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| What is the intent of our PSHE curriculum?   * At Red Hall Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We create warm, trusting relationships and partnerships built on mutual respect. We strongly believe this is the foundation of all success - everyone is included and everyone matters. We provide a school setting where emotional health, well-being and happiness is our priority for pupils, staff, parents and the wider community.   In my role as PSHE lead, I ensure the curriculum covers the statutory guidance as well as providing our children with tailored lessons, bespoke to the lives of our children and their backgrounds.  This is done through:   * Feeding back to the governing body about local and school data (taken from the Healthy Lifestyle Survey). This data informs our curriculum so we are needs-driven, for example we had a high percentage of children with poor dental hygiene, staff have done significant work around the importance of oral hygiene and we are now seeing much more positive results through the annual survey. * Monitoring closely any bullying and homophobic incidents that may have taken place. These incidents are reported termly to the governing body. * Sessions on “Stranger Danger”, “River Safety” and “Train Line Safety” are covered in the summer term, as we know that that is the time many of our children are outside playing. * We work closely with parents regarding online safety, inviting them in for workshops, sending out regular information via Parentmail and Facebook, this ‘open door’ policy is a huge success of ours!   We hold coffee mornings for parents to come in to discuss what we will be teaching in RSE and to look at our resources. This also gives parents an opportunity to ask any questions or raise any concerns. | | **What experiences will the children receive?**   * All pupils have a weekly PSHE lesson which lasts for 1 hour. * Weekly British Values assemblies. We want every child to understand the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. Red Hall is a close-knit community with generations of families living here, therefore recognising different faiths and beliefs is something we hold in high regard. This makes sure that our children understand the importance of respect and leave school fully prepared for life in modern Britain. * Each class has a SMSC Big Book, which celebrates fundraising, community work and points of reflection. The children enjoy looking back on their journey and memories of their personal development. * Year 5 and 6 have a careers fair to raise expectations and self-esteem regarding jobs. This opens children’s minds to careers that they may not have been aware of and expands their life goals. * NSPCC assemblies and workshops on bullying and abuse, in order to raise children’s awareness that they can and should speak out against any form of abuse. Every child should know the Childline number so that they can call anytime for any worries. * Show Racism the Red Card workshops to address prejudice and stereotypes. Despite having very low incidents of bullying, we have a zero tolerance towards it and are constantly looking at how to reduce it even further. * As a school, we place high importance and value mental health and children have the opportunity to participate in regular mindfulness sessions. * Opportunities for entrepreneurship in order to give the children experience of life skills that they will need for the future. * Medium term planning is given to all staff, which has been developed by PSHE lead in guidance with the PSHE Association to meet the needs of our pupils. * Medium term planning incorporates PSHE sessions, Staying Mentally Healthy lessons, First Aid sessions, Educate and Celebrate sessions. * All year groups access ‘Educate & Celebrate’ books to teach LGBT+ issues and equal opportunities at an age appropriate level. * Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning. * Assemblies are planned to cover any additional sessions that would benefit the whole school. * Regular fundraising for local, national and international charities. This gives the children an appreciation for what they have and what is in the world outside.   We aim, by forging community links for example with Red Hall Community Centre, Festing Court sheltered housing, St Andrew’s Church, Red Hall Dance group, Mayflower Court care home, Darlington School Sports Partnership, to show children the importance of being a valued member of the community | |
| **By the end of their time at Red Hall, what will all of our children have?**  Our school ethos and inclusion of safeguarding, within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements. Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world. We help children develop skills for life. These include resilience, independence, self-expression, self-confidence and self-belief, all which will result in our Red Hall pupils becoming the thinkers and doers of the future. | | | |

**Whole School Themes**

| **Autumn 1: Community**  **A Moment In Time** | **Autumn 2: Aspirational**  **Tell Me a Story** | **Spring 1: Respect**  **The Most Amazing Journey** | **Spring 2: Inclusive**  **We Are Family** | **Summer 1: Nurturing**  **Magic, Mystery and Mayhem** | **Summer 2: Growing together**  **Dream BIG** |
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**Progression of Skills**

|  | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Citizenship and Economic Wellbeing** | * Help construct, and agree to follow, group and class rules and to understand how these rules help them. * Know what respect is. * Contribute to the life of the classroom. * Belong to various groups and communities such as family and school. * Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. * Identify and describe common materials. Know what can be recycled and how it benefits the environment. * Recognise and name some feelings. Explain how feelings make our bodies feel inside. | * Know about the rights and responsibilities of a member of a class. * Know that their views are important. * Know that their choices have consequences. * Know their own rights and responsibilities with their classroom. * Know what respect in the community is. * Know the value of telling the truth. * Know how jobs help people earn money to pay for things they need and want * Know about a range of different jobs, including those done by people they know or people who work in their community. * Know how people have different strengths and interests that enable them to do different jobs * Know that people use the internet and digital devices in their jobs and everyday life * Knowwhat improves and harms the local community. * Know that they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups * Describe how other people might be feeling. Identify who can help us with our feelings, and how we can help others. | * Know 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) * Know what community in the wider world looks like * Know the damage lies can cause. * Know how to take responsibility for own actions. * Explain why we need to save up. Know the difference between necessity and luxury. * Know what effects the environment and how can we help. * Know 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. * Identify that feelings/emotions are part of a person’s health and wellbeing. * Recognise that feelings usually change throughout the day. * Able to give examples of everyday things that can affect feelings. * Describe what can help people to feel good/better. | * Know the school rules, why we have them and what are the consequences of not having them * Know what democracy is and how it exists in school. * Know what advertising is and what it is for. * Know how and what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). * Know issues that impact on the environment locally, nationally and internationally. * Know that people have a shared responsibility to help protect the world around them   • Know how everyday choices can affect the environment**.**   * Able to name a wide range of feelings and emotions. * Match feelings to a scale of intensity and identify strong feelings. * Describe different feelings and how they are experienced in the body. * Recognise why it is important for people to express their feelings. | * Know why and how rules and laws protect themselves and others, are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules. * Know what respect is for people in authority (police, teachers, MPs) * Know what honesty is in the media (fake news) * Know what democracy is and what it means to live in a democratic society. * Explain different decisions are personally made every day. * Explain what affects decision making. * Explain the consequences of decision making. * Know what fundraising is and why people do it. * Know the impact the media has on how the environment is treated. * Explain how to be environmentally friendly at school and home. * Explain what is meant by the term ‘mental health’. * Identify everyday behaviours that can help to support mental (and physical) health. * Recognise that we can take care of our mental health (as well as our physical health). | * Know the Rule of Law. * Know how laws are made. * Know to respect individuality, expression, different opinions. * Know how to balance honesty and respect. * Know the role honesty plays in a virtual community. * Know what democracy is. * Know where it exists in the world and alternative systems. * Explain how to face new challenges positively by collecting information, looking for help, making responsible choices and taking action (including preparation for transition). * Know that people make decisions about spending and saving money and what influences them * Know how to keep track of money so people know how much they have to spend or save. * Know how the media presents information on the environment. * Know what is climate change. * Know what impact climate change is having around the world. * Know how humans are causing climate change. * Know what can be done to stop climate change. * Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected. * Recognise conflicting emotions and when these might be expected. * Explain how feelings and emotions change over time. * Identify positive actions to support mental wellbeing during difficult times, including identifying their person support network. |
| **Visits** |  |  |  | * Parliamentary workshop | * MP * Careers Day– people from different professions coming to talk to the children * Parliamentary workshop | * MP * Careers Day – people from different professions coming to talk to the children * Parliamentary workshop |
| **Relationships Education/Healthy Lifestyles** | • Know that changes happen when we grow up.  • Know that people grow up at different rates and that is normal.  • The names of male and female private body parts.  • That there are correct names for private body parts and nicknames, and when to use them.  • Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.  • Who to ask for help if worried or frightened.   * Know that everyone’s family is different. * Know that there are lots of different types of families. * Know that families are founded on belonging, love and care. * Identify some ways to make a friend. * Explain the characteristics of healthy and safe friends. * Know that physical contact can be used as a greeting. * identify the different people in the school community and how they help. * Recognise ways in which they are the same as their friends and ways they are different * Identify what is bullying and what isn’t. * Understand how being bullied might feel. * Ways to help a person who is being bullied. * Identify emotions associated with making a new friend. * Verbalise some of the attributes that make them unique and special. * That people have differences and similarities. * Who to tell if they or someone else is being bullied or is feeling unhappy. * Skills to make friendships. * That people are unique and that it is OK to be different. * Explain about things that go into bodies and onto skin and how this can make people feel. * Know that skin can become damaged by the sun. * Name ways to keep teeth healthy. * Know that milk teeth are lost and replaced by adult teeth. * Know that feelings change and that not everyone experiences the same feeling in the same situation. | * Know about the human life cycle and how people grow from young to old * Identify and name main parts of the body, including external genitalia. * Know how to keep the body clean. * Know how to be a good friend, e.g. kindness, listening, honesty * Know about different ways that people meet and make friends * Know strategies for positive play with friends, e.g. joining in, including others, etc. * Know about what causes arguments between friends * Know how to positively resolve arguments between friends * Know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. * Know how friends can have both similarities and differences * Recognise hurtful behaviour, including online * Know what to do and whom to tell if they see or experience hurtful behaviour, including online * Know about what bullying is and different types of bullying * Know how someone may feel if they are being bullied. * Know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. * Know how to resist pressure to do something that feels uncomfortable or unsafe * Know how to ask for help if they feel unsafe or worried and what vocabulary to use. * Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. * Explain the importance of, and routines for, brushing teeth and visiting the dentist. * Identify food and drink that affect dental health. * Know about routines and habits for maintaining good physical and mental health. * Know that celebrity body images are not necessarily realistic. * Explain how to help keep their body protected and safe, e.g. sun cream, protective clothing. * Explain why sleep and rest are important for growing and keeping healthy. * Explain how to describe and share a range of feelings. * Explain how to manage big feelings including those associated with change, loss and bereavement. * Know that animals including humans have a life cycle. * Understand how sugary drinks can affect teeth. | * Know 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 * Know that needs and bodies change as we grow up. * Know that relationships can end including bereavement. * Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. * Know that being part of a family provides support, stability and love. * Identify the positive aspects of being part of a family, such as spending time together and caring for each other. * Identify the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. * Identify if/when something in a family might make someone upset or worried. * Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. * Identify the things that affect feelings both positively and negatively. * Describe strategies to identify and talk about their feelings. * Know that everyone is an individual and has unique and valuable contributions to make. * Recognise how strengths and interests form part of a person’s identity. * Identify their own personal strengths and interests and what they’re proud of (in school, out of school). * Know that bullying and hurtful behaviour is unacceptable in any situation * Identify effects and consequences of bullying for the people involved. * Explain about bullying online, and the similarities and differences to face-to-face bullying. * Know what to do and whom to tell if they see or experience bullying or hurtful behaviour. * Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger, particularly household products. * Explain about the choices that people make in daily life that could affect their health regarding sun safety. * Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep, keeping clean). * Understand that eating too much sugar causes tooth decay. * Know what can help people to make healthy choices and what might negatively influence them. * Know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. * Know regular physical activity benefits bodies and feelings. * Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried. | * Know about the changes that may occur in life including death. * Know about the process of grieving and how grief can be expressed. * Recognise differences between people such as gender, race, faith. * Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations. * Explain about the importance of respecting the differences and similarities between people. * Know that relationships can end including bereavement. * Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues. * Identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. * Know how to give and receive a compliment. * Differentiate between playful teasing, hurtful behaviour and bullying, including online. * Explain how to respond if they witness or experience hurtful behaviour or bullying, including online. * Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable, * Know how to manage pressures associated with dares. * Identify when it is right to keep or break a confidence or share a secret. * Know how to recognise risks online such as harmful content or contact. * Know how people may behave differently online including pretending to be someone they are not. * Know how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online. * Explain the importance of taking medicines correctly and using household products safely. * Recognise what is meant by a ‘drug’. * Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. * Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. * Identify some of the risks associated with drugs common to everyday life. * Know that for some people using drugs can become a habit which is difficult to break. * Know how to ask for help or advice. * Explain the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. * Explain how to maintain oral hygiene and dental health, including how to brush and floss correctly. * Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. * Explain how sugary drinks can affect teeth. * Know that there is no such thing as a perfect body. * Explain the importance of personal hygiene routines and how to keep clean. * Explain how everyday things can affect feelings. * Identify how feelings change over time and can be experienced at different levels of intensity. | * Know how to identify external genitalia and reproductive organs. * Explain about the physical and emotional changes during puberty. * Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. * Identify strategies to manage the changes during puberty including menstruation. * Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. * Know how to discuss the challenges of puberty with a trusted adult. * Know how to get information, help and advice about puberty. * Know what makes a healthy friendship and how they make people feel included. * Identify strategies to help someone feel included. * Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. * Know how to ask for, give and not give permission for physical contact. * Identify how it feels in a person’s mind and body when they are uncomfortable. * Know that it is never someone’s fault if they have experienced unacceptable contact. * Know how to respond to unwanted or unacceptable physical contact. * Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. * Identify whom to tell if they are concerned about unwanted physical contact. * Explain peer influence and how it can make people feel or behave. * Explain the impact of the need for peer approval in different situations, including online. * Identify strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. * Know that it is common for friendships to experience challenges. * Identify strategies to positively resolve disputes and reconcile differences in friendship. * Know that friendships can change over time and the benefits of having new and different types of friends. * Recognise if a friendship is making them feel unsafe, worried, or uncomfortable. * Know when and how to seek support in relation to friendships. * Know how to respond proportionately to, and manage, feelings in different circumstances. * Identify ways of managing feelings at times of loss, grief and change. * Identify how to access advice and support to help manage their own or others’ feelings * Know that the media affects how we feel about ourselves. * Identify what anti-social behaviour is. * Develop understanding of how anti-social behaviour affects the community. * Recognise that everyone should be treated equally. * Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. * Explain what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. * Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. * Explain the impact of discrimination on individuals, groups and wider society. * Identify ways to safely challenge discrimination. * Know how to report discrimination online. * Know about the benefits of being outdoors and in the sun for physical and mental health. * Explain why healthy eating is important and its long term implications. * Know why exercise is important and its long term implications. * Explain the difference between a fantasy and realistic body image. * Identify ways to boost their mood and improve emotional wellbeing. * Recognise the link between participating in interests, hobbies and community groups and mental wellbeing. | * Know how to identify external genitalia and reproductive organs. * Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. * Explain about the physical and emotional changes during puberty. * Identify the links between love, committed relationships and conception. * Know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. * Explain how pregnancy occurs. * That pregnancy can be prevented with contraception. * Recognise the responsibilities of being a parent or carer and how having a baby changes someone’s life**.** * Identify what it means to be attracted to someone and different kinds of loving relationships. * Know that people who love each other can be of any gender, ethnicity or faith. * Know the difference between gender identity and sexual orientation and everyone’s right to be loved. * Identify the qualities of healthy relationships that help individuals flourish. * Explain ways in which couples show their love and commitment to one another, including those who are not married or who live apart. * Identify what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. * Compare the features of a healthy and unhealthy friendship. * Explain what consent means and how to seek and give/not give permission in different situations. * Identify positive strategies for managing feelings. * Know that there are situations when someone may experience mixed or conflicting feelings. * Explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome. * Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. * Explain how the media affects how people feel about themselves. * Identify what anti-social behaviour is. * Explain the consequences and punishments of anti-social behaviour. * Explain what racism and prejudice means. * Differentiate between prejudice and discrimination. * Recognise acts of discrimination. * Identify strategies to safely respond to and challenge discrimination. * Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. * Identify how stereotypes are perpetuated and how to challenge this. * Identify choices that support a healthy, balanced lifestyle including: how to plan a healthy meal , how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices. * Identify strategies to help change or break an unhealthy habit or take up a new healthy one. * • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. * Explain about the risks and effects of different drugs. * Know about the laws relating to drugs common to everyday life and illegal drugs. * Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. * Know about the organisations where people can get help and support concerning drug use. * Identify how to ask for help if they have concerns about drug use. * Recognise that there are mixed messages in the media relating to drug use and how they might influence opinions and decisions. * Recognise some of the changes as they grow up e.g. increasing independence. * Identify what being more independent might be like, including how it may feel. * Know about the transition to secondary school and how this may affect their feelings. * Identify how relationships may change as they grow up or move to secondary school. |
| **Visits** |  |  |  |  | * Show Racism the Red Card * NSPCC * Anne Frank Trust | * Show Racism the Red Card * NSPCC * Anne Frank Trust |
| **Staying Safe** | * Identify what a stranger is. * Identify people who can help. * Recognise how to be safe near the roads. * Know how to ring emergency services and own address. * Know what a risk is and how we can minimise it. * Know what hazards are and how to minimise them. * Know how to stay safe around fireworks. * Know about ‘big’ feelings and how to manage them. | * Explain strategies for keeping safe around strangers. * Identify people who can help us. * Know to ask for help if they feel unsafe or worried and what vocabulary to use. * Know how to cross a road safely, with an adult. * Know and be able to place someone in the recovery position. * Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines. * Explain how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’. * Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger. * Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products. * Recognise, name and describe a range of feelings. * Know ways to manage big feelings and the importance of sharing their feelings with someone they trust. * Recognise when they might need help with feelings and how to ask for help when they need it. * Identify special things about them that make them who they are. * Describe similarities and differences between themselves and others and the things they have in common. * Recognise how they are all equal despite any differences they may have. | * Recognise when someone - anyone - is asking them to go with them and what to do about it. * Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). * Identify people that can help us. * Know how to cross a road safely, independently. * Know and be able to place someone in the recovery position. * Know how to give first aid to a casualty who is having difficulty breathing due to an asthma attack. * Identify typical hazards at home and in school. * Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. * Know about fire safety at home including the need for smoke alarms. * Know the importance of following safety rules from parents and other adults. * Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety. * Explain about some of the different ways people express feelings e.g. words, actions, body language. * Recognise how feelings can change overtime and become more or less powerful. | * Know people may behave differently online including pretending to be someone they are not. * Know how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online. * Develop an understanding of the people who help us in the community. * Identify someone who helps (protects) us. * Talk about some safety risks around railways. * Recognise safety signs at a station and say what they mean. * Recognise the signs that keep people safe at a level crossing and say what they mean. * Know and be able to place someone in the recovery position. * Assess a casualty’s condition calmly and identify an allergic reaction to a bite or sting. * Know how to reassure a casualty who has been bitten or stung. * Assess simple risks and give reasons for their decisions. * Talk about how they can be responsible for managing risk. * Know the difference between setting good fires and bad fires. * Know the importance of expressing feelings and how they can be expressed in different ways. * Know about belonging to a group or community and the importance of feeling that we belong. | * Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. * Empathize with the targets of cyberbullying. * Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied. * Recognise what is appropriate to share online. * Know that social media sites have age restrictions and regulations for use. * Know the reasons why some media and online content is not appropriate for children. * Know how to report inappropriate online content or contact. * Know about peer influence and how it can make people feel or behave. * Explain the impact of the need for peer approval in different situations, including online. * Identify strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. * Gainthe skills and confidence needed to ride a bike on local roads. * Identify a personal support network. * Explain the hidden dangers under the water of canals and rivers. * Know and be able to place someone in the recovery position. * Assess a casualty's condition calmly. * Comfort and reassure a casualty who is bleeding. * Know how to seek medical help if required. * Know that fire can injure and kill people, destroy property and spread very quickly. * Know the main causes of fire in the home and how to prevent them. * Identify fire hazards in the home and know how to reduce the risk of a fire happening. * Explain how sleep contributes to a healthy lifestyle. * Identify healthy sleep strategies and how to maintain them. * Question and challenge stereotypes about the types of jobs people can do. * Recognise stereotypes in different contexts. | * Consider the different perspectives of those involved in a cyberbullying incident. * Identify ways to be an upstander or ally to someone being bullied. * Problem-solve potential challenges to responding to cyberbullying. * Know about the benefits of safe internet use e.g. learning, connecting and communicating. * Know how and why images online might be manipulated, altered, or faked. * Know how to recognise when images might have been altered. * Identify why people choose to communicate through social media and some of the risks and challenges of doing so. * Explain how online content can be designed to manipulate people’s emotions and encourage them to read or share things. * Know about sharing things online, including rules and laws relating to this. * Know how to report inappropriate online content or contact. * Know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. * Identify strategies to respond to pressure from friends including online. * Assess the risk of different online ‘challenges’ and ‘dares’. * Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable. * Know how to get advice and report concerns about personal safety, including online. * Explain what a victim is. * Know where to get help if a victim. * Know that people have the right to choose whom they marry or whether to get married. * Know that to force anyone into marriage is illegal. * Know how and where to report forced marriage or ask for help if they are worried**.** * Know that female genital mutilation (FGM) is against British law. * Explain what to do and whom to tell if they think they or someone they know might be at risk of FGM. * Describe a range of feelings associated with being out and about with more freedom as they get older. * Discuss how individuals and groups can be stereotyped which is not always a true reflection of their character. * Begin to identify risks and risky behaviour out and about in the local environment. * Identify practical strategies that can help to manage times of change and transition e.g. practising the bus route/walk to secondary school. * Know and be able to place someone in the recovery position. * Recognise when a casualty has suffered a burn or scald. * Respond appropriately to a casualty who has been burnt or scalded. * Identify feelings people might experience when starting a new school / moving to secondary school (KS3). * Recognise common causes of worry, challenges and opportunities that may be part of this transition. * Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them. * Identify ways to positively manage the move to secondary school (KS3). * Identify examples of different types of stereotyping. * Describe how stereotypes can be unfair and unhelpful. * Recognise how stereotyping may have a negative effect on someone’s behaviour, aspirations and feelings about themselves. * Identify positive actions to challenge stereotyping. |
| **Visits** | * Pedestrian trainers | * Pedestrian trainers | * Pedestrian trainers |  | * Bikeability * School nurse – sleep workshop | * Visits to and from local secondary schools |

**National Curriculum Coverage**

**YEAR ONE**

| Previous Knowledge | Autumn | Spring | Summer |
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| The expectation by the end of EYFS in PSHE is:   * To show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. * To talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. * To understand and follow the rules. * To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. * To know and manage own basic hygiene and personal needs successfully. * To know about similarities and differences between themselves and others, and among families, communities and traditions. | * **School Rules** * **Respect** * **Honesty** * **Responsibility** * **Money Matters (**Saving Money) * **Environment (**Recycling, Litter) * **What is Community? (**Our local area) * **Staying mentally healthy**   (We all have feelings) | * **My Body (**naming the body parts) * **Daily Routine** * **Families and Care** * **Same and Different** * **Friendships (**What do they look like, How do they make you feel, Why are you a good friend?) * **Identify and manage feelings** * **Bullying / Teasing** * **Needle Safety (**Household products and medicines) * **Sun Safety** * **Dental Hygiene (**teeth cleaning, loosing teeth) * **Managing Feelings** * **Diet and Exercise** * **Body Image (**What will I look like in 10 / 20/ 50 years?) * **Personal Hygiene / Germ Spreading (**hand washing) * **Staying mentally healthy** (Good and not so good feelings) | * **Stranger Danger** * **People who can help me (**recognise professionals) * **Road Safety** (pedestrian training) * **First Aid (How to ring 999, know own address)** * **Risk Taking (**What is a risk? How do we prevent?) * **Hazards (**What are they? How do we make them safe?) * **Fire Safety (**Fireworks) * **Staying mentally healthy**   (Big Feelings) |
| Key Vocab | **Rules, respect, honesty, responsibility**  Behaviour, school, kind, feelings, respect, polite, rules, sharing, trust, helpful, truthful, lying, responsibility  **Money matters**  Saving, goal, bank, piggy bank  **Environment**  Litter, recycling, reduce, reuse, recycle  **Community**  Belonging, group  **Staying Mentally Healthy**  emotions, feelings, happy, uncomfortable, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, embarrassed, lonely, ashamed, confident, grumpy, comfortable, nervous | **My Body**  changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping  **Daily Routine**  every day, same, rules  **Families and Care**  family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate  **Same and Different**  similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique  **Friendships**  same, different, friends, friendship, qualities, caring, sharing, kind, help, helpful, feelings, praise, relationships, special,  **Identify and manage feelings**  new, grow, feelings, anxious, worried, excited, coping  **Bullying / Teasing**  similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique  **Needle Safety, Sun Safety, Dental Hygiene, Personal Hygiene / Germ Spreading**  healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, needles, disposal, sun, sunburn, slip, slap, slop, sugar, rotten, teeth,  **Managing Feelings**  Breathe, time and space, quiet, calm, relax  **Diet and Exercise, Body Image**  sport, heartbeat, healthy eating, balanced**,** healthy  **Staying mentally healthy**  emotions, feelings, happy, uncomfortable, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, embarrassed, lonely, ashamed, confident, grumpy, comfortable, nervous | **Stranger Danger**  unknown  **People who can help me**  Doctor, police, firefighter, nurse, paramedic, teacher, social worker, lollipop person,  **Road Safety**  green cross code, eyes, ears, stop, look, listen, wait, junctions, speed bumps, yellow zig zags and lines, tactile paving, pedestrian islands, traffic lights, zebras, bridges and subways  **First Aid (How to ring 999, know own address)**  999, incident, location  **Risk Taking**  real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety  **Hazards, Fire Safety (Fireworks)**  Burn, safety, danger, dangerous, fireworks, fireworks code, bonfire, sensible, enjoy  **Staying mentally healthy**  emotions, feelings, happy, uncomfortable, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, embarrassed, lonely, ashamed, confident, grumpy, comfortable, nervous |

YEAR TWO

| Previous Knowledge | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| The expectation by the end of Year 1 is that all pupils will be able to discuss:  **Families and friendships**  Roles of different people; families; feeling cared for  **Safe relationships**  Recognising privacy; staying safe; seeking permission  **Respecting ourselves and others**  How behaviour affects others; being polite and respectful  **Belonging to a community**  What rules are; caring for others’ needs; looking after the environment  **Media literacy and digital resilience**  Using the internet and digital devices; communicating online  **Money and work**  Strengths and interests; jobs in the community  **Physical health and Mental wellbeing**  Keeping healthy; food and exercise, hygiene routines; sun safety  **Growing and changing**  Recognising what makes them unique and special; feelings; managing when things go wrong  **Keeping safe**  How rules and age restrictions help us; keeping safe online | * **Rules** * **Respect** * **Honesty** * **Responsibility** * **Money Matters (**Where does it come from? What is it used for?) * **Environment (**What improves / what harms the local community?) * **What is Community?** * **Staying mentally healthy**   (We all have feelings) | * **My Body** (Body parts, Personal hygiene, Routine) * **Life Cycle** (What are your needs now, What will they be later) * **Families and Care** * **Same and Different** * **Friendships** (Am I a good friend?) * **Managing Feelings** * **Bullying / Teasing** * **Household Safety** (How do we know if household products and medicines are dangerous) * **Dental Hygiene** * **Diet and Exercise** * **Body Image (**Who is your favourite celebrity and why? Is this realistic?) * **Personal Hygiene / Germ Spreading** * **Sun Safety** * **Importance of sleep**   **Staying mentally healthy** (Good and not so good feelings) | * **Stranger Danger** * **People who can help me** * **Road Safety** (pedestrian training) * **First Aid (**Recovery position, be able to help someone **without risk to themselves**.) * **Risk Taking** (What is a risk? How do we prevent?) * **Hazards and Feeling Safe (**Identify hazards, how to make them safe) * **Fire Safety (**What is the fire risk in the room?) * **Staying mentally healthy**   (Big Feelings)   * **Inclusion** (Sameness and Difference) |
| Key Vocab plus prior vocabulary from previous year. | **Rules, Respect, Honesty, Responsibility**  safe, special, calm, belonging, special, rights, responsibilities, classroom rules, rewards, proud, consequences, upset, disappointed, truth, dishonest  **Money Matters**  earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs  **Environment/ What is Community?**  Litter, faith, community centre, belonging, shared, pride  **Staying mentally healthy**  Not sure, Happy, Calm, Unhappy, Sad, Scared, Relaxed, Nervous, Lonely, Excited, Angry | **My Body, Life cycle**  changes, life cycles, baby, adult, adulthood, grown-up, mature, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), shower, bath, male, female, vagina, penis, testicles, anus, learn, new, grow, feelings, anxious, worried, excited, coping  **Families and Care, Same and Different, Friendships**  family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate  **Managing Feelings, Bullying / Teasing, Staying mentally healthy**  Not sure, Happy, Calm, Unhappy, Sad, Scared, Relaxed, Nervous, Lonely, Excited, Angry, Coping, Safe, Unsafe, Worried, trusted adult, similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied,  **Household Safety**  Medicine, healthy, pharmacy/chemist, doctor, safety, instructions, safe, unsafe, 999, liquids, medicines, poisonous, tablets, vaccination  **Diet and Exercise, Body Image, Sun Safety, Importance of sleep**  Healthy diet, 5 a day, oral health, physical activity, active, hygiene, food, rest, unique, sleep, routine, habit, hamstring, quads, calf, hydration, sun burn, | **Stranger Danger, People who can help me, Road Safety, First Aid, Risk Taking, Hazards and Feeling Safe, Fire Safety**  stop, look, listen, think, safe, crossing, adult, junctions, speed bumps, yellow zig zags and lines, tactile paving, pedestrian islands, traffic lights, zebras, bridges and subways, emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger, chemicals, choke, danger, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, online, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, traffic, trip, trusted adult, uniform, unsafe, water, recovery position  **Staying mentally healthy**  Not sure, Happy, Calm, Unhappy, Sad, Scared, Relaxed, Nervous, Lonely, Excited, Angry, Coping, Safe, Unsafe, Worried, Trusted adult,  **Inclusion** (Sameness and Difference)  similarity, same as, different from, difference, equal, celebration, |

YEAR THREE

| Previous Knowledge | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| The expectation by the end of Year 2 is that all pupils will be able to discuss:  **Families and friendships**  Making friends; feeling lonely and getting help  **Safe relationships**  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour **Respecting ourselves and others**  Recognising things in common and differences; playing and working cooperatively; sharing opinions  **Belonging to a community**  Belonging to a group; roles and responsibilities; being the same and different in the community  **Media literacy and digital resilience**  The internet in everyday life; online content and information  **Money and work**  What money is; needs and wants; looking after money  **Mental wellbeing**  Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help  **Growing and changing**  Growing older; naming body parts; moving class or year  **Keeping safe**  Safety in different environments; risk and safety at home; emergencies | * **Rules** * **Respect** * **Honesty** * **Responsibility** * **Money Matters** (Do we need to save up? When I grow up I would like …) * **Environment** (What effects the environment? How can we help?) * **What is Community?** (What groups are in our community?) * **Staying mentally healthy**   (Everyday feelings) | * **My Body** (Personal space, Inappropriate touching) * **Life Cycle (**Ending relationships, bereavement) * **Relationships (**Identify and explore different kinds of relationships that exist * **Feelings** * **What is Special about Me?** * **Bullying / Teasing** * **Needle Safety / Household products** (What to do if …) * **Sun Safety** * **Dental Hygiene** * **Diet / Healthy Eating** * **Exercise** * **Body Image** (How do we describe humans to aliens?) * **Personal Hygiene / Germ Spreading** * **Staying mentally healthy**   (Expressing feelings) | * **Stranger Danger** * **People who can help me** * **Road Safety** (pedestrian training) * **First Aid** (Recovery position, Asthma) * **Risk Taking** * **Feeling Safe & Hazards** * **Fire Safety (**What to do if you find a fire.) * **Staying mentally healthy** (Managing feelings) |
| Key Vocab plus prior vocabulary from previous year. | **Rules, Respect, Honesty, Responsibility**  fair, rules, rights, responsibilities, respect, conflict, disagreement, truthful, consequences  **Money Matters**  savings, financial, emergencies, luxury, essential,  **Environment,** **What is Community?**  Pollution, walking, reduce, reuse, recycle,community centre, shop, faith, churches, schools, belonging  **Staying mentally healthy**  feeling, emotion, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed | **My Body**, **Life Cycle (**Ending relationships, bereavement), **Relationships (**Identify and explore different kinds of relationships that exist  Personal space, Inappropriate touching, boundaries, recognise, respect, stability, love, support, caring, unsafe**,** baby, child, adult,death, single parents, same-sex parents, step-parents, blended families, foster, adoptive parents  **Feelings, What is Special about Me?**  **Bullying / Teasing**  Happy, sad, miserable, mischievous, tummy butterflies, anxious, nervous, funny, unique, different, same, upstander, speaking out, difference, repetitive, intentional, hurting, power  **Needle Safety / Household products**, **Sun Safety, Dental Hygiene, Diet / Healthy Eating, Exercise, Body Image, Personal Hygiene / Germ Spreading**  biceps, triceps, core, healthy eating healthy mind, food groups, fitness, stamina, endurance, speed, decay, germs, bacteria, washing, soap, sanitiser, toothbrush, toothpaste, flossing, dentist, sharp box, safe disposal, prescribed, doctor, pharmacist,sunscreen*,*sunburn*,*vitamin D*,*ultraviolet (UV) light*,* protection, melanin, compare, healthy, special  **Staying mentally healthy**  feeling, emotion, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed, talking | **Stranger Danger, People who can help me, Road Safety,** **First Aid, Risk Taking, Feeling Safe & Hazards, Fire Safety**  stop, look, listen, think, safe, crossing, adult, junctions, speed bumps, yellow zig zags and lines, tactile paving, pedestrian islands, traffic lights, zebras, bridges and subways, independent, police, teacher, doctors, nurses, health visitors, recovery position, asthma, assess, unknown, ok, not ok, danger, risk, managed, hazard, train, road, water, stop, drop, roll, “Get out, stay out, call 999”. Smoke alarm, fire extinguisher  **Staying mentally healthy**  feeling, emotion, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed, strategies |

YEAR FOUR

| Previous Knowledge | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| The expectation by the end of Year 3 is that all pupils will be able to discuss:  **Families and friendships**  What makes a family; features of family life  **Safe relationships**  Personal boundaries; safely responding to others; the impact of hurtful behaviour  **Respecting ourselves and others**  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  **Belonging to a community**  The value of rules and laws; rights, freedoms and responsibilities  **Media literacy and digital resilience**  How the internet is used; assessing information online  **Money and work**  Different jobs and skills; job stereotypes; setting personal goals  **Physical health and Mental wellbeing**  Health choices and habits; what affects feelings; expressing feelings **Growing and changing**  Personal strengths and achievements; managing and reframing setbacks  **Keeping safe**  Risks and hazards; safety in the local environment and unfamiliar places | * **School Rules & Responsibilities** (What are they and why do we have them? What are the consequences of not having them?) * **Democracy** (What is it, how does it exist here?) * **Can You Believe It? (**Advertising, what is it? What is it for?) * **Money Matters** (Where does it come from? What do we do with it?) * **Environment** (Issues that impact on the environment locally, nationally and internationally.) * **Going Green (**What does this mean?) * **Staying mentally healthy**   (Everyday feelings) | * **My Body** (Growing and changing, recognising the life cycle * **Life Cycle** (How needs change) * **Relationships** (Identify and explore different kinds of relationships that exist how relationships end and why, including bereavement.) * **Feelings** (Cycle of self-esteem) * **Compliments** * **Bullying (**What is acceptable in a relationship? ) * **Drugs** (legal or illegal? What is the impact of using them?) * **Smoking** (What are the risks of smoking? What is passive smoking?) * **Dental Hygiene** * **Diet / Healthy Eating** * **Exercise** * **Body Image (**create the ideal male / female this age and as adults, Is this realistic?) * **Personal Hygiene / Germ Spreading** (How do you keep clean? Why is it important?) * **Importance of sleep** * **Staying mentally healthy**   (Expressing feelings) | * **Stranger Danger** * **People who can help me** * **Road Safety** (Train lines and level crossings) * **First Aid** (recovery position, Bites and Stings) * **Risk Taking (**What is a risk? What are they? How do we make them safe?) * **Fire Safety** (Setting fires, good or bad?) * **Staying mentally healthy** (Managing feelings) * **Inclusion** (Belonging to a Community) |
| Key Vocab plus prior vocabulary from previous year. | **School Rules & Responsibilities**  Unfair, chaos, rules, responsibilities, rights  **Democracy**  democracy, general election, vote, secret ballot, MP, represent, constituency, political party, Polling Day, majority,  **Can You Believe It? (**Advertising, what is it? What is it for?)  sell, inform, persuade, present a view, controversial,  **Money Matters**  manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, charity, fund raiser, saving, jobs, occupation, wage /salary, budget  **Environment** /**Going Green**  recycle, environmentally aware, reduce, reuse, recycle, single use plastic, pollution,  **Staying mentally healthy**  feeling, emotion, body, mind, express, describe, intense, strong, happy, sad, scared, angry, worried, pleased, Change, loss, grief, death, bereavement, separation | **My Body, Life Cycle** , **Relationships**, **Feelings**)**, Compliments, Bullying**   * Foetus, baby, toddler, school aged, teenager, adult, elder, age, difference, physical changes, death, friends, family, romantic partners, parent, carers, guardians, pets, doctors, nurses, dentists, healthy, unhealthy, kindness, positive, care, self-esteem, confidence, loved, banter, unkind, self-esteem, “see it, say it, stop it”, bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, physical, mental health, emotions, unhappy, power, bystander, empathy, acceptance, courage, feelings, witness * **Drugs**, **Smoking, Dental Hygiene, Diet / Healthy Eating , Exercise, Body Image , Personal Hygiene / Germ Spreading, Sleep**   drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions, caffeine, alcohol, nicotine, risk, habit, addiction, age restrictions. legal, illegal prescribed, harmful substances, heart, lungs, brain, stomach, peer pressure, medicine behaviour, drug use, exercise, increased pulse rate, cardio, pressure, beautiful, attractive, change, ideal, Society, Media, Family, Friends, Peers, germs, hand washing, healthy, acceptance, sleep, rest, routine, relax, bedtime  **Staying mentally healthy**  feeling, emotion, body, mind, express, describe, intense, strong, happy, sad, scared, angry, worried, pleased, change, loss, grief, death, bereavement, separation | **Stranger Danger, People who can help me, Road Safety** (Train lines and level crossings)  unknown, ok, not ok, agreed, trusted adult, level crossing, energised, power, electrocution,  **First Aid**  allergic, airways, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, auto injector, anaphylaxis  **Risk Taking**  Help, safe, risk, managed, resolve, precautions, measures  **Fire Safety**  Bonfire, bbq, gas cooker, adult, child, matches, arson, candles, uncontrolled, controlled, water  **Staying mentally healthy**  feeling, emotion, body, mind, express, describe, intense, strong, happy, sad, scared, angry, worried, pleased, Change, loss, grief, death, bereavement, separation  **Inclusion**  groups, clubs, members, belong, activities, outsider, meetings, valued, welcome |

YEAR FIVE

| Previous Knowledge | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| The expectation by the end of Year 4 is that all pupils will be able to discuss:  **Families and friendships**  Positive friendships, including online  **Safe relationships**  Responding to hurtful behaviour; managing confidentiality; recognising risks online  **Respecting ourselves and others**  Respecting differences and similarities; discussing difference sensitively  **Belonging to a community**  What makes a community; shared responsibilities  **Media literacy and digital resilience**  How data is shared and used  **Money and work**  Making decisions about money; using and keeping money safe  **Physical health and Mental wellbeing**  Maintaining a balanced lifestyle; oral hygiene and dental care  **Growing and changing**  Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies  **Keeping safe**  Medicines and household products; drugs common to everyday life | * **School Rules & Responsibilities (**What are they and why do we have them? What are the consequences of not having them?) * **Respect and Honesty (**What is it, how does it exist here?) * **Democracy** (What is it? Where does it exist?) * **Decision Making** * **Money Matters** (Fundraising, why do we do it?) * **Environment** (What impact does the media have on how we treat the environment?) * **Going Green** (How can we do it as a school and at home?) * **Staying mentally healthy**   (Mental health and keeping well) | * **My Body** (Physical and emotional changes during puberty) * **Relationships** (Healthy and unhealthy) * **Feelings** (growing and changing) * **Body Image** (How does the media affect how we feel about ourselves? How does it portray men / women?) * **Anti-Social Behaviour** (What is it? Local picture) * **Bullying / Racism** (What is it? What is right or wrong?) * **Keeping Healthy (**How can we keep healthy while our bodies change / develop?) * **Personal Hygiene** Why is it important, even more so during puberty? How can we do it?) * **Puberty** (What is it? What changes and why?) * **Diet / Healthy Eating (**Why is healthy eating important? What are the long term implications?) * **Exercise** (Why is it important? What are the long term implications?) * **Body Image** (Fantasy v reality) * **Emotional Health & Well-being (**What does this mean? How do you look after yours?) | * **Internet Safety** (Cyberbullying, Social Networking) * **Risk Taking** (Peer pressure) * Road safety (Bike safety) * **People Who Can Help** (What does my support network look like, who would I go to for…) * **River Safety (**Risks and consequences) * **First Aid** (recovery position, minor bleeding) * **Fire Safety** (What are the risks? How do we manage them?) * **Staying mentally heathy** (Sleep) * **Inclusion** (Stereotypes) |
| Key Vocab plus prior vocabulary from previous year. | **School Rules & Responsibilities , Respect and Honesty, Democracy**  Keeping safe, right, opinion, entitlement, education, religion, freedom of speech, responsibilities, duties, law, rules.  Democratic decision, Parliament, Prime Minister, individual liberty, rule of law, respect for diversity  **Decision Making**  Opinion, compromise, think, choice  **Money Matters**  Fundraising, charity, profit, budget  **Environment, Going Green**  Climate change, global warming, long term weather patterns, fossil fuels, renewable energy, carbon footprint  **Staying mentally healthy**  Feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle | **My Body** /**Personal Hygiene, Feelings**  Puberty, hormones, spots, greasy, facial hair, testicles, breasts, vagina, vulva, pubic hair, genitals, sweat, wet dreams, periods, deodorant, soap, shower gel, shampoo, conditioner, sell, toothbrush, toothpaste, towels, tampons, period pants, mood swings, tired  **Relationships**  Power, control, aggressive, peaceful, trust,  **Body Image**  body image, appearance, social media, personal online ’brand’, filters  **Anti-Social Behaviour**  Harassment, alarm, distress, nuisance, community, impact on environment,  **Bullying / Racism**  Intolerance, discrimination, fair, Prejudice, Culture, stereotype, society,  **Keeping Healthy /Diet / Healthy Eating, Exercise**, **Body Image**  moderation, balanced, reduce, heart disease, endorphins, mood, realistic, natural, sustainable, lifestyle  **Emotional Health & Well-being**  feeling, emotion, moods, thoughts, mental health, wellbeing, events, change, challenge, advice, support, personal network, affirmation | **Internet Safety**  trolling, fraping, direct message (DM), cyber-bully, post, chatroom, app, Childine, police, YoungMinds, Bullying UK, Safetynet Kids, ThinkuKnow  **Risk Taking** (Peer pressure)  pressurised, scared, nervous, hopeless, guilty, no way out, close friends, popular groups, fitting in  **Road safety (Bike safety)**  helmet, Hi-Viz, kerb, tyres, brakes,  **People Who Can Help**  trusted adults, online support,  **River Safety**  Stay Away From Edge (SAFE), bank, canal, afloat, river, current, obstacles,  **First Aid**  safety, minor, severe, bleeding, heart  arteries, veins, positioning shock, oxygen, red blood cells, circulating, white blood cells, infection, bandaging, reassuring  **Fire Safety**  stop, drop, roll, fire escape plan, Smoking, cigarettes, Candles, Halloween pumpkins, electrical items, overloaded sockets, Kitchen fires, matches, lighters, fire guard,  **Staying mentally heathy** (Sleep)  sleep, rest, routine, relax, bedtime, puberty  **Inclusion**  stereotype, typical, discriminate, behaviour, characteristics, assumptions |

YEAR SIX

| Previous Knowledge | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| The expectation by the end of Year 5 is that all pupils will be able to discuss:  **Families and friendships**  Managing friendships and peer influence  **Safe relationships**  Physical contact and feeling safe  **Respecting ourselves and others**  Responding respectfully to a wide range of people; recognising prejudice and discrimination  **Belonging to a community**  Protecting the environment; compassion towards others  **Media literacy and digital resilience**  How information online is targeted; different media types, their role and impact  **Money and work**  Identifying job interests and aspirations; what influences career choices; workplace stereotypes  **Physical health and Mental wellbeing**  Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies  **Growing and changing**  Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  **Keeping safe**  Keeping safe in different situations, including responding in emergencies, first aid | * **Rules & Responsibilities**   What are they and why do we have them?  What are the consequences of not having them?   * **Respect and Honesty**   What is it, how does it exist for me?   * **Democracy (**What is it? * Where does it exist?) * **Decision Making** * **Money Matters** (When you gain it, what do you do with it?) * **Environment (**How does the media messages present information on the environment? What impact does this have?) * **Going Green** (How can we do it as school & at home?) * **Staying mentally healthy**   (Mental health and keeping well) | * **My Body** (Growing and changing * Our bodies – including naming body parts & keeping clean) * **Relationships (**Physical and emotional changes in puberty, Sex Education, Am I normal?) * **Relationships** (What is healthy / unhealthy? * **Inappropriate behaviour with peers** (upskirting, dekecking) – how to respond * **Behaviour turning from joke/banter to a problem** * **Consent – having the right to say no** * **Feelings** (Being sensitive to others) * **Body Image** (How does the media affect how we feel about ourselves? How does it portray men / women? Is it realistic?) * **Anti-Social Behaviour** (What is it?   Local picture, consequences / punishments)   * **Bullying / Racism** (What does it look like? How do we prevent it?) * **Keeping Healthy** (How can we keep healthy while our bodies change / develop?) * **Personal Hygiene** (Why is it important, even more so during puberty? How can we do it?) * **Diet / Healthy Eating** (Why is healthy eating important**,** What are the long term implications? Who is a health celebrity? Do crash / fad diets work? * **Smoking** (Risks and dealing with peer pressure) * **Exercise (**Why is it important?) * **Drugs** (Risks & consequences) * **Emotional Health & Well being**   (Managing challenges and change) | * **Internet Safety** (Cyberbullying, Risks and consequences, Social Networking, sharing photos, Privacy settings, Using chat networks) * **Risk Taking & Transition** (identify risks associated with moving to a new school and how to manage them, include dealing with peer pressure) * **Victims** (What is a victim? What to do if you are a victim?) * **What is/isn’t against the law?** (Forced marriage, FGM) * **Going Out** (identify risks associated with being out alone / with friends and how to manage them, Emergency situations) * **Preparing for Transition** * **First Aid** (Recovery position, Burns and Scalds) * **Staying mentally healthy** (Feelings and common anxieties when transitioning to secondary school) * **Inclusion (Extremism)** |
| Key Vocab plus prior vocabulary from previous year. | **Rules & Responsibilities, Respect and Honesty, Democracy, Decision Making**  consequences, charter, values,  House of Lords, Green paper, white paper, bill, law  **Money Matters**  savings, bank accounts,  **Environment/Going Green**  Pollution, litter, deforestation, habitat destruction, fossil fuels, land pollution, climate change, air pollution, water pollution,  **Staying mentally healthy**  Wellbeing, physical wellbeing, eating well, sleeping well, being active, mental wellbeing, feeling good in your mind, concentration, focus, memory, mood | **My Body** , **Our bodies** , **Relationships, Personal Hygiene**  Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, sex, support, advice, straight, gay, bi, trans,  **Relationships** (What is healthy / unhealthy?  Loving, caring, supportive, trust, abusive, disrespectful, respectful, controlling, physical, emotional,  **Inappropriate behaviour with peers** **Behaviour turning from joke/banter to a problem, Consent, Feelings, Body Image**  Jokes, teasing, banter, issue, feeling hurt, embarrassed, empathy, permission, asking, consent, yes, no, maybe, social media, selfie, body image, healthy, ‘likes’, body confidence, editing, celebrities, filters, followers, attention, comments  **Anti-Social Behaviour**, **Bullying / Racism**  Hate crime, illegal, Antisocial behaviour, consequences, vandalism, graffiti, hooligans, ASBO, harassment, intimidation, victim.  **Keeping Healthy Diet / Healthy Eating, Exercise**  Sleep, hydration, exercise, fad, crash, pressure, muscular strength (conditioning), role model fitness coaches (male and female), moderate activity, low impact activity, high impact activity, benefits  **Smoking, Drugs**  Medicine, recover, health condition, immune/ immunisation, vaccination, population, prescribed, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose, Drug, substance, effects, risks, law, legal, illegal, habit, advice, support, Media, social media, messages, marketing, influences, information, smoking, vaping, drinking, cigarettes, e-cigarettes, vape, alcohol, advertising  **Emotional Health & Well being**  Wellbeing, physical wellbeing, eating well, sleeping well, being active, mental wellbeing, feeling good in your mind, concentration, focus, memory, mood | **Internet Safety**  Social media, online, offline, wellbeing, individual, community, privacy settings limits, restrictions, actions, messaging, positive, negative, sharing photos, risks, consequences, bullying behaviour, teasing, cyberbullying, emotions, support, communication,  **Risk Taking & Transition, Victims What is/isn’t against the law?** ,**Going Out**  Hate crime, protected characteristics, discriminate, unlawful, age, sexual orientation, gender reassignment/identity, victim, journey, lost, support, teacher, form tutor,transition, hopes, fears, challenges, concerns, worries, anxieties, strategies, peer pressure**,** “hanging around”, graffiti, peer pressure, consequence, risk, antisocial, law, peer pressure, independent, gangs, youths, support, help, class teacher, parents/carers, PCSO, police, Childline, behaviour, protected, banter, upskirting, dekecking, body, rights, human, female, genital, genitalia, mutilation, abuse, harm, harmful, illegal, forced, consent, choice, arranged, FGM  **First Aid**  unresponsive, responsive, burn, scald, swelling, tissues, infection, airway, inhalation  **Preparing for Transition/Staying mentally healthy**  transition, hopes, fears, challenges, concerns, worries, anxieties, strategies, support,change, new, relationships,, routine, unknown, difference, guidance  **Inclusion (Extremism)**  influence, manipulation, persuasion, vulnerable, extremism, extremist, prejudice |