



PSHCE Coverage and Progression Framework

For EYFS, Key Stage 1 & Key Stage 2 2024 - Version 2

At St Johns, we use the 1 Decision scheme of work and the PSHE association as the basis for our PSHE learning- this utilises the National Curriculum Programmes of Study as a guide for determining the content and objectives to inform our curriculum. We aim to inspire pupil's interest and curiosity to know more about how to live in the wider world.

To support this, we follow the guidance outline in the PSHE Association. The core elements are split into the following three topics:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

We aim for our children to become healthy, independent, and responsible members of society. We strive for them to learn about rights and responsibilities, appreciate the significance of being a tolerant member of a diverse society, and develop their sense of self-worth by actively contributing to school life and the wider community. Our goal is to cultivate lifelong learners who comprehend how to establish robust and healthy relationships, manage their emotions, and adopt positive beliefs, values, and attitudes.



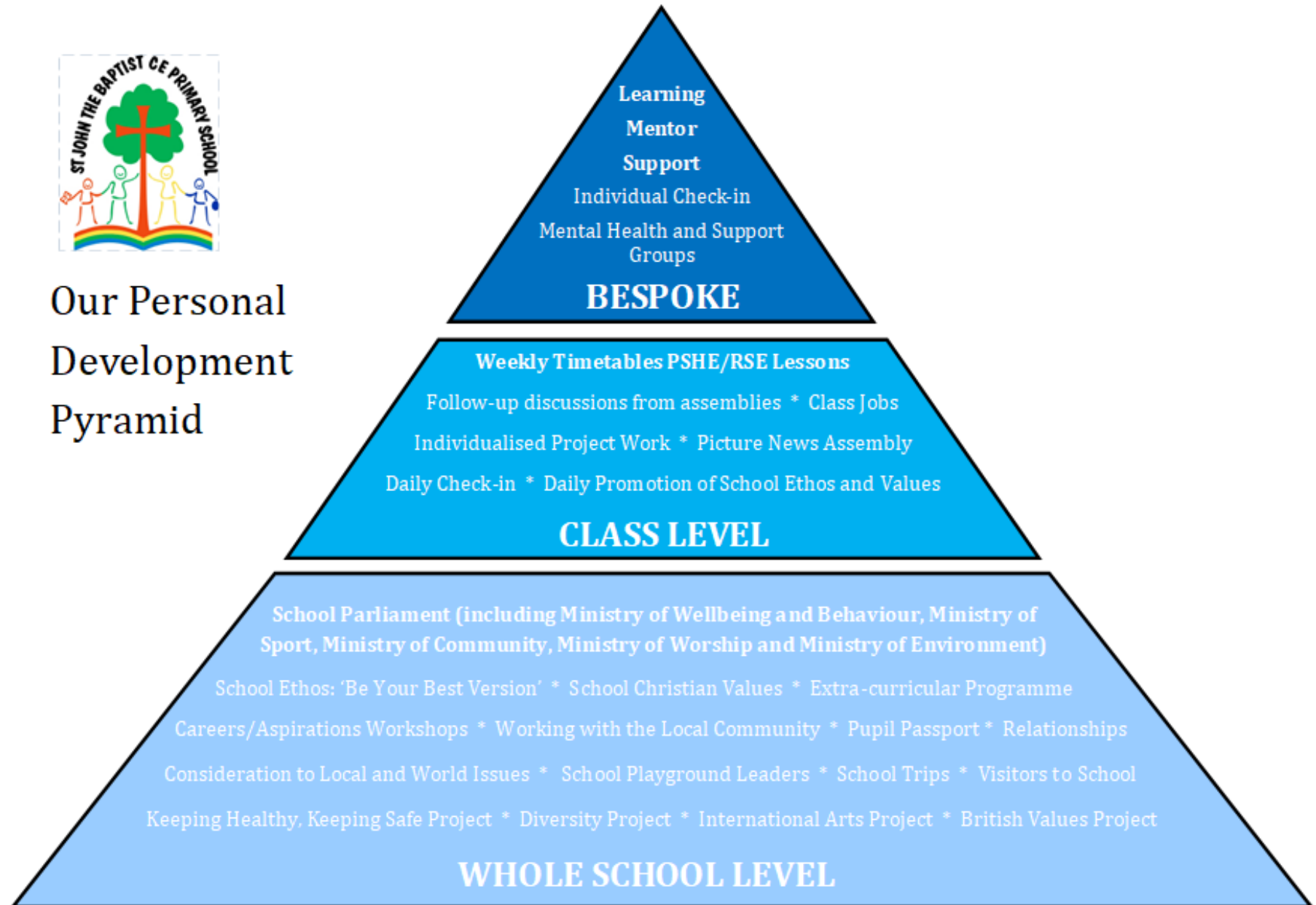
To ensure comprehensive coverage and progression, we have developed a detailed curriculum plan. In addition, we encourage teachers to seek out supplementary materials that are tailored to the individual needs of our students, thereby creating a unique and personalised learning experience.

Personal Development is central to everything we do at St Johns and is strongly woven through our PSHCE offer. Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:

<p style="text-align: center;">Spiritual</p> <p style="text-align: center;">Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p>	<p style="text-align: center;">Moral</p> <p style="text-align: center;">Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>
<p style="text-align: center;">Social</p> <p style="text-align: center;">Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p style="text-align: center;">Cultural</p> <p style="text-align: center;">Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>



Our Personal Development Pyramid





PSHCE Overview (Curriculum Map 2023/2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	Marvellous Me Why do we follow Rules?	Traditional Tales Being Kind How do we share with others?	Ticket to Ride How do we follow rules? How do we play with others?	Come Outside How can friends play together?	Amazing Animals What are my feelings?	Fun at the Seaside What can I do?
RECEPTION	Marvellous Me Daily Routines What makes me me?	Traditional Tales Characteristics of Learning How do I look after me and my teeth?	Ticket to Ride How do we stay safe? Developing Relationships	Come Outside How do we Stay healthy? Developing Relationships	Amazing Animals Characteristics of Learning Why do we think about Thinking?	Fun at the Seaside How do we stay healthy and safe?
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 will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?



Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Key: Green = Health and Wellbeing Blue = Living in the Wider World Orange = Relationships

Progression in PSHCE Skills and Knowledge

To facilitate progression in learning and pave the way for future learning, we have carefully designed our PSHCE units. To achieve this, we have explicitly defined the required knowledge, skills, specific vocabulary, and the way in which the Golden Threads of Personal Development are interwoven throughout the curriculum. To enrich our PSHCE offer, we also consider cross-curricular opportunities, organise visits and invite visitors, and identify suitable books that could be utilised as resources. This document provides an overview of the key components of each PSHCE unit.

Nursery, Autumn 1: <i>Marvellous Me</i> <i>Living in the Wider World: Why do we follow rules?</i>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> Know some rules with an adult reminding them – team stop and lining up. FM 	<ul style="list-style-type: none"> Be able to play in different areas of provision. FM Be able to settle into an activity for a set period of time. FM Be able to show an interest in other children's play and sometimes FM Be able to, with prompts are able to follow rules such as quiet hands, magnetic eyes, team stop. SM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> Can I play in different areas of the classroom? Can I follow some of the school rules? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reception: Marvelous Me- daily routines



Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Hand washing and staying clean • Staying safe at snack time • Following Nursery Rules • Choose it, Use it, Put it away • Being the best version in nursery • Introduce the colour monster feelings – how do we feel
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Nursery, Autumn 2: Terrific Tales Relationships: Being Kind, How do we share with others?	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know some of the school rules • 	<ul style="list-style-type: none"> • Be able to play in different areas of provision. FM • Be able to settle into an activity for a set period of time. FM • Start to enjoy the company of other children and want to play with them. SM • Develop their sense of responsibility and membership of a community by carrying out a simple task such as giving out the milk. SM • Able to put own coat on without help (not fastening) SM • With prompts are able to follow rules such as quiet hands, magnetic eyes, team stop. SM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I do an activity for a set time? • Can I complete simple tasks given to me by an adult? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reception: Ticket to Ride- developing relationships
Careers link/visitors	Prompt/Stimulus



<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Following Rules – sharing • Following Rules – being kind • Celebrating and supporting others • I can complete an important job • Practice playing together – pass the parcel, pass the jigsaw piece
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Nursery, Spring 1: Ticket To Ride Relationships: Why do we follow rules? How do we play with others?	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<p>N1 Milestones</p> <ul style="list-style-type: none"> • Know where their own locker is • Know and recognise their own belongings • Know how to wash own hands 	<p>Be able to Select and use activities and resources, with help when needed</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Children will be becoming increasingly independent in meeting their own care needs, e.g. using the toilet without prompts, washing and drying their hands thoroughly • Can take part in pretend play such as mummies and babies. <p>N1 Milestones</p> <ul style="list-style-type: none"> • To drink milk and eat snack without support.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I find my own locker? • Can I wash my hands after going to the toilet? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reception: Ticket to Ride- Developing relationships
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Following rules and being the Best Version • Circle games – bug in a rug • Circle games – pack a bag



	<ul style="list-style-type: none"> • Circle game - Act the emotion • Circle game - pass the jigsaw • Following routines independently • Role Play on provision
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

Nursery, Spring 2: Come Outside Relationships: How can friends play together?	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<p>N1 Milestones</p> <ul style="list-style-type: none"> • Know where their own locker is • Know and recognise their own belongings • Know how to wash own hands 	<p>Be able to Select and use activities and resources, with help when needed</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Children will be becoming increasingly independent in meeting their own care needs, e.g. using the toilet without prompts, washing and drying their hands thoroughly • Can take part in pretend play such as mummies and babies. <p>N1 Milestones</p> <ul style="list-style-type: none"> • Be able to drink milk and eat snack without support.
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Can I use my imagination to play? • Can I drink my milk and eat my snack by myself? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Reception: Come Outside- developing relationships
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> •
<p>Careers link/visitors</p> <ul style="list-style-type: none"> • 	<p>Prompt/Stimulus</p> <ul style="list-style-type: none"> • Clapping games • Playing together – being kind together • Playing together – sharing together



	<ul style="list-style-type: none"> • Playing together – taking turns • Putting things away
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Nursery, Summer 1: Amazing Animals Health and Wellbeing: What are my feelings?	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know gradually how others might be feeling <p>N1 Milestones</p> <ul style="list-style-type: none"> • Know some rules with an adult reminding them – team stop and lining up. 	<ul style="list-style-type: none"> • Be able to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed) • Children can talk with others to solve conflicts, sometimes needing adult support <p>N1 Milestones</p> <ul style="list-style-type: none"> • Able to show some control when waiting to speak or take turns. • Able to put coats and bags into own locker. • Able to play in different areas of provision.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I follow the rules in the classroom? • Can I explain how I am feeling? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reception: Marvellous me- What makes me me?
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Colour monster feelings • Acting out emotions • Feeling sad • Feeling happy



	<ul style="list-style-type: none"> • Feeling angry • Feeling worried • Remembering rules
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Nursery, Summer 2: <i>Fun at the Seaside:</i> Living in the Wider World: <i>What can I do?</i>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Be able to achieve a goal they have chosen, or one which is suggested to them. • Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit) • Children can talk with others to solve conflicts, sometimes needing adult support. <p>N1 Milestones</p> <ul style="list-style-type: none"> • I can say goodbye to my family when coming to nursery • To settle into an activity for a set period of time. • I can show an interest in other children’s play and sometimes join in.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I work towards a goal? • Can I talk to different people in the classroom? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reception: Marvellous me- What makes me me?
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can you complete the task? • Who is who? • Can you solve the problem?



	<ul style="list-style-type: none"> • Playing with others – solving problems • Talking to others – stop and speak
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

Reception, Autumn 1: Marvelous Me <i>Health and Wellbeing: Settling into daily routines- what makes me me?</i>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Know what the rules are and follow them SM 	<ul style="list-style-type: none"> • Be able to select and use activities and resources. (with help when needed.) FM • Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit) FM • Children talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. FM • Children show confidence in new social situations. SM • Children increasingly follow rules, understanding why they are important. SM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I choose my own resources when needed? • Can I follow the school rules and explain why they are important? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery: Marvelous Me- Why do we follow rules? 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pink Goes to School – 1 decision • Blue uses an indoor voice – 1 decision • I try new things like The Very Hungry Caterpillar Circle Time • What makes me, me?



	<ul style="list-style-type: none"> • What makes me different • Who is in your family?
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

Reception, Autumn 2: Terrific Tales <i>Health and Wellbeing: Characteristics of Learning, How do I look after me and my teeth?</i>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Know why rules they are important and increasingly follow them, SM • Know and can manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes SM • Children are beginning to understand how others might be feeling. SM 	<ul style="list-style-type: none"> • Have developed a sense of responsibility and membership of a community. SM • Children show confidence in new social situations. SM • Children play with one or more other children. SM • Children have developed appropriate ways of being assertive in their play. SM • Children will further develop the skills they need to manage the school day successfully. SM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I be more independent throughout the day? • Can I play with more than one person? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Reception: Marvelous Me- daily routines 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • COEL - Giraffes Can't Dance - I keep going even when I find things tough like Gerald the Giraffe • COEL - I make links in my learning. • 1Decision - Red Visits the Dentist • 1Decision - Orange brushes her teeth • 1Decision - Rainbow Feels Angry



	<ul style="list-style-type: none"> • 1Decision - Orange Feels Worried
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Reception, Spring 1: Ticket To Ride <i>Relationships: Developing relationships, How do I stay safe?</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to play with other children extending and elaborating play ideas. • Know about making healthy choices about food, drink, activity and tooth brushing. TM 	<ul style="list-style-type: none"> • Be able to talk about right and wrong and the consequences involved. TM • Children are happy to have a go at a task and understand that we learn from mistakes TM • Children have built constructive and respectful relationships TM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I make healthy choices about food, drink, activity and tooth brushing? • Can I talk about right and wrong? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery: Ticket to Ride- How do we play with others? 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 1Decision - Blue's best friend • 1Decision - Blue Explores Road Safety • 1Decision - Purple the Passenger • 1Decision - Purple is Poorly • 1Decision - Blue's Indoor Voice Circle Time • Friendly Behaviours • Safe and unsafe Following rules to keep safe
Links to areas of PD:	



<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>
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Reception, Spring 2: Come Outside <i>Relationships: Developing relationships, How do I stay healthy?</i>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Know and can talk about right and wrong and the consequences involved. • Know about and can make healthy choices about food, drink, activity and tooth brushing. TM 	<ul style="list-style-type: none"> • Be able to play with other children extending and elaborating play ideas. TM • Children are happy to have a go at a task and understand that we learn from mistakes. TM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I make healthy choices about what I eat, drink, and what I do? • Can I try new tasks and do my best even if I find it hard? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery: Come Outside- How can friends play together? 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 1 Decision – Greens Green • 1 Decision – Rainbow helps at home • 1 Decision – Yellow wants to play with orange • 1 Decision – Pinks Screen Time <p>Circle Time</p> <ul style="list-style-type: none"> • Eating healthy • Food Hygiene • Friendships
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>



Reception, Summer 1: Amazing Animals <i>Living in the Wider World: Characteristics of Learning, Why do we think about Thinking?</i>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing FM • Know and can think about the perspectives of others FM 	<ul style="list-style-type: none"> • Be able to talk about and express their feelings and the feelings of others. FM • Children show resilience and perseverance in the face of challenge. FM • Can confidently identify and moderate their own feelings socially and emotionally. FM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I explain my feelings and identify how other people are feeling? • Can I explain how to keep happy? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Reception: Traditional Tales- Characteristics of Learning 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Find ways to solve problems - Superworm • I am proud of my achievements – Smartest Giant • I try new things – Hungry Caterpillar • I explore – We are going on a bear hunt • I keep going when things are difficult – Giraffes Can’t Dance • I make links with my learning – Curious George
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Reception, Summer 2: Fun at the Seaside <i>Health and Wellbeing: How do we stay healthy and safe? Transition.</i>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)



<ul style="list-style-type: none"> • Know and can confidently identify and moderate their own feelings socially and emotionally. FM • Know and can talk about expressing their feelings and the feelings of others. FM • Know and talk about the different factors that support their overall health and wellbeing FM 	<ul style="list-style-type: none"> • Be able to show resilience and perseverance in the face of challenge. FM • Be able to think about the perspectives of others FM
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Can I keep trying when I find something hard? • Can I explain how others would feel in different situations? 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Reception: Come Outside- How do we stay healthy? 	<ul style="list-style-type: none"> •
Careers link/visitors	Prompt/Stimulus
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • What is healthy? • Are you healthy? • How do we stay healthy? • How do we stay Safe in School? • How do we stay Safe at home? • How do we stay safe at the seaside? • Moving on
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 1, Autumn 1: Relationships: What is the same and different about us?</p> <p>Topic Threads: Ourselves and others; similarities and differences; individuality; our bodies</p> <p><i>POS refs: H21, H22, H23, H25, R13, R23, L6, L14</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know what they like/dislike and are good at 	<ul style="list-style-type: none"> • Be able to explain how their personal features or qualities are unique to them



<ul style="list-style-type: none"> • Know what makes them special and how everyone has different strengths 	<ul style="list-style-type: none"> • Be able to discuss how they are similar or different to others, and what they have in common • Be able 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
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain why I am unique/special • I can discuss similarities and differences between me and my friends • I can use the correct names for body parts 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 2: what makes a good friend? What is bullying? • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<p>PSHE association – Inclusion, belonging and addressing extremeism Medway Public Health Directorate – Changing and growing up PSHE association – Personal Identity</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 1, Autumn 2: Relationships: Who is special to us?</p> <p>Topic Threads: Ourselves and others; people who care for us; groups we belong to; families</p> <p><i>POS refs: L4, R1, R2, R3, R4, R5</i></p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>



<ul style="list-style-type: none"> • Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs • Know what their family members, or people that are special to them, do to make them feel loved and cared for • Know about different features of family life, including what families do/enjoy together • Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • Be able to explain about the different people in their family / those that love and care for them • Be able to define what their family members, or people that are special to them, do to make them feel loved and cared for
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can explain the different members of my family. • I can talk about different features of a family. • I can explain why it is important to tell someone I can trust if I am worried. 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 2: what makes a good friend? What is bullying? • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
<p>Careers link/visitors:</p>	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p>
<ul style="list-style-type: none"> • 	<p>Medway Public Health Directorate – Changing and growing up PSHE Association -families</p>
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. </p>



Year 1, Spring 1: Health and Wellbeing: What helps us stay healthy? Topic Threads: Being healthy; hygiene; medicines; people who help us with health <i>POS refs: H1, H5, H6, H7, H10, H37</i>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Know what being healthy means and who helps them stay healthy (eg. Parent, doctor, dentist) • Know why hygiene is so important and how simple hygiene routines can stop germs from being passed on 	<ul style="list-style-type: none"> • Be able to explain how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Be able to demonstrate what they can do to take care of themselves on a daily basis eg. Brushing teeth and hair, hand washing
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain what being healthy means • I can talk about how to look after myself with daily routines • I can discuss why hygiene is important 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 2: What helps us grow and stay healthy? • Year 3: Why should we eat well ad look after our teeth? Why should we keep active and sleep well? • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association – Dental Health • PSHE Association – Drug and Alcohol Education • Lifebuoy – ‘Soaper Heroes’ lesson plans • PSHE Association – Health Education: food choices. Physical activity & balanced lifestyles
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Year 1, Spring 2: Living in the Wider World: What can we do with money? Topic Threads: Money; making choices, needs and wants <i>POS refs: L10, L11, L12, L13</i>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • Know how money is obtained (e.g. earned, won, borrowed, presents) • Know how to recognise the difference between needs and wants • Know how to keep money safe and the different ways of doing this 	<ul style="list-style-type: none"> • Be able to explain how people make choices about spending money, including thinking about needs and wants
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain what different forms of money are • I can explain what money can be used for • I can discuss how people make choices about spending money 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 2: What jobs do people do? • Year 5: What decisions can people make with money? What jobs would we like?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	PSHE Association – Keeping safe at home
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Year 1, Summer 1: Health and Wellbeing: Who helps us to keep safe? Topic Threads: Keeping safe; people who help us <i>POS refs: H33; H35; H36; R15; R20, L5</i>



By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • Know who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • Know how to get help if there is an accident and someone is hurt, 	<ul style="list-style-type: none"> • Be able to explain 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 • Be able to dial 999 in an emergency and what to say
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe who there is in the community who would help me in an emergency • I can explain how to get help if someone is hurt • I can explain what to do if I don’t feel safe and who I could ask for support 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 2: What helps us to stay safe? • Year 4: How can we manage risks in different places? • Year 5: How can we help in an emergency?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	PSHE Association – Keeping safe at home
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 1, Summer 2: Living in the Wider World: How can we look after each other and the world?</p> <p>Topic Threads: Ourselves and others; the world around us; caring for others; growing and changing</p> <p><i>POS refs: H26, H27, R21, R22, R24, R25, L2, L3</i></p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)



<ul style="list-style-type: none"> • Know how kind and unkind behaviour can affect others; how to polite and courteous. • Know the responsibilities they have in and out of the classroom • Know what can harm the local and global environment; and how they and others can help care for it • Know how people grow and change and how people’s needs change as they grow from young to old 	<ul style="list-style-type: none"> • Be able to play and work cooperatively • Be able to explain how people and animals need to be looked after and cared for
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can justify why we need to be kind • I can describe how people grow and need different things at different stages of their life • I can explain how people and animals need to be looked after 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations 	<ul style="list-style-type: none"> • Year 4: How do our choices make a difference to others and the environment?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Medway Public Health Directorate – Changing and growing up • Experian – Values, Money and Me (KS1) • Environment Agency – Caring for the Environment and Careers • PSHE Association – Personal Identity
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
<p>Year 2, Autumn 1: Relationships: What makes a good friend? Topic Threads: Friendship; feeling lonely; managing arguments POS refs: R6, R7, R8, R9, R25</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)



<ul style="list-style-type: none"> • Know how to make friends with others • Know how people behave when they are being friendly and what makes a good friend • Know how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> • Be able to recognise when they feel lonely and what to do about it • Be able to resolve arguments that can occur in friendships
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain ways to make friends • I can describe how to be a good friend • I can recognise when a friend feels lonely and what I can do about it 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • – Nursery, Reception foundations • Year 1: What is the same and different about us? 	<ul style="list-style-type: none"> • Year 2: What is bullying? • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors	Quality Assured resources to support planning
<ul style="list-style-type: none"> • 	
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 2, Autumn 2: Relationships: What is bullying?</p> <p>Topic Threads: Behaviour; bullying; words and actions; respect for others</p> <p><i>POS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how words and actions can affect how people feel • Know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable 	<ul style="list-style-type: none"> • Be able to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • Be able to respond if bullying happens in different situations



<ul style="list-style-type: none"> • Know how to report bullying or other hurtful behaviour , including online, to a trusted adult and the importance of doing so 	
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how words and actions make others feel • I can describe how to report bullying or bad behaviour, including on-line, to a trusted adult • I can respond if I am uncomfortable with physical contact 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? 	<ul style="list-style-type: none"> • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
•	PSHE – Consent lesson packs
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 2, Spring 1: Living in the Wider World: What jobs do people do?</p> <p>Topic Threads: People and jobs; money; role of the internet</p> <p>POS refs: L15, L16, L17, L7, L8</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how jobs help people earn money to pay for things they need or 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 use the internet and digital devices in their jobs and everyday life 	<ul style="list-style-type: none"> • Be able to identify and explain how people have different strengths and interests that enable them to do different jobs



Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain why different people do different jobs • I can discuss how some jobs use the internet to help them • I can talk about how money is used for things people want and need 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What can we do with money? 	<ul style="list-style-type: none"> • Year 3: What makes a community? • Year 4: How do our choices make a difference to others and the environment? • Year 5: What jobs would we like? • Year 6: How can the media influence people?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	Environmental Agency – Caring for the Environment and Careers
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 2, Spring 2: Health and Wellbeing: What helps us stay safe?</p> <p>Topic Threads: Keeping safe; recognising risks; rules</p> <p><i>POS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how rules and restrictions help keep them safe (eg. Basic road, fire, cycle, water safety, in relation to medicines/household products and online) • Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not 	<ul style="list-style-type: none"> • Be able to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • Be able to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets •



<ul style="list-style-type: none"> • Know 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 	
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am aware of how some things on the internet are not true/trustworthy • I can explain situations where I might not be safe and what I could do if in that situation • I can say who I could talk to if worried about something 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: Who helps us to keep safe? 	<ul style="list-style-type: none"> • Year 4: How can we manage risks in different places? • Year 5: How can we help in an emergency?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> Thinkuknow – Jessie and Friends PSHE Association – Drug and Alcohol Education (Year 1-2) BBFC – ‘Watch Out! Helping to make good viewing choices’ PSHE Association – Keeping Safe at home PSHE Association – Road and rail safety
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 2, Summer 1: Health and Wellbeing: What can help us grow and stay healthy?</p> <p>Topic Threads: Being healthy; eating; drinking; playing and sleeping</p> <p><i>POS refs: H1, H2, H3, H4, H8, H9</i></p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>



<ul style="list-style-type: none"> • Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • Know that eating and drinking too much sugar can affect their health, including dental health • Know how to be physically active and how much rest and sleep they should have everyday • Know that there are different ways to learn and play; how to know when to take a break from screen-time 	<ul style="list-style-type: none"> • Be able to explain how sunshine helps bodies to grow and how to keep safe and well in the sun
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can explain different ways to keep healthy • I can justify choices about eating a balanced diet • I can discuss the effects of too much screen time and how to control this 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? 	<ul style="list-style-type: none"> • Year 3: Why should we eat well and look after our teeth? Why should we keep active and sleep well? • Year 4: How can we manage our feelings? How will we grow and change? • Year 6: How can we keep healthy as we grow?
<p>Careers link/visitors:</p>	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p>
<ul style="list-style-type: none"> • 	<p>PSHE Association – Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association – Dental Health</p> <p>PSHE Association – The Sleep Factor</p> <p>PSHE Association – Keeping safe: sun safety</p>
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Year 2, Summer 2: Health and Wellbeing: How do we recognise our feelings? Topic Threads: Feelings; mood; times of change; loss and bereavement; growing up POS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know what helps them to feel good, or better if not feeling good • Know 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) • 	<ul style="list-style-type: none"> • Be able to recognise, name and describe a range of feelings • Be able to explain how feelings can affect people in their bodies and their behaviour • Be able to explore ways to manage big feelings and the importance of sharing their feelings with someone they trust • Be able to recognise when they might need help with feelings and how to ask for help when they need it
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can recognise different emotions and how to deal with these • I can connect feelings with different situations • I can explain what makes me happy or sad 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 3: Why should we keep active and sleep well? • Year 4: How can we manage our feelings? • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	<i>Quality Assured resources to support planning (including Curiosity Library resources):</i>
<ul style="list-style-type: none"> • 	PSHE Association – Mental health and wellbeing Winston’s Wish – Loss and bereavement
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Year 3, Autumn 1: Relationships: How can we be a good friend? Topic Threads: Friendship; making positive friendships, managing loneliness, dealing with arguments <i>POS refs: R10, R11, R13, R14, R17, R18</i>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • Know how to build good friendships, including identifying qualities that contribute to positive friendships • Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences 	<ul style="list-style-type: none"> • Be able to recognise if others are feeling lonely and excluded and strengths to include them • Be able to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe what characteristics make a good friend • I can explain different ways to build friendships • I can talk about what could make a friendship unhealthy 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? What is bullying? 	<ul style="list-style-type: none"> • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors	Quality Assured resources to support planning
<ul style="list-style-type: none"> • 	Medway Public Health Directorate – Changing and growing up Our Class – Caring Friendships
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



<p align="center">Year 3, Autumn 2: Health and Wellbeing: What keeps us safe? Topic Threads: Keeping safe; at home and school; our bodies; hygiene; medicines and household products <i>POS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</i></p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • 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 what to do in an emergency, including calling for help and speaking to the emergency services 	<ul style="list-style-type: none"> • Be able to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • Be able to explain 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) • Be able to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how everyday routines can help keep us healthy • I can describe what I should do in an emergency situation • I can deal with small accidents such as scratches, grazes and burns 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: Who helps us to keep safe? • Year 2: What helps us to stay safe? What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 4: How can we manage risks in different places? • Year 5: How can we help in an emergency?
Careers link/visitors:	<i>Quality Assured resources to support planning (including Curiosity Library resources):</i>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association – Drug and Alcohol Education (Y3-Y4) • Environment Agency – Canal and River safety/Flood alert • Lifebuoy – ‘Scraper Heroes’ lesson plans • PSHE Association – Keeping Safe at home • PSHE Association – Keeping safe: sun safety • PSHE Association – Firework safety • National Cyber Bullying Centre – CyberSprinters • PSHE Association – pick your pics
Links to areas of PD:	



<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>
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<p align="center">Year 3, Spring 1: Relationships: What are families like? Topic Threads: Families; family life; caring for each other <i>POS refs: R5, R6, R7, R8, R9</i></p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know 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) • Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays 	<ul style="list-style-type: none"> • Be able to give examples how people within families should care for each other and the different ways they demonstrate this • Be able to explain how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe how families are different and similar • I can explain how families care for each other • I can talk about how to ask for help if I am worried or feel unsafe 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? 	<ul style="list-style-type: none"> • Year 4: How do we treat each other with respect?
Careers link/visitors:	<i>Quality Assured resources to support planning (including Curiosity Library resources):</i>
<ul style="list-style-type: none"> • 	<p>Coram Life Education – Adoptables Schools Toolkit PSHE Association - Families</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>



Year 3, Spring 2: Living in the Wider World: What makes a community? Topic Threads: Community; belonging to groups; similarities and differences; respect for others <i>POS refs: R32, R33, L6, L7, L8</i>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • Know what is meant by a diverse community; how different groups make up the wider/local community around the school 	<ul style="list-style-type: none"> • Be able to explain how the community helps everyone to feel included and values the different contributions that people make • Be able to discuss how to be respectful towards people who may live differently to them
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can talk about what groups I belong to in the community • I can explain how to show respect for everyone in the community • I can discuss the positives about being part of a diverse community 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: How can we look after each other and the world? • Year 2: What jobs do people do? 	<ul style="list-style-type: none"> • Year 4: How do our choices make a difference to others and the environment? • Year 5: What jobs would we like? • Year 6: How can the media influence people?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association – Inclusion, belonging and addressing extremism • Premier League Primary Stars – Diversity • Worcester University – Moving and moving home
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Year 3, Summer 1: Health and Wellbeing: Why should we eat well and look after our teeth? Topic Threads: Being healthy; eating well, dental care <i>POS refs: H1, H2, H3, H4, H5, H6, H11, H14</i>



By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how to eat a healthy diet and the benefits of nutritionally rich foods Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • Know how to how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health 	<ul style="list-style-type: none"> • Be able to explain how people make choices about what to eat and drink, including who or what influences these • Be able to explain how, when and where to ask for advice and help about healthy eating and dental care
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can make good choices about my lifestyle to make it healthier • I can discuss where I can look for help and advice about healthy lifestyles • I can describe what I need to do to keep my teeth healthy 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	<i>Quality Assured resources to support planning (including Curiosity Library resources):</i>
<ul style="list-style-type: none"> • 	<p>PSHE Association – Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Dental Health</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p align="center">Year 3, Summer 2: Health and Wellbeing: Why should we keep active and sleep well? Topic Threads: Being healthy; keeping active; taking rest <i>POS refs: H1, H2, H3, H4, , H7, H8, , H13, H14</i></p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how regular physical activity benefits bodies and feelings 	<ul style="list-style-type: none"> • Be able to make choices about physical activity, including what and who influences decisions



<ul style="list-style-type: none"> • Know how to be active on a daily and weekly basis - how to balance time online with other activities • Know how the lack of physical activity can affect health and wellbeing • Know how to seek support in relation to physical activity, sleep and rest, and who to talk to if they are worried 	<ul style="list-style-type: none"> • Be able to explain how lack of sleep can affect the body and mood and simple routines that support good quality sleep •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how physical activity helps my body • I can describe the effects of not getting enough rest or sleep • I can explain how to seek support if I am worried 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? • Year 3: Why should we eat well and look after our teeth? 	<ul style="list-style-type: none"> • Year 4: How will we grow and change? • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<p>PSHE Association – Keeping safe at home PSHE Association – The Sleep Factor</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 4, Autumn 1: Health and Wellbeing: What strengths, skills and interests do we have? Topic Threads: Self-esteem; self-worth; personal qualities; goal setting; managing setbacks <i>POS refs: H27, H28, H29, L25</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to recognise personal qualities and individuality • Know how their personal attributes, strengths, skills and interests contribute to their self-esteem 	<ul style="list-style-type: none"> • Be able to develop self-worth by identifying positive things about themselves and their achievements • Be able to set goals for themselves



<ul style="list-style-type: none"> • Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can recognise what I am good at and what I need to work on • I can describe positive things about myself and others • I can explain what might go wrong and how I can improve in a positive way 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • 	<ul style="list-style-type: none"> • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	Premier League Primary Stars – Self-esteem/Resilience PSHE Association – Personal identity
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 4, Autumn 2: Relationships: How do we treat each other with respect?</p> <p>Topic Threads: Respect for self and others; courteous behaviour; safety; human rights</p> <p><i>POS refs: R19, R20, R21, R22, R25, R27, R29, R30, H45, L2, L3, L10</i></p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how people’s behaviour affects themselves and others, including online • Know about the relationship between rights and responsibilities • Know about the rights that children have and why it is important to protect these 	<ul style="list-style-type: none"> • Be able to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • Be able to explain 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)



<ul style="list-style-type: none"> • Know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination 	<ul style="list-style-type: none"> • Be able to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can explain how people’s behaviour affects others • I can describe what to do in response to negative behaviour- in person and online • I can demonstrate being a good role model with my behaviour 	<p>Vocabulary:</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? What is bullying? • Year 3: How can we be good friends? 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
<p>Careers link/visitors:</p> <ul style="list-style-type: none"> • 	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p> <p>Premier League Primary Stars – Play the right way/inclusion</p> <p>PSHE Association – Consent lesson packs</p> <p>Our Class – Caring Friendships</p> <p>PSHE Association – pick your pics</p>
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 4, Spring 1: Health and Wellbeing: How can we manage our feelings?</p> <p>Topic Threads: Feelings and emotions; expression of feelings; behaviour</p> <p><i>POS refs: H17, H18, H19, H20, H23</i></p>	
<p>By the end of this unit, children should know: (knowledge)</p>	<p>By the end of this unit, children should be able to: (skills)</p>



<ul style="list-style-type: none"> • Know how everyday things can affect feelings • Know how feelings change over time and can be experienced at different levels of intensity • Know how to respond proportionately to, and manage, feelings in different circumstances • Know how to access advice and support to help manage their own or others' feelings 	<ul style="list-style-type: none"> • Be able to describe ways of managing feelings at times of loss, grief and change • Be able to explain the importance of expressing feelings and how they can be expressed in different ways
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can express my feelings to others and justify why I feel this way • I can describe how feelings can change depending on the situation • I can explain where I can find support if needed 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? 	<ul style="list-style-type: none"> • Year 4: How will we grow and change? • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	PSHE Association – Mental Health and wellbeing Winston's Wish – Loss and bereavement
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 4, Spring 2: Health and Wellbeing: How will we grow and change? Topic Threads: Growing and changing; puberty <i>POS refs: H31, H32, H34</i></p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>



<ul style="list-style-type: none"> • Know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • Know how personal hygiene routines change during puberty • Know how to ask for advice and support about growing and changing and puberty 	<ul style="list-style-type: none"> • Be able to explain how puberty can affect emotions and feelings
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain the main changes which happen during puberty • I can discuss what I can do to help my personal hygiene during puberty • I can say where I can find help, advice and support during this period 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
•	Medway Public Health Directorate – Changing and growing up
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

<p>Year 4, Summer 1: Living in the Wider World: How can our choices make a difference to others and the environment?</p> <p>Topic Threads: Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions</p> <p>POS refs: L4, L5, L19, R34</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how people have a shared responsibility to help protect the world around them • Know 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) • Know how to show care and concern for others (people and animals) 	<ul style="list-style-type: none"> • Be able to explain how everyday choices can affect the environment • Be able to use skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues •



<ul style="list-style-type: none"> • Know how to carry out personal responsibilities in a caring and compassionate way 	
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how our choices can have an impact on the environment • I can describe what responsibilities I have and others have in regard to helping the environment • I can share my thoughts and views in a sensible and mature way 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: How can we look after each other and the world? • Year 3: What makes a community? 	<ul style="list-style-type: none"> • Year 6: How can the media influence people?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> Premier League Primary Stars/Sky Ocean Rescue – Tackling plastic pollution RSPCA – Compassionate classroom lessons Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) Experian – Values, Money and Me (KS2) PSHE Association – Money and wellbeing
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

<p>Year 4, Summer 2: Health and Wellbeing: How can we manage risk in different places?</p> <p>Topic Threads: Keeping safe; out and about; recognising and managing risk</p> <p>POS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	
<p>By the end of this unit, children should know: (knowledge)</p>	<p>By the end of this unit, children should be able to: (skills)</p>



<ul style="list-style-type: none"> • Know 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) • Know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • Know how people's online actions can impact on other people • Know 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"> • Be able to recognise, predict, assess and manage risk in different situations • Be able to explain 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 • Be able to report concerns, including about inappropriate online content and contact
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can describe situations which are not safe and what I should do to remain safe • I can explain how to stay safe in real life and online • I can discuss how peer pressure might make me feel and what I should do if I feel this way 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Year 1: Who helps us to keep safe? • Year 2: What helps us to stay safe? 	<ul style="list-style-type: none"> • Year 5: How can we help in an emergency?
<p>Careers link/visitors:</p>	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p>
<ul style="list-style-type: none"> • 	<p>PSHE Association and GambleAware – Exploring risk (KS2) PSHE Association – Money and wellbeing PSHE Association – Drug and Alcohol Education (Y3-Y4) Environment Agency – Canal and river safety/Flood alert PSHE Association – Firework safety Our Class – Caring Friendships National Cyber Security Centre – CyberSprinters Internet Matters – Digital Matters PSHE Association – pick your pics PSHE Association – Road and rail safety</p>
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>



Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
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Year 5, Autumn 1: Health and Wellbeing: What makes up our identity? Topic Threads: Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes POS refs: H25, H26, H27, R32, L9	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to recognise and respect similarities and differences between people and what they have in common with others • Know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • Know how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • Be able to explain 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) • Be able to recognise stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can recognise and respect similarities and differences between people • I can explain what characteristics contribute to a person’s identity • I can discuss stereotypes and assumptions about other people 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 4: How can we manage our feelings? 	<ul style="list-style-type: none"> •
Careers link/visitors	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association – Inclusion, belonging and addressing extremism • Premier League Primary Stars – Developing values • Coram Life Education – ‘The Belonging Toolkit’ • Changing Faces – A World of Difference • PSHE Association – Personal Identity
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.



<p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>
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<p>Year 5, Autumn 2: Living in the Wider World: What decisions can people make with money? Topic Threads: Money; making decisions; spending and saving POS refs: R34, L17, L18, L20, L21, L22, L24</p>	
<p>By the end of this unit, children should know: (knowledge)</p>	<p>By the end of this unit, children should be able to: (skills)</p>
<ul style="list-style-type: none"> • Know how 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 people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) 	<ul style="list-style-type: none"> • Be able to explain the risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions • Be able to recognise what makes something ‘value for money’ and what this means to them
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can explore the best way to handle money, making good choices of how to use it • I can explain the risks of doing some things with money • I can describe the importance of making good choices with my money 	<p>Vocabulary:</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Year 1: What can we do with money? • Year 2: What jobs do people do? 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Year 5: What jobs would we like? • Year 6: How can the media influence people?
<p>Careers link/visitors:</p> <ul style="list-style-type: none"> • 	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p> <p>Experian – Values, Money and Me (KS2)</p>
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. </p>



Year 5, Spring 1: Health and Wellbeing: How can we help in an accident or emergency? Topic Threads: Basic first aid, accidents, dealing with emergencies POS refs: H43, H44	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • Know that if someone has experienced a head injury, they should not be moved • Know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<ul style="list-style-type: none"> • Be able to know when it is appropriate to use first aid and the importance of seeking adult help •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain the basics of first aid in different situations • I can describe what steps I should do when calling for help in an emergency situation • I can role play what actions are needed when faced with an emergency 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: Who helps us to keep safe? • Year 2: What helps us to stay safe? • Year 4: How can we manage risks in different places? 	<ul style="list-style-type: none"> •
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	St John Ambulance: 'First Aid Training in School' lesson plans, KS2
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Year 5, Spring 2: Relationships: How can friends communicate safely? Topic Threads: Friendships; relationships; becoming independent; online safety POS refs: R1, R18, R24, R26, R29, L11, L15	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know about the different types of relationships people have in their lives • Know how friends and family communicate together; how the internet and social media can be used positively • Know 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 • Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • Be able to explain how knowing someone online differs from knowing someone face-to-face • Be able to recognise risk in relation to friendships and keeping safe • Be able to respond if a friendship is making them feel worried, unsafe or uncomfortable •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe different relationships • I can explain how to stay safe in real life and online • I can recognise where there might be risk in a relationship 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? What is bullying? • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? 	<ul style="list-style-type: none"> • Year 6: How do friendships change as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Thinkuknow – Play, Like, Share • PSHE Association – Consent lesson packs • Our Class – Caring Friendships • Internet Matters – Digital Matters • PSHE Association – pick your pics • GHLL – Understanding consent
Links to areas of PD:	



<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>
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<p align="center">Year 5, Summer 1: Health and Wellbeing: How can drugs common to everyday life affect health?</p> <p align="center">Topic Threads: Drugs, alcohol and tobacco; healthy habits</p> <p align="center">POS refs: H1, H3, H4, H46, H47, H48, H50</p>	
<p align="center">By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p align="center">By the end of this unit, children should be <i>able to</i>: (skills)</p>
<ul style="list-style-type: none"> • Know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • Know how laws surrounding the use of drugs exist to protect them and others • Know that for some people, drug use can become a habit which is difficult to break • Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use 	<ul style="list-style-type: none"> • Be able to explain why people choose to use or not use different drugs • Be able to discuss how people can prevent or reduce the risks associated with them • Be able to ask for help from a trusted adult if they have any worries or concerns about drugs
<p align="center">Sticky Knowledge:</p>	<p align="center">Vocabulary:</p>
<ul style="list-style-type: none"> • I can explain how certain drugs can help and certain drugs can be harmful • I can describe the possible effects of certain drugs • I can say who I would talk to if I felt worried about a situation involving drugs 	
<p align="center">Direct Links to prior learning:</p>	<p align="center">Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? • Year 3: Why should we eat well and look after our teeth? Why should we keep active and sleep well? 	<ul style="list-style-type: none"> •



<ul style="list-style-type: none"> • Year 4: How will we grow and change? How can we manage risks in different places? • Year 5: How can we help in an emergency? 	
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
•	PSHE Association – Drug and Alcohol Education (Y5-Y6)
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 5, Summer 2: Living in the Wider World: What jobs would we like?</p> <p>Topic Threads: Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • Know that some jobs are paid more than others and some may be voluntary (unpaid) • Know about the skills, attributes, qualifications and training needed for different jobs • Know how people choose a career/job and what influences their decision, including skills, interests and pay • Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> • Be able to explain that there are different ways into jobs and careers, including college, apprenticeships and university • Be able to how to question and challenge stereotypes about the types of jobs people can do •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe the variety of jobs and careers there is • I can explain what skills and attributes are needed for certain jobs • I can discuss how different people are suited to different jobs but understand the stereotypical views about certain jobs 	



Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 2: What jobs do people do? • Year 3: What makes a community? 	<ul style="list-style-type: none"> • Year 6: How can the media influence people?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	LOUD! Network – Job skills, influences and goals
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 6, Autumn 1 and 2: Health and Wellbeing: How can we keep healthy as we grow?</p> <p>Topic Threads: Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>POS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how mental and physical health are linked • Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing • Know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • Know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • Know that anyone can experience mental ill-health and to discuss concerns with a trusted adult • Know that mental health difficulties can usually be resolved or managed with the right strategies and support 	<ul style="list-style-type: none"> • Be able to how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> • 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 • Be able to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school



<ul style="list-style-type: none"> • Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 	
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can explain the importance of mental and physical health and how they are linked • I can describe habits to stay healthy • I can talk about who I could approach if I needed help with staying healthy- in school and outside of school • I can explain how health problems can build up and give ideas on how to help this • I can describe what signs there are which indicate physical or mental ill-health 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? • Year 3: Why should we eat well and look after our teeth? Why should we keep active and sleep well? 	<ul style="list-style-type: none"> •
<p>Careers link/visitors</p>	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association – Health Education: food choices, physical activity & balanced lifestyles • PSHE Association – Mental health and wellbeing • PSHE Association and The Sleep Factor (KS2) • Every Mind Matters – Sleep, Social Media & Physical Wellbeing (KS2) • PSHE Association – Dental Health • PSHE Association – Drug and Alcohol Education (Y5-Y6) • Lifebuoy – ‘Soaper Heroes’ lesson plans • PSHE Association – Keeping safe: sun safety • PSHE Association – Keeping safe: FGM



Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

Year 6, Spring 1 and 2: Living in the Wider World: How can the media influence people? Topic Threads: Media literacy and digital resilience; influences and decision-making; online safety POS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images • Know 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 • Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue 	<ul style="list-style-type: none"> • Be able to recognise when texts and images have been manipulated or invented and have strategies to do this • Be able to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • Be able to recognise unsafe or suspicious content online and what to do about it • Be able to make decisions about the content they view online or in the media and know if it is appropriate for their age range • Be able to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • Be able to discuss and debate what influences people’s decisions, taking into consideration different viewpoints
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can recognise healthy and unhealthy habits when using social media • I can make good decisions about what to trust online • I can explain how social media can affect people’s mental health • I can describe who and where to get help if needed in relation to online content • I can state which decisions are good and which are not good when using social media 	
Direct Links to prior learning:	Direct Links to future learning:



<ul style="list-style-type: none"> • Year 1: How can we look after each other and the world? • Year 2: What jobs do people do? • Year 3: What makes a community? • Year 4: How do our choices make a difference to others and the environment? • Year 5: What decisions can people make with money? What jobs would we like? 	<ul style="list-style-type: none"> •
<p>Careers link/visitors:</p>	<p>Quality Assured resources to support planning (including Curiosity Library resources):</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE Association -Inclusion, belonging and addressing extremism • PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6 • BBFC – Let’s watch a film – making choices about what to watch • Every Mind Matters – Social Media • PSHE Association – Drug and Alcohol Education (Y5-Y6) • City of London Police – Cyber Detectives • Internet Matters – Digital Matters • PSHE Association – Money and Wellbeing • National Cyber Security Centre – CyberSprinters • PSHE Association – pick your pics
<p>Links to areas of PD:</p>	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Year 6, Summer 1 and 2: Relationships: What will change as we become more independent? How do friendships change as we grow? Topic Threads: Different relationships, changing and growing, adulthood, independence, moving to secondary school POS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know that people have different kinds of relationships in their lives, including romantic or intimate relationships • Know 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 • Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • Know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • Know that there are ways to prevent a baby being made² • Know how friendships may change as they grow and how to manage this 	<ul style="list-style-type: none"> • Be able to explain how puberty relates to growing from childhood to adulthood • Be able to discuss how growing up and becoming more independent comes with increased opportunities and responsibilities • Be able 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
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain my feelings about moving on to secondary school • I can describe possible future situations and how I could deal with these positively • I can discuss different viewpoints about marriage and relationships • I can identify characteristics of a healthy relationship 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? What is bullying? • Year 3: How can we be good friends? • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? 	<ul style="list-style-type: none"> •
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	<p>Medway Public Health Directorate – Changing and growing up</p>



	<p>PSHE Association – Mental Health and wellbeing</p> <p>City to sea – Rethink periods</p> <p>Every Mind Matters – Transition to secondary school</p> <p>Internet Matters – Digital Matters</p> <p>NSPCC – Talk Relationships</p> <p>Our Class – Caring Friendships</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

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

²Pupils 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.

HOW DO THE PROGRAMME OF STUDY LEARNING OPPORTUNITIES RELATE TO THE STATUTORY GUIDANCE?

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education’s statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-2



RELATIONSHIPS EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		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, L9
	<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



HEALTH EDUCATION (PRIMARY)

By the end of primary school:		KS1	KS2
Pupils should know:			
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



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



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
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 body	<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



CORE THEME 1: HEALTH AND WELLBEING

<p>KS1 Learning opportunities in Health and Wellbeing</p> <p><i>Pupils learn...</i></p>	<p>KS2 Learning opportunities in Health and Wellbeing</p> <p><i>Pupils learn...</i></p>
<p>Healthy lifestyles (physical wellbeing)</p>	
<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>
<p>Mental health</p>	
<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>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>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>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 schools</p>
<p>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>



- 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
- H34.** about where to get more information, help and advice about growing and changing, especially about puberty
- H35.** about the new opportunities and responsibilities that increasing independence may bring
- H36.** strategies to manage transitions between classes and key stages

Keeping safe

- | | |
|---|---|
| <p>H28. about rules and age restrictions that keep us safe</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>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social 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 to 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> |
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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>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>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

KS1 Learning opportunities in Relationships

Pupils learn...

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- 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

KS2 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- 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
- 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
- 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
- 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
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- 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
- 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
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice



Friendships

- R6.** about how people make friends and what makes a good friendship
- 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
- R9.** how to ask for help if a friendship is making them feel unhappy

- R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- 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
- 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
- R13.** the importance of seeking support if feeling lonely or excluded
- R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- 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
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- 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

Managing hurtful behaviour and bullying

- R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11.** about how people may feel if they experience hurtful behaviour or bullying
- 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

- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- 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
- R21.** about discrimination: what it means and how to challenge it



Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

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

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

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

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

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 relationships



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

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with



CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

Shared responsibilities

- L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2.** to recognise there are human rights, that are there to protect everyone
- L3.** about the relationship between rights and responsibilities
- 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
- 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)

Communities

- L4.** about the different groups they belong to
- L5.** about the different roles and responsibilities people have in their community
- L6.** to recognise the ways they are the same as, and different to, other people

- L6.** about the different groups that make up their community; what living in a community means
- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced



Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

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

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

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'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

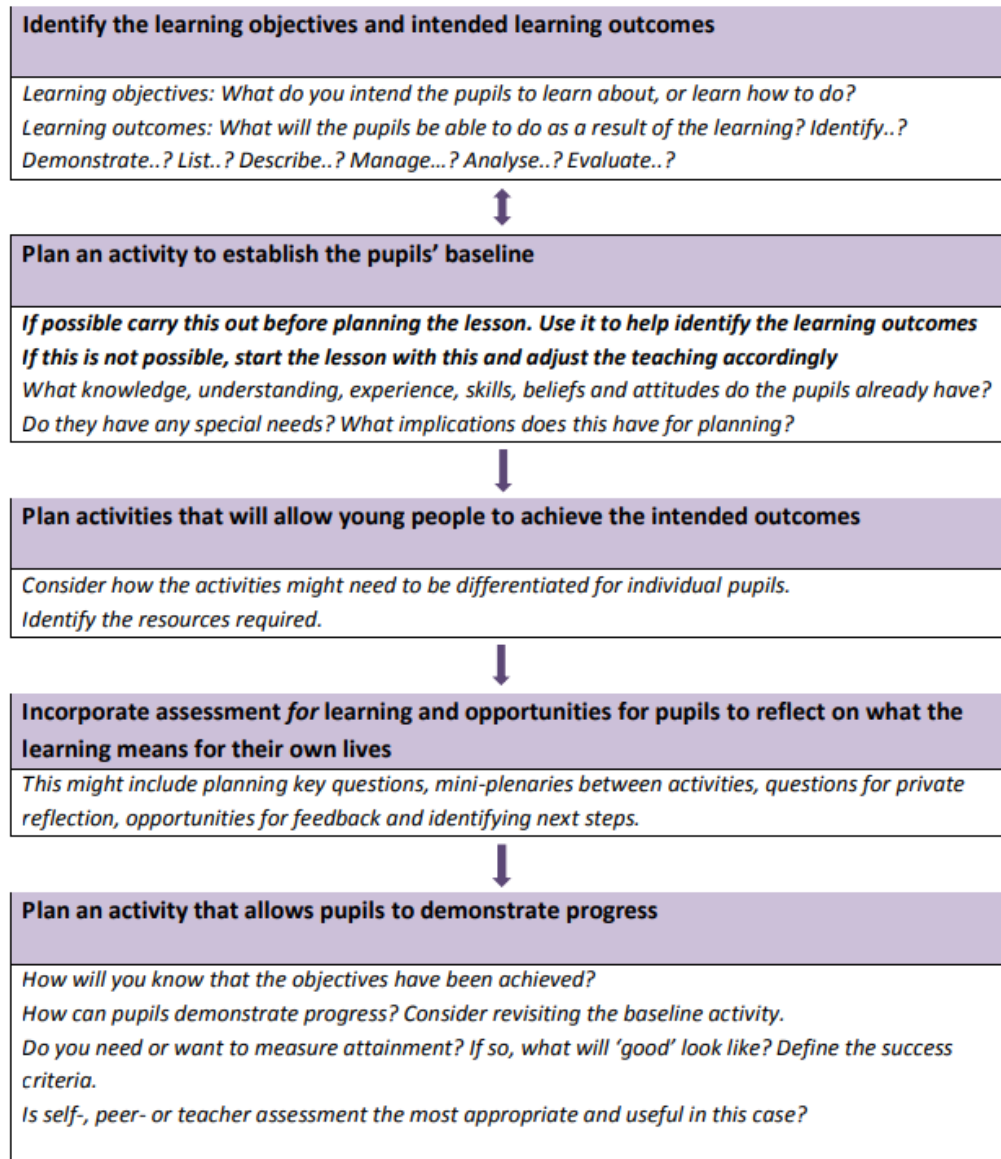
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe



	<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>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 jobs</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>



PSHE education lesson planning flow chart





Generic 'I can' statements for key stages 1 & 2, PSHE education curriculum

The statements set out below are intended as a generic framework to support assessment of pupil progress and attainment. The 'I can statements' suggest what pupils may be able to do in both key stage 1 and key stage 2, allowing teachers to identify whether a pupil is working towards, at or beyond the intended learning outcome at each stage, across the three core themes. The statements are based on the Programme of Study learning opportunities, which contain the full range of content in detail. They provide a suggested model against which to assess progress summatively, formatively and ipsatively (assessment against own prior performance, knowledge or capability), whilst relying on your professional judgement of how secure pupils are in their understanding and ability to demonstrate skills. They may be useful when having learning conversations and setting targets with pupils, reporting to parents or when writing assessment criteria for assessed work.

- ☹️ **Working towards:** Pupils are starting their learning in this area and do not yet have secure understanding
- 😊 **Working at: Pupils:** have met the intended learning outcome in this area and can demonstrate their understanding
- 😄 **Working beyond:** Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

The 'I Can' statements are designed to be adapted and made more specific for use in a range of contexts and are therefore intentionally general, reflecting the breadth of the learning opportunities in the programme of study.

	KEY STAGE 1	Working towards ☹️	Working at 😊	Working beyond 😄
Health and Wellbeing	I can describe some ways to keep healthy and explain why it is important.			
	I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.			
	I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.			
	I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.			
	I can suggest ways to manage when finding something difficult.			
	I can identify external body parts, how people's bodies and needs change as they grow from young to old.			
	I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.			
	I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.			
	I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.			
	I can describe how to follow simple hygiene and dental health routines.			
	I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
I can say how to get help in emergency situations and follow instructions to keep safe.				



	KEY STAGE 1	Working towards ☹️	Working at 😊	Working beyond 😄
Relationships	I can say who loves and cares for me, what it means to be a family and that families are all different.			
	I can name different types of relationships, for example, family, friendship, online.			
	I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.			
	I can say how I am the same and different to other people, and how to treat myself and other people with respect			
	I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.			
	I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.			
	I can talk about things that matter to me, and say how to play and work with others.			
	I can say when it is important to ask for permission and how to ask for, give, or not give permission.			
	I can say what privacy means, and which body parts are private.			
	I can recognise when a secret should not be kept, but told to a trusted adult.			
	I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.			
	I can recognise that some people behave differently online and say some simple ways to keep online communication safe.			
	I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.			



	KEY STAGE 1	Working towards ☹️	Working at 😊	Working beyond 😄
Living in the Wider World	I can give some examples of rules in school or at home and say why they are important.			
	I can say some ways to care for the plants, animals and people around us and why this is important.			
	I can identify some similarities and differences between people in my school and community.			
	I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups.			
	I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.			
	I can describe how wanting something is different from needing something.			
	I can say what money is, where it comes from, and how it can be looked after, saved or spent.			
	I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.			



Key stage 2

- ☹️ **Working towards:** Pupils are starting their learning in this area and do not yet have secure understanding
- 😊 **Working at:** Pupils have met the intended learning outcome in this area and can demonstrate their understanding
- 😄 **Working beyond:** Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

The ‘I Can’ statements are designed to be adapted and made more specific for use in a range of contexts and are therefore intentionally general, reflecting the breadth of the learning opportunities in the programme of study.

	KEY STAGE 2	Working towards ☹️	Working at 😊	Working beyond 😄
Health and Wellbeing	I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.			
	I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss			
	I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.			
	I can explain the importance of balancing time online with other activities for physical and mental wellbeing.			
	I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth.			
	I can suggest ways to manage setbacks and unhelpful thinking.			
	I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.			
	I can explain how babies are conceived and born as part of the human life cycle.			
	I can describe ways to prepare for and manage transitions positively between important stages in life or school.			
	I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.			
	I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.			
	I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.			
	I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.			
	I can recognise signs that I or someone else may need help with their physical health or mental wellbeing.			
I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.				
I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.				



	KEY STAGE 2	Working towards ☹️	Working at 😊	Working beyond 😄
Relationships	I can explain how families are different and identify features of positive family life.			
	I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
	I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
	I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.			
	I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.			
	I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.			
	I can express and discuss my views on topical issues, and listen respectfully to others.			
	I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.			
	I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.			
	I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.			
	I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.			
	I can recognise when it is right to break a confidence or share a secret, and who to tell.			
	I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.			
	I can explain when, where and how to get help or support if worried about relationships of any sort.			



KEY STAGE 2		Working towards ☹️	Working at 😊	Working beyond 😄
Living in the Wider World	I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.			
	I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.			
	I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.			
	I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
	I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.			
	I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.			
	I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			
	I can recognise how financial decisions can impact people’s emotions, including choices related to gambling.			
	I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.			
	I can describe some of the pathways into a range of jobs, and recognise that peoples’ jobs can change over their lifetime,			
	I can recognise factors that might limit or support people’s career choices, including stereotypes related to different jobs, and be ambitious for my future.			

