What do we know about healthy eating and how it keeps our bodies healthy? •Who makes the choices for us about what we eat? •What choices are we able to make for ourselves? •Are these always the right choices? •What helps us to choose? •What do I need to know before I make these choices? <p>Is there anything we should/could change?</p> <p>Guidance Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have in relation to food. Children who have low or high body weight/or parents who have low or high body weight may be particularly sensitive to talking about food choices.</p>		<p>Making decisions and choices</p> <p>Recalling and applying knowledge and skills</p> <p>Looking at evidence</p>

Year 3	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – Why should we keep active and sleep well?	Regular Physical activity Choices Health Wellbeing Sleep Lack of sleep	PoS refs: H1, H2, H3, H4, H7, H8, H13, H14
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing – Why should we keep active and sleep well? Being healthy: keeping active, taking rest</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities <ul style="list-style-type: none"> • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>This builds on the Year 2 unit ‘Why should we eat well and look after our teeth?’ and the Year 3 unit ‘What helps us grow and stay healthy?’ The lessons explore why it is important to stay active, why sleep is so crucial in children’s lives and how sleep patterns change during puberty. They consider the foundations of good quality sleep, promote taking responsibility for bedtime routines, and reflect on how these habits can be established. As children grow older and enter puberty, they will benefit from well-established, consistent sleep patterns.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is sleep important for our health and wellbeing? • What is a healthy amount of sleep? • How can I improve my sleep? 		

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – What strengths, skills and interests do we have?	Self-esteem Self-worth Qualities Goal setting Set backs Individuality Positive Negative Achievements Strengths Skills Reframe Unhelpful	
Whole School Topic TBC x 2 per year.	Subject Rationale:		PoS refs: H27, H28, H29, L25
<p>Health and Wellbeing – What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>Stories where characters accomplish or achieve something or where characters get better at something, such as <i>Michael</i> by Tony Bradman, <i>Little by Little</i> by Amber Steward; stories where characters show confidence or self-esteem.</p>	<p>This unit helps us to recognise our personal qualities and achievements and looks at how we can build our self-esteem and stay positive. It also looks at setting goals and how to overcome, or reframe, setbacks.</p> <p>Key questions</p> <ul style="list-style-type: none"> •What makes us feel good about ourselves? •How do others make us feel good about ourselves? •What are our strengths? •What have we achieved that we are most proud of? •How does it feel when we do something difficult? •How does it feel when we make a mistake? •What can we do to make amends? •What would we like to achieve by the end of year 4? <p>Guidance</p> <p>These sessions will be particularly useful to teach at the beginning of a new term or school year. Guide pupils in how to spot negative thought patterns and suggest simple strategies to help them deal with these thoughts.</p>		<p>Active listening</p> <p>Giving constructive feedback to others</p> <p>Setting challenging goals for self</p>

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships: How do we treat each other with respect?	Respect	
Whole School Topic TBC x 2 per year.	Subject Rationale:	Behaviour	PoS refs: R19, R20,
<p>Relationships How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns <p>https://plprimarystars.com/resources</p> <p>https://www.1decision.co.uk/</p> <p>https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</p>	<p>This unit encourages children to consider their interaction with others and to be mindful of their words and actions and how these can impact others both positively and negatively. Children are introduced further to the idea of rights and responsibilities that have been introduced in other units but these ideas are developed further by exploring the rights of children and how they can recognise these with the ideas of respect, inclusion, discrimination, exclusion and disrespect. They are given the opportunity to reflect on their own behaviour and the link between rights and responsibility. Privacy and confidentiality are explored alongside being able to identify when secrets should and should not be kept. Online safety is a focus with children learning how to respond appropriately to inappropriate behaviour and how to report their concerns.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How does our behaviour affect others and ourselves? • What does it mean to be polite and courteous? • What does it mean to have rights? • What is privacy? • When are secrets ok and not ok to keep? • What should you do if you see someone is not being treated with respect? • Who can you tell if someone behaves wrongly? <p>Guidance Be aware of any children with safeguarding issues and concerns when discussing appropriate behaviour and keeping of secrets. Use generalised scenarios rather than specific issues to ensure and model the importance of privacy and confidentiality.</p>	Courteous Safety Human rights Rights and responsibilities Privacy Confidential Secret Discrimination Inclusion Exclusion Disrespect Aggressive Inappropriate	R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10
			Active listening
			Self-reflection
			Make decisions and choices

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How can we manage our feelings?	Feelings	PoS refs: H17, H18, H19, H20, H23
Whole School Topic TBC x 2 per year.	Subject Rationale:	Emotions	
<p>Health and Wellbeing – How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others’ feelings <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes us feel not so good? How does this feel? • Do we feel like that because of what someone else has done? • Do we feel like that because of something we have done? • How does it feel when we are overwhelmed with not so good feelings? • What can make people feel like that? • What are good ways of coping with these feelings? • What can we do to help other people feel better? <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p>	<p>Having learnt how to recognise different feelings in previous years, this unit aims to develop children’s understanding of emotions and behaviour further by considering ways in which different circumstances can affect them in different ways. Emotional regulation is taught in helping children understand that the same feeling can be felt in different ways depending on circumstances. Children are therefore taught about being able to recognise how they feel about the same situation may change over time and they may feel something stronger than others or not as strong as others. The ability to locate how they feel is also taught (because of others or because of self) and appropriate ways to respond to different emotions is also covered so children know they have the option and capability to express their feelings but to also can talk to others about how they feel.</p> <p>Guidance It is important to be mindful of any circumstances children in the class are experiencing and to use more generic examples of issues that arouse emotions rather than use this unit to target specific classroom issues (This should be done separately). Children may not feel comfortable talking about their feelings in front of the whole class so careful consideration needs to be given to the type of activities planned to explore this subject. Any sharing with the whole class is best invited rather than demanded.</p>	Behaviour Express Proportionately Manage Loss Grief Anger Change Happiness Joy Intensity Difference	Active listening Self-reflection Make decisions and choices Affirming self and others

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How can we manage risk in different places?	Safe Safety	PoS refs: H12, H37, H38,
Whole School Topic TBC x 2 per year.	Subject Rationale:	Managing risk	H41, H42, H47, R12, R15,
Health and Wellbeing – How can we manage risk in different places?	This unit builds on other safety units from previous years by helping children learn how to predict, manage and assess the risks in different situations. The emphasis is very much on personal responsibility (moving on from learning about who keeps them safe). Children learn why people are influenced by their peers in order to gain approval. Different scenarios are explored including online situations. Children again are taught about who they can talk to if they have concerns and the idea of law is introduced as a way of keeping people safe. Children’s appropriate responses are explored in this context with situations of anti-social and unlawful situations.	Evaluating Predict	R23, R24, R28, R29, L1, L5, L15
Keeping safe; out and about; recognising and managing risk		Assess	Managing pressure and stress
Children will be taught:	Key Questions	Responsibility Peer pressure	Resilience
<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations 	<ul style="list-style-type: none"> • What is peer pressure? 	Approval Influence	
<ul style="list-style-type: none"> • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) 	<ul style="list-style-type: none"> • How do we keep ourselves safe online? 	Rules Restrictions	
<ul style="list-style-type: none"> • how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence 	<ul style="list-style-type: none"> • How do we keep ourselves safe in the physical world? 	Law Anti-social	
<ul style="list-style-type: none"> • how people’s online actions can impact on other people 	<ul style="list-style-type: none"> • Should we listen to our feelings? 		
<ul style="list-style-type: none"> • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online 	<ul style="list-style-type: none"> • How do laws keep us safe? 		
<ul style="list-style-type: none"> • how to report concerns, including about inappropriate online content and contact 	<ul style="list-style-type: none"> • What is anti-social behaviour? 		
<ul style="list-style-type: none"> • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<ul style="list-style-type: none"> • What should we do if we feel unsafe online? 		
https://www.pshe-association.org.uk/content/gambling	Guidance		
https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety	Links to E-Safety (refer also to Computing intent document)		
https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources	https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington		
	*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020		

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the wider world – How can our choices make a difference to others and the environment?	responsibility shared responsibility care compassion choices decisions impact affect environment	PoS refs: L4, L5, L19, R34
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Living in the Wider World: How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way <p><i>The Dinosaurs and all that Rubbish</i> by Michael Foreman or <i>The Snail and the Whale</i> by Julia Donaldson</p> <p>Premier League Stars – https://plprimarystars.com/resources/tackling-plastic-pollution?utm_source=PSHEAssoc</p> <p>RSPCA- Compassionate Class - https://education.rspca.org.uk/education/teachers/primary/compassionateclass</p> <p>Giving to others (Resources on blood, bone marrow and stem cell donation) - http://givingtohelpothers.org/</p>	<p>This unit builds on the Year 1 Summer 2 topic about how we can look after each other and the world. In Year 1, the children would mostly focus on looking after each other but in Year 4, the children start to think about how their actions can have an impact on the environment and think about how they are responsible for taking care of the environment. You could start by asking the children what they are responsible for in the classroom, in the school and at home, before opening it up to their responsibilities in the wider world.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Whose responsibility is it to look after the environment? • How can we think globally – act locally? • Who should hear our ideas? • How can national and international organisations support us to be responsible for the environment <p>Guidance: Use stories that have an environmental theme. ‘Think globally – act locally’ – ask the children what they think this means. Can they give examples? Talk about volunteering in the local community. You could get involved in a community litter pick.</p>		<p>Communicating ideas and views to others</p> <p>Formulating questions</p> <p>Planning and deciding</p> <p>Looking at evidence</p>

Year 4	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How can drugs common to everyday life affect health?	Drugs Alcohol Tobacco Habit Addiction Caffeine Legal Illegal Restriction Prescription Laws Risk Support Concerns Trusted	PoS refs: H1, H3, H4, H46, H47, H48, H50
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing – How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; stories where the behaviour of characters has an impact on family relationships; stories where the characters overcome setbacks.</p>	<p>This unit builds on previous years' work on keeping our bodies healthy, with a special focus on building healthy habits. We look at both common legal drugs, such as nicotine and alcohol, and illegal drugs. We will look at why some people use drugs, how we can prevent or reduce the risks associated with them, and why some people become addicted to them. We will also talk about organisations and people who can support us if we have concerns about legal or illegal drugs.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Who chooses what goes into our bodies? • Is it dangerous? What are the risks? • How will it make us feel? • Will we get into trouble? • Why will we get told off? <p>Guidance</p> <p>Pupils are at significant risk in the early stages of drug use from: accidental overdose, poisoning, accidents, problems with parents and the law. Often the focus of substance abuse is on dependence but it can be harmful long before that.</p> <p>Pupils should have opportunities for practising saying 'no'.</p> <p>Help pupils to understand that their bodies are still developing, therefore alcohol will affect their bodies differently to how it affects adults.</p> <p>Suggested teaching resource: Christopher Winter Project Drug Education DVD. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change', NHS, ASH.</p>		

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills PoS refs: H43, H44
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How can we help in an accident or emergency?	First aid Emergency Burns Scalds Bleeds Asthma attack Allergic reaction Head injury Emergency services	Managing pressure and stress Making decisions and choices
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing – How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services <p>Emergency Action https://lifeliveit.redcross.org.uk/</p>	<p>This unit builds on previous basic first aid learning that children have learnt about in previous years. They will learn further basic first aid in relation to burns, scalds, bleeds, asthma attacks and allergic reactions. Using the Red Cross resources – the children will learn how to approach specific emergency situations that require first aid but also identify when should not intervene and call emergency services straight away.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • When should/shouldn't you apply first aid? • What information will you need to give when calling emergency services? <p>Guidance If possible, seek the involvement of an organisation such as St John's Ambulance or first aid training organisation who have a programme of activities for school children. Giving children simulated situations will help them understand what they should and should not do when in a medical emergency situation.</p>		

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World – What decisions can people make with money?	money	PoS refs: R34, L17, L18, L20, L21, L22, L24
Whole School Topic TBC x 2 per year.	Subject Rationale:	coins	
<p>Living in the Wider World – What decisions can people make with money?</p> <p>Money; making decisions; spending and saving</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions <p>https://www.young-enterprise.org.uk/MMW/</p> <p>Arrange visits to local bank/building society.</p>	<p>This unit builds on the Year 1 topic of what money is and how it is obtained but in Year 5 the children start to think more carefully about making decisions with money. We want the children, now in Year 5, to make good choices with money.</p> <p>Identify the differences between credit, debt, borrowing and saving.</p> <p>Describe the difference between a manageable and an unmanageable debt.</p> <p>Awareness of high interest rates charged by ‘pay-day’ loan companies.</p> <p>Before making decisions about debt or borrowing, what questions should we be asking</p> <p>Before making decisions about debit or borrowing, what information do we need?</p> <p>Are we aware of the risks?</p> <p>Possible context for learning: investigate credit card, borrowing and saving rates – compare from different providers including Credit Unions</p> <p>Guidance:</p> <p>Be sensitive to pupils who have parents/carers who may not be in employment.</p> <p>Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them).</p>	<p>notes</p> <p>spend</p> <p>save</p> <p>decision</p> <p>choice</p> <p>bank</p> <p>payment</p> <p>account</p> <p>value</p> <p>risk</p> <p>credit</p> <p>savings</p> <p>debt</p>	<p>Looking at evidence</p> <p>Using and applying data</p> <p>Planning and deciding</p>

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – What makes up a person’s identity?	Identity Similarities Differences Individuality Stereotypes Ethnicity Faith Culture Gender Personal qualities Attitudes Behaviours Assumptions Trans Gay Lesbian	PoS refs: H25, H26, H27, R32, L9
Whole School Topic TBC x 2 per year.	Subject Rationale:		Empathy Active listening Communicating ideas and views to others Affirming self and others
<p>Health and Wellbeing – What makes up a person’s identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others <p>Stereotypes https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p> <p>Developing Values https://plprimarystars.com/resources</p> <p>Gender https://www.pshe-association.org.uk/metro-charity</p>	<p>Children have already explored what makes someone special and also the similarities and differences between them and others. This idea is now built upon as children learn more about what makes a person’s identity. Children revisit the idea of similarities and differences but the concept is developed further by considering factors such as ethnicity, family, faith, culture, gender, hobbies, likes/dislikes. Individuality is an idea taught and this includes gender identity. Children learn about how identity is often stereotyped and how this can negatively influence behaviours and attitude to difference. Stereotypes are challenged as well as assumptions about others.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How do we stereotype others? • What is identity? Individuality? • How does stereotyping influence behaviour? • Why should we challenge stereotypes? <p>Guidance It is vital that teachers have a secure understanding of gender identity and terms used to refer to those who are trans. Sensitivity is needed when discussing issues of difference in order to do so respectfully. Awareness of children who are identifying as trans is essential to ensure that discussions do not focus on them. It is good practice to refer to trans people who have a high-profile in society. When discussing issues of gender identity be prepared to also discuss issues of sexual orientation. The same sensitivity needs to be applied to children from minority ethnic groups and who are members of different faith communities.</p>		

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships – How can friends communicate safely?	Friendship Online Risk Behaviour Content Pressure Peer pressure Safe Unsafe Comfortable Uncomfortable Appropriate Inappropriate Personal information	PoS refs: R1, R18, R24, R26, R29, L11, L15
Whole School Topic TBC x 2 per year.	Subject Rationale:		Affirming self and others Drawing conclusions Managing risk and personal safety
<p>Relationships – How can friends communicate safely? Friendships; relationships; becoming independent; online safety</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>https://www.thinkuknow.co.uk/professionals/resources/playlist-like-share/</p> <p>https://parentzone.org.uk/legendshome</p>	<p>The focus of this unit is mainly on children’s experiences online but it also covers those off-line too. Children are given the opportunity to reflect on their use of social media but also learn about the role social media plays in connecting them to others in the world around them and how these can be very different experiences. Online safety is a big part of this unit and children are taught to recognise acceptable and unacceptable online behaviour from others towards them and what to do if they feel uncomfortable about anything a friend or someone online asks them to do.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does feeling unsafe or uncertain feel? • What should we do if we feel unsafe or uncertain? • Who has access to our online profile? • Are our online ‘friends’ and others we meet online always who they say they are? • Do we know who we can trust online? • Are we being pressured to do something we feel uncertain about? • Who can help us? • What would we do if we had seen or heard something online that worried us or made us feel unsafe? <p>Guidance Stories where characters deal with different situations and demonstrate skills they were not aware they had.</p> <p>Pupils should practise skills of deciding when, and how to say ‘no’.</p>		

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills PoS refs: H31, H32, H34
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How will we grow and change?	Puberty Growing Change Menstruation Period Erection Wet dreams Emotions Feelings Penis Vagina Ovaries Testicles Personal hygiene routines Pubic hair Voice breaks	Active listening Self-reflection Formulating questions Affirming self and others
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing – How will we grow and change? Growing and changing; puberty</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty <p>Lesson plans for Year 4/5 Puberty https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://bettyforschools.co.uk/resources</p>	<p>This unit teaches children about the physical and emotional changes that occur during puberty. Children will learn how bodies change as children develop. As well as physical changes, children will also learn how puberty can affect emotions and feelings. The importance of personal hygiene routines is taught as well as who children can ask at home and in school if they need advice and support about puberty.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do we feel about growing up? • What do we need to know about the changes? • How do we feel about our changing bodies? • Do these changes happen to everyone at the same time? • What is happening to our bodies on the outside and on the inside? • How should we manage these changes? • Who are the people that we can ask for help from? How do we ask them? <p>Guidance Class teachers need to plan together how they will teach this unit. Traditionally, boys and girls have been taught separately but this is not necessarily recognised as best practice although it may be – depending on the cohort being taught.</p> <p>Re-cap ground rules and allow additional time for pupils to discuss their thoughts and feelings. Be familiar with school’s SRE policy, statutory requirements and agreed approaches to be taken regarding potentially sensitive issues.</p>		

Year 5	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World – What jobs would we like?	job	PoS refs: L26, L27, L28, L29, L30, L31, L32
Whole School Topic TBC x 2 per year.	Subject Rationale:	career	
<p>Living in the Wider World – What jobs would we like? Careers; aspirations; role models; the future</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<p>This unit builds on previous learning about jobs in Year 2. In Year 5, the children should be more aware of the different jobs and careers available. In this unit they will think more carefully about what might influence their decision of a career or job. In Year 2, they will be mostly led by their interests and by Year 5 the children should be more aware of the salary and the qualifications and training needed for certain jobs.</p> <p>You should explain how the right qualifications can provide opportunities to do a more fulfilling and/or better-paid job. It is important to evaluate how people judge success in their working lives and the extent to which a person’s salary is more or less important than fulfilment/job satisfaction.</p> <p>Key questions</p> <ul style="list-style-type: none"> • How can gaining qualifications at school be of benefit to us in the future? • Is earning a high salary the most important thing to think about when someone is choosing a job or career? <p>Guidance Be sensitive to pupils who have parents/carers who may not be in employment.</p>	<p>employment skills strengths interests qualifications aspirations opportunity role models earnings salary voluntary unpaid experience training college apprenticeship university stereotypes job satisfaction fulfilment</p>	<p>Looking at evidence</p> <p>Using and applying data</p> <p>Planning and deciding</p>

Year 6	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Health and Wellbeing – How can we keep healthy as we grow?		
Whole School Topic TBC x 2 per year.	Subject Rationale:		
<p>Health and Wellbeing – How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •Analyse how responsibility will increase as they grow in independence •Give examples of how independence will increase at secondary school and beyond (such as travelling to school on their own) •Describe how increased independence includes keeping themselves and others safe (including whilst travelling: road, rail and water safety) •Identify new situations where they will be responsible for their personal safety •Describe or demonstrate strategies they can use to increase their personal safety 	<p>This builds on the Year 5 unit about forming healthy habits regarding alcohol, drugs and tobacco – in the sense of taking responsibility for our own choices. This topic helps the children to think about how their responsibilities grow as they become more independent. We will look at how their independence will increase when they go to secondary school, with a focus on travel and maintaining their personal safety.</p> <p>Additional Guidance: Stories where young characters ‘respond’ to something happening; stories where characters are responsible for themselves or others; stories where there may be conflict within characters’ responsibilities. Personal safety can apply to the body, feelings and mind. Road safety is of particular importance to Y6 pupils in preparing them for more independence and responsibility. Teacher information and resources can be found at: http://think.direct.gov.uk/education/early-years-and-primary/ This session would be appropriate at transition time to secondary school or at the beginning of Year 6 and links with the session – learning opportunity 5. These could be taught separately or amalgamated into one session.</p>	<p>Independence Responsibility Safety Strategies Road safety Managing risk Self-organisation</p>	<p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> <p>Managing risk and personal safety Communicating ideas Self-organisation</p>

Year 6	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Living in the Wider World – How can the media influence people?	media influence resilience	
Whole School Topic TBC x 2 per year.	Subject Rationale:	decision-making risk	PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23
<p>Living in the Wider World – How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	<p>This is a really important topic for Year 6 children which makes them more aware of how the media can influence people and affect decision-making. This topic builds on lessons about the choices we make with money and how our decisions affect others, including the environment. However this topic is not just about decision making, it is also about online safety which builds on the Year 5 topic of communicating safely with friends. It also builds nicely on the Year 4 topic of managing risks safely. We want our Year 6 to leave Wyborne as children who are resilient and aware of ways in which they could be influenced. We want children to challenge and questions what they read and see. This way, they can recognise when they are being influenced and make informed choices.</p> <p>Create opportunities to:</p> <p>Evaluate some of the ways in which the media influences our views, choices and opinions Explain steps they can take to challenge some of the ways in which information is presented Identify some potential dangers of accepting information ‘at face value’ Consider how some of our choices about lifestyle are influenced by the way in which the media present information to us (food adverts, fashion adverts, reality TV etc.)</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Is what the media show us true? • How does the media influence us in what we eat or how we should look? • Why and how should we question media representations? 	<p>danger awareness informed (decision) opinion choice challenge question suspicious reliable content target audience product placement manipulation media literacy digital resilience</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Formulating questions</p> <p>Drawing conclusions</p> <p>Self-reflection</p> <p>Affirming self and others</p>

<p>PSHE Association Extremism: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p> <p>Newswise resources from The Guardian https://www.theguardian.com/newswise-unit-of-work</p> <p>BBFC Let's Watch a Film https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</p> <p>Childnet Trust Me https://www.childnet.com/resources/trust-me</p> <p>Rise Above – Social Media https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p> <p>PSHE Association Drug and Alcohol education programme coming in 2020.</p>	<p>Guidance</p> <p>Compare/analyse news stories – look at articles written about the same news story and compare how and why different media sources present them in different ways and for different audiences; also analyse of articles which promote stereotypes.</p> <p>Explore use of Photoshop in the presentation of images of celebrities.</p>		
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Year 6	Topic	Key Vocabulary Depending on topic	Assessment: Key Skills
Knowledge/ Significant people /Significant events/Visits	Relationships – What will change as we become more independent? How do friendships change as we grow?	Relationships Romantic Intimate Sexual Gay Lesbian Bisexual Attraction Gender Faith Ethnicity Care Marriage Civil partnership Marriage equality Puberty Childhood Adolescence Adulthood Transition Change Reproduction Conception Independence Responsibilities Secondary school	PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16
Whole School Topic TBC x 2 per year.	Subject Rationale:		Active listening Empathy Self-reflection Formulating questions
<p>Relationships – What will change as we become more independent? How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing <p>School Diversity Week (June)</p> <p>Twinkl have lessons based on reproduction and relationships.</p>	<p>This unit covers a range of issues that the children have learnt about over the last few years. The unit covers issues of relationships (including romantic and sexual relationships between those of the opposite and same sex), how their bodies change as they grow and the changes that puberty brings to their lives. Sexual reproduction is taught alongside further development of increasing opportunities and responsibilities as they are given more independence. Change is further examined as a way of preparing children for the transition to secondary school and how friendships may change over time.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does it mean to be grown up? • What is involved in growing up? • What changes are happening to our bodies as we change from children to young adults? • How do we feel about the changes in our bodies? • Why do we look different from our friends and images presented by the media? • How do we feel about other people’s bodies? • How does this make us feel? • Do we feel under pressure to grow up quickly? • What does a stable loving relationship look like? • Is pregnancy a choice? (Clarify that whilst for most people it is, some people are not able to have children) • What is consent? • How is consent obtained? • How do we prevent fertilisation? • What does it mean to have a relationship with someone? 		

	<ul style="list-style-type: none"> • What different kinds of relationship are there? • What is marriage/civil partnership? • What is marriage equality? <p>Guidance Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class when discussing issues related puberty, relationships and sexual reproduction.</p> <p>Teachers will need to decide on the best approach for lessons covering sex and reproduction and decide if it necessary to teach children in mixed or single-sex groups.</p>		
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¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our Addressing FGM in schools information sheet for further information

² Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

CORE THEME 1: HEALTH AND WELLBEING – Programme of Study

KS1 – Healthy lifestyles (physical wellbeing)	KS2 – Healthy lifestyles (physical wellbeing)
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
KS1 – Mental Health	KS2 – Mental Health
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>

<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new school</p>
<p>KS1 – Ourselves, growing and changing</p>	<p>KS2 – Ourselves, growing and changing</p>
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stage</p>
<p>KS1 – Keeping Safe</p>	<p>KS2 – Keeping Safe</p>
<p>H28. about rules and age restrictions that keep us safe</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social</p>

<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p>
<p>1 Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.</p> <p>2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.</p> <p>3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).</p>	
<p>KS1 – Drugs, Alcohol and Tobacco</p>	<p>KS2 – Drugs, Alcohol and Tobacco</p>
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

CORE THEME 2: RELATIONSHIPS

<p>KS1 – Families and close positive relationships</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>KS2 – Families and close positive relationships</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
<p>KS1 - Friendships</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>KS2 - Friendships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>

	<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
KS1 – Managing hurtful behaviour and bullying	KS2 – Managing hurtful behaviour and bullying
<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
KS1 – Safe relationships	KS2 – Safe relationships
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
KS1 – Respecting self and others	KS2 – Respecting self and others
<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>

	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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CORE THEME 3: LIVING IN THE WIDER WORLD

<p>KS1 – Shared responsibilities</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>KS2 – Shared responsibilities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<p>KS1 - Communities</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>KS2 - Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<p>KS1 – Media literacy and digital resilience</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>KS2 – Media literacy and digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
<p>KS1 – Economic wellbeing, money</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p>	<p>KS2 – Economic wellbeing, money</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p>

<p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p>
<p>KS1 – Economic wellbeing, aspirations, work and career</p>	<p>KS2 – Economic wellbeing, aspirations, work and career</p>
<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different job</p>	<p>L25 – to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

The Statutory Requirements for Health Education with reference to Programme of Study Objectives

		KS1	KS2
Mental Wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	H1	H15
	<ul style="list-style-type: none"> • 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	H17
	<ul style="list-style-type: none"> • 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, H16	H19
	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	H18, H19	H20, H21
	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	H17	H16
	<ul style="list-style-type: none"> • 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	H16
	<ul style="list-style-type: none"> • 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	H24, R13
	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	R10, R11	R19
	<ul style="list-style-type: none"> • 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	H21, R20
<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	H24	H22	

		KS1	KS2
Internet Safety and Harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	L7, L8	L11
	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	H9	H13
	<ul style="list-style-type: none"> 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	R30, L11, L15
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	H28	H37, L23
	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	H34	H37, R20, L11
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	H34	H42
Physical Health and Fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	H1	H7
	<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	H3	H7
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	H3	H4,H7
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	H10	H14
Healthy Eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	H2, H3	H1, H6
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	H2	H6
	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	H2	H2, H3, H6

		KS1	KS2
Drugs, alcohol and Tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	H37	H46, H47, H48
Health and Prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		H5
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	H8	H12
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	H4	H8
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	H7	H11
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	H5	H9, H40
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	H6	H10
Basic First Aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	H35, H36	H44
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	H35, H37	H43
Changing Adolescent Bodies	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 		H30, H31

The Statutory Requirements for Relationships Education with reference to Programme of Study Objectives

		KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	R6
	<ul style="list-style-type: none"> 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	R8
	<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care 	H22, R3	R2, R7
	<ul style="list-style-type: none"> 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	R1, R6, R7
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	R3, R5
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	R6	R10
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6	R11
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7	R13, R14
	<ul style="list-style-type: none"> 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	R16
	<ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	R9	R18

Respectful Relationships	<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8	R33, R34
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	R33
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23, R22	R31
	<ul style="list-style-type: none"> 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	R31
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	R21, L7, L8, L
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	R22, R26
Online Relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14	R23
	<ul style="list-style-type: none"> 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. 	R12	R24, R30, R31
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	R24, R29
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	R24
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34	L13, L14

Being Safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	R17	R22
	<ul style="list-style-type: none"> • 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	R27
	<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	R13	H45, R25
	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	R24
	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	R29
	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	R29
	<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	R29, H45
	<ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. 	R20	R29



Intelligence plus character - that is the goal of education

Dr Martin Luther King Jr.