



## Subject Overview - PSHE

*“Unlocking potential, inspiring success, celebrating diversity”*

### Intent

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach at Elmridge Primary School, we develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

At Elmridge Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through playground buddies, school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

We teach PSHE in a variety of ways: as a discrete subject, through circle times, via assemblies and through other subjects such as RE, History, Geography, English, Maths and Science, as well as through outdoor educational visits, community work and activities. Our curriculum follows the SCARF PSHE scheme.

We have adapted the Scarf scheme in consultations with stake holders and parents to match our values and curriculum. *(adaptations)*

### Threads

#### International Learners

- Diversity & Mutual Respect
- Sustainability and Ecology
- Community and collaboration



#### Aspirational Leaders

- Responsibility and respect
- Creativity, innovation and curiosity
- Confidence and resilience



#### Literacy Champions












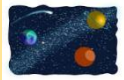
- Love of reading and language
- Confident, articulate speakers
- Creative and adaptive authors





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## PSHE unit Overview

Year Group	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	<p>In the EYFS, PSED is identified in three strands <b>Self-regulation</b>, <b>managing self</b> and <b>building relationships</b>. These three strands come together to form the area of learning known as Personal, Social and Emotional Development in the EYFS curriculum.</p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self Children</b> at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <p>As well as practicing these skills in provision, we also use the <b>Think Equal Social and Emotional Learning (SEL) programme</b> to teach these skills. In the programme every book and every session covers PSED using stories and activities to support children work towards Early Learning Goals of Self Regulation, Managing Self and Building Relationships. Through narrative 25 core skills and competencies are taught</p>					
Nursery	<b>All about me</b> 	<b>Sparkle &amp; Shine</b> 	<b>People Who Help Us</b> 	<b>Minibeasts</b> 	<b>Transport and Travel</b> 	<b>Under the Sea</b> 
	Me, Myself and I Is there Anyone like me? Amazing Daisy Healthy Minds A The colour poem	How we feel Wally the Wave Healthy Minds B I have a plan The wall	The tale of Baby Beetroot Lara the Yellow Ladybird My Voice Healthy Minds C Kitchi's Moccasins	Helping Hands Diego's Great idea Head, heart and Hands My Amazing Brain Healthy Minds D	Home A time to be Noisy I love my planet Anjali's Kite Healthy Minds E	Sizwe's Smile My special hair My mum & dad loves me so much Healthy Minds FCaring Animals: Lalela Books
Reception	<b>Families</b> 	<b>Celebrations Around the World</b> 	<b>Homes</b> 	<b>Growing</b> 	<b>Animals</b> 	<b>Our World</b> 
	Marvellous Me These feelings The weather inside SEE learning A Ted the Tiger Tamer	Anonymouse Curly the Chameleon SEE learning B Ahmed's Journey Faisel's not himself	Biyu the Brave Pea Thabo and the trees SEE learning C Passing Clouds Yoshi is different	Nisha and the Tiger Francisco's Family SEE learning D Zelda goes on holiday Monster in the smoke	Nothando's journey Reha to the rescue My amazing brain A A tiny seed My amazing brain B	Our home Gokul's game My dream in the drawer Sydney the seahorse



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Adaptations	Me and my relationships	Being my best	Valuing differences	Keeping safe	Rights and Respect	Growing and changing
Year 1	1. Classroom rules 2. Listening 3. Thinking about feelings 4. Our feelings 5. Feelings and bodies 6. Good friends <b>Text 'Miss Nelson is Missing!' by Harry Allard</b>	1. Eat a rainbow 2. Eat well 3. Washing and hygiene 4. Catch it, bin it, kill it 5. Harold rides a bike – learning new skills 6.. Pass on the praise	1. Same or different - celebrating difference 2. Bullying 3. School rules 4. Fairness 5. Special People <b>6. British Values - respect</b>	1. Super sleep 2. Who can help 3. Good or bad touches 4. Sharing pictures 5. What could Harold do – medicine safety 6. Harold loses Geoffrey - Loss	1. Bad day - behaviour 2. Around school 3. Taking care of something 4. Money 5. Looking after our money 6. Basic first aid <b>Text 'I Completely Know About Guinea Pigs' by Lauren Child.</b>	1. Healthy me 2. Then and now 3. Caring for a baby 4. Who can help? 5. surprises and secrets <b>6. Keeping privates private</b>
Year 2	1. Our ideal classroom 2. Our feelings 3. Being happy 4. Being a good friend 5. Types of bullying 6. Don't do that - dealing with bullying	1. You can do it 2. My day –my choices 3. Keeping clean and healthy 4. Dental hygiene 5. What my body does - organ function 6. Basic first aid	1. What makes us who we are 2. Special people 3. Feelings of others 4. Feeling left out 5. Acts of kindness <b>6. People balloons – special people</b> <b>Text 'The Great big book of families'</b>	1. Harold's picnic – medicine safety 2. How safe do I feel 3. Harold say - Keeping myself safe 4. I don't like that - Appropriate touches 5. Fun or not – appropriate touches 6. Should I tell?	1. Getting on with others 2. When I feel like erupting 3. Feeling safe 4. Playing games 5. Something special 6. Looking after our environment <b>Text 'My mouth is a volcano' by Julia Cook</b>	1. A helping hand 2. Moving away – loss 3. Haven't you grown! <b>4. Body parts</b> <b>5. Respecting privacy</b> <b>6. Transition to KS2</b>
Year 3	1. Rules 2. Looking after others 3. Solving problems 4. Friends are special 5. Thunks- different points of view 6. Dan's dare	1. Healthy eating 2. Being poorly 3. Body works – organ function 4. For or against 5. I am fantastic 6. Talents	1. Respect and challenge <b>2. Family and friends</b> 3. My community 4. Our friends and neighbours 5. Celebrating difference 6. Zeb – bullying <b>Text 'The Ugly duckling'</b>	1. Safe or not 2. Danger or risk 3. Risk robot 4. Super searcher 5. Help or harm 6. Alcohol and cigarettes	1. Helping each other be safe 2. Recount – fact or opinion 3. Volunteers 4. Can Harold afford it? 5. Earning money 6. Looking after our environment	1. Healthy relationships 2. Personal body space 3. None of your business -Privacy online 4. Secret or surprise 5. Basic First Aid <b>6. Moving on - transition</b>
Year 4	1. Human machine – collaboration 2. Ok or not – positive relationships 3. Ok or not – being assertive 4. An email – feelings 5. Different feelings 6. Under pressure	1. What makes me Me 2. Making choices 3. Scarf hotel – healthy eating 4. Seven Rs – environment 5. My school community 6. Basic first aid	1. Sort it - Compromise 2. What would I do - Consequences of aggression 3. Sharing our world 4. Friend or acquaintance 5. Islands - Personal space <b>6. British Values Tolerance</b>	1. danger, risk or hazard 2. dares 3. Keeping our selves safe 4. Picture wise 5. medicines 6. traffic lights – online safety	1. Staying healthy 2. It's your right 3. Making a difference 4. In the news 5. Safety in numbers 6. Taxes	1. Moving house <b>2. My feelings are all over the place</b> 3. Secret or surprise? <b>4. Volunteering is cool</b> 5. My wellbeing <b>6. Moving on - transition</b>



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<b>Year 5</b>	1. Collaboration challenge 2. Give and take 3. Being a good friend 4. Relationship cake – healthy relationships 5. Our emotional needs 6. Being assertive	1. It adds up – our organs 2. Different skills 3. My school community 4. Independence and responsibility 5. Star qualities 6. Basic first aid <b>Text: 'Hetty Feather by Jaqueline Wilson'</b>	1. Qualities of friendship 2. Kind conversations 3. Happy being me 4. Red people – community groups 5. Is it true – online safety 6. That is such a stereotype!	1. spot bullying 2. play, like, share 3. decision dilemmas 4. diary dilemma 5. vaping 6. risk – smoking and alcohol	1. What's the story – media 2. Fact or opinion 3. Making a difference 4. Rights, respect and duties 5. Spending wisely 6. Lending – loans, credit and debt	1. How are they feeling 2. Take notice of feelings 3. Dear Ash – secrets 4. Dear Hetty – separation 5. All change – puberty 6. Moving on up - transition
<b>Year 6</b>	1. Working together 2. Let's negotiate 3. Solving friendship problems 4. Dan's day – reacting positively 5. Behave yourself – peer pressure 6. Assertiveness skills	1. This will be your life – goals 2. recommendations 3. What's the risk 4. What's the risk 5. Basic first aid 6. 5 ways to wellbeing	1. Ok to be different 2. We have more in common than not 3. respecting differences 4. protected characteristics 5. Stereotypes 6. Advertising friendships 7. Boys will be boys - stereotypes	1. think before you click 2. to share or not 3. rat park – addiction 4. types of drugs 5. drugs: it's the law 6. alcohol	1. Two sides to every story 2. Fakebook friends 3. what's it worth 4. Shopping and the environment 5. British Values – democracy / elections 6. British Values – democracy / laws	1. Together - marriage 2. I look great 3. Media manipulation 4. Pressure online 5. Helpful or not – managing changes 6. Making babies (parental right to withdraw)

### PSHE DfE Statutory Requirements – end of primary statements

Families and people who care for me  (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships  (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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



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	to seek help or advice from others, if needed.
Respectful relationships (RR)	<p>importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>the conventions of courtesy and manners.</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>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.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships (OR)	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online.</p>
Being safe (BS)	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>
Mental wellbeing (MW)	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>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.</p>
Internet safety and harms (ISH)	<p>that for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p>



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	<p>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.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p>
Physical health and fitness (PHF)	<p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating (HE)	<p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol and tobacco (DAT)	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention (HP)	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p> <p>the facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid (BFA)	<p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body (CAB)	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>





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## Skill Progression by Year Group

Think Equal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<ul style="list-style-type: none"> <li>*To express my emotions; happy, sad, excited, cross, tired, frustrated, upset.</li> <li>* To find out about emotions through stories.</li> <li>* To take turns with other children, with adult support.</li> <li>* I am starting to show 'effortful control'.</li> <li>* To explore the classroom with adult support.</li> <li>* To use the toilet with prompts and support.</li> <li>* To wash and dry my own hands with prompts.</li> <li>* To separate from my parent with some support.</li> <li>* To notice differences between others and myself.</li> </ul>	<ul style="list-style-type: none"> <li>* I will have a 'go' at new activities.</li> <li>* To show good sitting, listening, looking, keeping hands &amp; feet to themselves at group times.</li> <li>* To look after toys and equipment and help to tidy up.</li> <li>* To play alongside other children without adult support.</li> <li>* To play simple turn taking games with adult support.</li> <li>* I am showing interest in the other children's play.</li> </ul>	<ul style="list-style-type: none"> <li>* To talk about my feelings.</li> <li>* To wait for my turn.</li> <li>* Develop confident when exploring new places in the school building.</li> <li>* To use the visual timeline to understand the daily routine.</li> <li>* To make a clear choice about where to play.</li> <li>* To be a responsible</li> <li>* To tidy up resources that I've used.</li> <li>* To enter the classroom without adult support at the start of the day.</li> <li>* To use the toilet independently.</li> <li>* To take part in new experiences confidently.</li> <li>* To follow all of the Nursery expectations.</li> <li>* To talk about myself and my family.</li> <li>* To respond to what others are saying or doing in play</li> <li>* To show friendly behaviour with peers and familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>* To select and use activities and resources, to achieve a goal that I've chosen.</li> <li>* To talk about my feelings in more elaborated ways.</li> <li>* To manage my feelings when angry, upset or worried.</li> <li>* To ask for help when I have a conflict.</li> <li>* To stay focused on a task for a longer period of time</li> <li>* To talk about why I need to clean my teeth and how to do this.</li> <li>* To talk about healthy food choices.</li> <li>* I am more confident in new social situations.</li> <li>* To initiate my own play activities and play happily with one or more child.</li> </ul>	<ul style="list-style-type: none"> <li>* To manage my emotions and show effortful control.</li> <li>* To think about how others might be feeling and why.</li> <li>* To try to help if someone is upset or angry.</li> <li>* To solve conflicts with others.</li> <li>* I am showing more confidence in new social situations.</li> <li>* To cope with small changes in the daily routine.</li> <li>* To follow the Nursery rules unprompted.</li> <li>*To talk about why the Nursery rules are important.</li> <li>* To talk about why we wash our hands throughout the day.</li> <li>* To make up games to play with friends.</li> <li>* To extend and elaborate play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>* To talk to unfamiliar people.</li> <li>* Begin to see different points of view.</li> <li>* To talk about moving to a new class and year group.</li> <li>* To Identify healthy foods.</li> <li>* To talk about how we keep our bodies healthy.</li> <li>* To talk about what happens if we don't clean our teeth or visit the dentist.</li> <li>* To Initiate conversations and take account of what others say.</li> <li>* To find solutions to quarrels</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>* To express my feelings and give simple reasons about why I feel that way.</li> <li>*To identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried</li> <li>* To follow familiar, routine instructions independently.</li> <li>* To say 'please', 'thank you' and 'excuse me' at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>* To consider the feelings of others.</li> <li>* To talk about why we take turns, wait politely, tidy up after ourselves, use manners and so on.</li> <li>* about when they have felt this way.</li> <li>* To begin to undress for P.E., with help for buttons.</li> <li>* To put on and fasten my shoes independently (buckles, Velcro).</li> </ul>	<ul style="list-style-type: none"> <li>* To identify strategies for staying calm even when I'm frustrated.</li> <li>* To recognise when a peer is upset or cross.</li> <li>* To wait with increased patience, * To make some closer friendships and seek out these friends to initiate play.</li> <li>* To show kindness towards others by helping, listening and supporting them.</li> </ul>	<ul style="list-style-type: none"> <li>* To explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</li> <li>* I understand how my actions affect other people.</li> <li>* To discuss the consequences of my behaviour.</li> <li>when necessary.</li> <li>* To complete short activities/tasks</li> </ul>	<ul style="list-style-type: none"> <li>* I understand that discussion of thoughts is key and I'm beginning to learn that my friends may not always want to play what I want but that's ok.</li> <li>* To recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> <li>* To begin to solve small conflicts, without adult</li> </ul>	<ul style="list-style-type: none"> <li>* To develop my problem solving skills, by talking through how I resolved a problem or difficulty.</li> <li>* To create rules and codes for behaviour within the classroom.</li> <li>* To hold back &amp; forth conversations, listening to my peers' ideas and responding appropriately.</li> <li>* To explain my own knowledge and understanding, and asks appropriate questions of others.</li> </ul>



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	<ul style="list-style-type: none"> <li>* To behave appropriately in accordance with the class rules.</li> <li>* To follow a simple instruction as part of a group, e.g. sit down, let's go outside.</li> <li>* To manage my own needs - use the toilet, wash and dry hands.</li> <li>* To put on and fasten my coat independently (zip, buttons).</li> <li>* To build constructive and respectful relationships with staff and peers.</li> <li>* To demonstrate friendly behaviour, with <b>new</b> peers.</li> </ul>	<ul style="list-style-type: none"> <li>* To talk about why it is important to wash and dry my hands thoroughly.</li> <li>* To take turns with a little support from an adult or with the systems in place, e.g. sand tray</li> <li>* To try new activities independently, with an adult or with peers.</li> <li>* To make new and different friends so forming a wider friendship circle</li> </ul>	<ul style="list-style-type: none"> <li>* To join in with a group of children who are playing and listen to their viewpoints and suggestions.</li> <li>* To be a safe pedestrian and explain what it means to adhere to road safety rules.</li> <li>* To "bounce back" quicker after upsets and with more independence.</li> </ul>	<ul style="list-style-type: none"> <li>independently for 10 minutes.</li> <li>* To take turns in conversation, listen to others views.</li> <li>* To show empathy in simple ways.</li> <li>* I understand the importance of sleep and sleep routines.</li> <li>* Begin to understand that at times my friends will want to play with others but that doesn't mean they are not my friend.</li> <li>* To set my own goals and achieve them.</li> <li>* To discuss healthy food choices and sort healthy foods from less nutritional food.</li> </ul>	<ul style="list-style-type: none"> <li>support, by speaking to my peers and being assertive.</li> <li>* To initiate conversations and attend to and take account of what others say.</li> <li>* To identify and model kind and considerate behaviour to both staff and peers.</li> <li>* To talk about the importance of physical activity on our body and mind.</li> <li>* To describe myself in positive terms and talk about abilities.-</li> <li>* To talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked.</li> <li>* To link events (in books, real life etc) with feelings and discuss them.</li> </ul>	<ul style="list-style-type: none"> <li>* To show understanding of another child's perspective in discussion.</li> <li>* To follow two-step instructions.</li> <li>* I am confident to speak to others about own needs, wants, interests and opinions.</li> <li>* To talk about my work and play, and show perseverance by reflecting and self-evaluating my work.</li> <li>* To talk about sensible amounts of 'screen time'.</li> <li>* To moderate my own feelings when I've experienced anger or frustration.</li> <li>* I understand that it is ok to make mistakes – this is an important part of learning.</li> <li>* To dress and undress for PE independently.</li> </ul>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and my relationships</b>	<p>I can name different feelings and how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p>	<p>I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe, controlled way.</p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>	<p>I can communicate my feelings and use this to try to manage my emotions.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinions respectfully.</p> <p>I can say why friends may fall out and how they can make up.</p> <p>I know how to look after my friends and stay friends.</p>	<p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a person's body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help team work.</p> <p>I am aware of others and their needs when working together</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities.</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
<b>Being my best</b>	<p>I can choose a healthy meal with different food groups.</p>	<p>I can explain what happens when I learn something new.</p>	<p>I can choose foods that make a balanced meal.</p>	<p>I can say how being unique makes everyone special, different and valuable.</p>	<p>I can explain how one organ functions and how it contributes to the health of</p>	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p>





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	<p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p>	<p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand hygiene stops virus' and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy.</p>	<p>I can explain how washing hands can prevent infections spreading.</p> <p>I can describe how food, water and air get into the body and blood.</p> <p>I can set goals and make a plan to develop a new skill.</p>	<p>I can give examples of choices I make and the choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>my body. I can explain how choices relating to smoking and drinking can effect a persons health. I can think of ways to improve a skill and the strategies that will help me do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success.</p>	<p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>
<b>Valuing difference</b>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p>	<p>I can be respectful of those who are different to me.</p> <p>I can describe how someone can change someone's feelings.</p> <p>I can tell you why it is important to show good listening to people who think differently to me.</p> <p>I can name and suggest strategies to someone who feels left out.</p> <p>I can be kind and use kind words to my friends.</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of different faiths/ cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/ group actions can impact on others in a positive or negative way.</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>I can give examples of different types of family.</p> <p>I respect these differences.</p>
<b>Keeping safe</b>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p>	<p>I can demonstrate strategies for dealing with a risky situation</p>	<p>I can suggest what someone should do when faced with a risky situation.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p>



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	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	<p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>
<b>Rights and Respect</b>	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p>	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that effect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
<b>Growing and changing</b>  <b>*Science link</b>	<p>I can tell you some things that babies need.</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me</p>	<p>I can give support to a friend.</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through</p>	<p>I can explain what body space is and how it feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p>	<p>I can describe how change can make a person feel (both negative and positive).</p> <p>I can give examples of feelings and emotions people have at times of change</p>	<p>I can begin to manage challenging emotions by building my resilience.</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. <b>*I can describe the emotions and feelings</b></p>	<p>I can name some of the feelings and emotions people have during change. <b>I can give examples of how someone could cope with or get support during puberty.</b></p> <p>I can identify ways the media can create stereotypes and how this can affect</p>



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	<p>feel and who to talk to if I am worried. I can name the adults I can talk to at home and school if I need help.</p>	<p>and what I look forward to in my future. I can talk about keeping private parts private.</p>	<p>I can tell you what qualities a healthy positive relationship has.</p>		<p>people have during puberty and some respectful strategies to deal with conflict. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can describe how a girls and boys body will change when it reaches puberty. I can tell you what happens to a womans body when the sperm does not meet the egg.</p>	<p>how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe. I can explain why some people choose to get married, have a civil ceremony or live together.</p>
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### PSHE Knowledge Progression “Sticky Knowledge” by Year Group

Nursery – Think Equal	
Autumn	<ul style="list-style-type: none"> <li>demonstrate a positive sense of identity, self-confidence and self-esteem</li> <li>recognise and value similarities and differences between themselves and other, celebrating individuality and uniqueness</li> <li>understand the importance of persistence and set a goal and work towards achieving it</li> <li>show you can pay attention to the inside and the outside</li> <li>name at least three kind ways to grow friendship</li> <li>Begin to connect emotions and emotion-words to feelings and colours and name emotions.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise that everyone has feelings and name ‘big’ feelings e.g. anger, frustration and understand that feelings change</li> <li>Begin to demonstrate self-regulation and impulse control</li> <li>Notice and name sounds and sensations</li> <li>Show different emotions in their face and bodies and in others</li> <li>Begin to learn how to independently solve problems</li> <li>Demonstrate compassion for all creatures – animals and humans</li> <li>Celebrate diversity and understand and accept others</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Recognise kind behaviour</li> <li>Demonstrate a strong sense of identity and an appreciation of diversity and express self-confidence and self-esteem</li> <li>Demonstrate a sense of empowerment and voice, regardless of their gender</li> <li>Name three things to do to calm their feelings</li> <li>Experience how calming can be easier after movement</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the importance of respecting everyone’s ideas, thought and feelings. Recognise feelings and experience empathy</li> <li>Think about being inclusive and kind to others who might be different to them, understanding that kind actions make a positive difference</li> <li>Name and appreciate contributions by people in their lives</li> <li>Understand that all jobs can be performed by both men and women</li> <li>No one should be excluded. Explore friendship with those who are different to them</li> </ul>



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	<ul style="list-style-type: none"> <li>Associate the head with thought, heart with emotion and hands with actions. Know we all have a brain and can name one thing the brain can do</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Learn to apologise sincerely and offer help to someone and say how it feels on the inside to forgive someone</li> <li>Name one thing they are grateful for and why and describe how this feels on the inside</li> <li>Name a person in the community who help them and say thank you to someone who is kind to them</li> <li>Understand that all people deserve shelter, all homes around the world look different. Know similarities and differences among homes around the world</li> <li>Recognise feelings of excitement and frustration and identify strategies to help regulate emotions. Understand that all emotions and feeling are okay</li> <li>Demonstrate a sense of responsibility for Earth and understand the importance of saving our natural resources</li> <li>Understand the important of kindness and sharing. Take perspective of others</li> </ul>
	<ul style="list-style-type: none"> <li>Say one way they are the same and different from others. Identify ways we depend on each other</li> <li>Describe how it feels on the inside when someone is kind you</li> <li>Share happiness by offering a smile to others and understand that positive actions can have a positive effect on others and ourselves</li> <li>Value themselves and express a healthy sense of identity</li> <li>Celebrate diversity</li> <li>Everyone deserves to be loved and cared for</li> <li>Recognise gender equality in family roles</li> <li>Name three gifts Earth has given us and how we can take care of it</li> </ul>
<b>Reception – Think Equal</b>	
Autumn	<ul style="list-style-type: none"> <li>understand the concept of ‘same’ and ‘difference’ and celebrate similarities and differences</li> <li>demonstrate self-confidence</li> <li>understand that feelings will come and go and demonstrate strategies for managing feelings</li> <li>express their understanding of the Mood Meter and give examples of how emotions in our bodies can feel like different types of weather</li> <li>recognise that we all want happiness and kindness and explore our need for kindness in how we act with each other</li> <li>name different emotions and use strategies to calm our bodies and brains to make positive choices</li> </ul>
	<ul style="list-style-type: none"> <li>small acts of kindness can inspire other acts of kindness</li> <li>name at least 5 different emotions and recognise that all emotions are okay, even unpleasant ones</li> <li>develop ways to show kindness and know the difference between real kindness and apparent kindness</li> <li>name the 5 senses and describe what it feels like in our bodies when we have lots of energy</li> <li>everyone should express emotions and are able to do the same things, despite gender</li> </ul>
Spring	<ul style="list-style-type: none"> <li>experience empathy and perspective of another</li> <li>discuss nature and the cycle of life and show a sense of responsibility for the environment</li> <li>begin to use strategies to regulated the body and recall strategies to help us take control over our own feelings. Recognise and name different feelings</li> <li>demonstrate confidence in themselves and their unique talents</li> <li>show empathy toward others who have different ideas and/or interests</li> </ul>
	<ul style="list-style-type: none"> <li>show compassion for all creatures for animals and humans</li> <li>understand that different families often share similarities but are also different in many ways and identify things that make their family unique</li> <li>Demonstrate an understanding of compassion for those less fortunate than us.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Demonstrate critical thought and practice collaboration</li> <li>Identify unpleasant emotions, calming strategies. Recognise various emotions and demonstrate ways these emotions can be displayed (face, body etc.)</li> <li>All creatures are important and can be cared for in safe ways.</li> <li>We all have a brain and can names three things the brain can do. The brain is growing and can always become stronger</li> <li>Trees are important</li> <li>One person can make a positive difference</li> </ul>



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	<ul style="list-style-type: none"> <li>• To know that we are all responsible looking after the environment and can share ways to do this</li> <li>• Continue to name and identify emotions in themselves and in others.</li> <li>• Describe what it feels like to be lonely and left out and what it feels like to be included and name strategies we can use to help others feel included</li> <li>• Set long-term goal</li> <li>• Understand that gender does not affect one's dreams</li> <li>• Discuss diversity in skin colours positively and express that people's skin is different shades of brown</li> <li>• Practice strategies for peaceful conflict resolution based on empathising with others and conversation</li> </ul>
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Year 1		
Autumn	Me and my relationships	<ol style="list-style-type: none"> <li>1. Classroom rules help everyone to learn and be safe.</li> <li>2. If we listen carefully it can help us with our friendships.</li> <li>3. We can tell people how we feel and show how we feel using our face and body.</li> <li>4. We can talk to trusted adults about our feelings, and that these people can help us too</li> <li>5. We can have lots of different feelings and these feelings can affect our bodies. Our bodies might feel sweaty or turn red, we might feel sick or have tummy ache or need the bathroom.</li> <li>6. Good friends share, take turns, are kind, don't leave people out and play together nicely. Good friends say sorry and shake hands if they fall out.</li> </ol>
	Being my best	<ol style="list-style-type: none"> <li>1. Different foods do different jobs for the body. We need different types of food to keep our body as healthy. Starchy foods give us energy. Dairy foods keep our teeth and bones strong. Protein helps our muscles. We should eat at least five portions of fruit and veg each day.</li> <li>2. Sometimes we need to choose things that are healthy to eat even though they may not be our favourite to stay healthy.</li> <li>3. Daily washing is important to keep us healthy.</li> <li>4. Some diseases are caused by germs and can be spread from one person to another such as colds and chicken pox. Using a tissue and washing our hands can help to stop germs spreading.</li> <li>5. Learning new skills takes practise. If we keep trying we can do it. Some new skills are easy and some are hard. We feel proud when we learn a new skill.</li> <li>6. help and praise encourages us to learn new skills. Friends, family and teachers can support us to learn new things.</li> </ol>
Spring	Valuing difference	<ol style="list-style-type: none"> <li>1. There are similarities and differences between people. There are physical differences like eye colour, we have different religions or friendship group, different hobbies and different likes and dislikes. These differences should be respected.</li> <li>2. Bullying is quite rare. There is a difference between bullying, unkindness and teasing. Bullying is someone upsetting or hurting you many times on purpose.</li> <li>3. We have school rules to keep everyone happy and safe. We follow the golden rules.</li> <li>4. Words and actions can be fair or unfair, kind or unkind. We should always be fair and kind.</li> <li>5. We all have special people with qualities that we feel are important, such as kindness or caring.</li> <li>6. Showing respect means caring for how a person feels and everyone has the right to feel respected.</li> </ol>
	Keeping safe	<ol style="list-style-type: none"> <li>1. Sleep is important and an important part of a healthy life style. When we are tired we yawn and have less energy. Children age 5 should have 11 hours sleep.</li> <li>2. Feeling hot, sick, sweaty are clues that we feel unsafe and we should tell a trusted adult or friend.</li> <li>3. Private parts are private. Touches can be appropriate and inappropriate.</li> <li>4. The internet can be useful but also dangerous. Not everything on the internet is true. Pictures can be changed to make people look better.</li> <li>5. Medicines can sometimes help people feel better when they are ill. Taking too much medicine can make people feel poorly. Adults need to look after medicines.</li> <li>6. It is upsetting to lose something. Sometimes we lose things and find them but sometimes they are lost forever.</li> </ol>
Summer	Rights and Respect	<ol style="list-style-type: none"> <li>1. My behaviour can make other people feel happy or sad.</li> <li>2. The <i>environment means everything in the world around us which can affect our lives.</i> Head teachers and teachers do things to improve the school environment to help us learn. Everybody has a duty to look after the school environment.</li> </ol>



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		<p>3. Caring for something is a responsibility. We should take special care of other people's things if using them.</p> <p>4. Money can come from a range of sources, like gifts, pocket money, jobs and pensions. People make different choices about how to save and spend money.</p> <p>5. It is important to keep money safe. Money can be kept safe in a purse or wallet, money box, safe or bank.</p> <p>6. In an emergency we can dial 999 to ask for the police, a fire engine or an ambulance. Tell the operator your name, where you are and what the emergency is. Listen carefully and follow their instructions.</p>
	Growing and changing	<p>1. <b>To stay healthy:</b> have a good night's sleep; eat healthy meals and snacks; exercise every day; wash hands before eating meals and after going to the toilet; clean teeth twice a day.</p> <p>2. Stages of growing include baby, toddler and child. A baby needs a parent to care for them. As we grow we can do more things for ourselves.</p> <p>3. Babies mostly sleep and eat. To meet the basic needs of a baby a carer has to feed, change, wash, dress and cuddle them. Babies can be hard work because they need a lot of attention.</p> <p>4. Bullying is not when someone is unkind or teases someone. Bullying is where someone is repeatedly unkind or hurtful to someone. It is not a one off. If you are being bullied or see someone being bullied you should always tell a trusted adult who can help.</p> <p>5. Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. If the grown-up asks a children to keep a secret and never to tell anyone, then they should not keep the secret; they should definitely tell someone.</p> <p>6. The parts of my body covered by underpants and underwear are private. When we use the toilet we should shut the door.</p>
Year 2		
Autumn	Me and my relationships	<p>1. We can all work together to make our classroom a happy, safe, caring, friendly place by following agreed rules.</p> <p>2. We all show feelings in different ways. One happy person might be loud, another might find it hard to sit still, another might smile. There are different ways of reacting to people's feelings. Some are more helpful than others.</p> <p>3. We have feelings all the time. Sometimes those feelings make us feel good and sometimes they don't. We can get help from a trusted adult when our feelings are not good.</p> <p>4. Friendship is a special kind of relationship. Good friends share, take turns, are kind, don't leave people out and play together nicely. Good friends say sorry and shake hands if they fall out.</p> <p>5. Bullying is repeatedly upsetting or hurting someone on purpose. Bullies might say hurtful things, hit or kick or leave people out. If you are bullied you should tell a trusted adult who can help.</p> <p>6. Bullying is not acceptable and there are consequences for bullying at school. The school has a bullying policy and it is taken very seriously.</p>
	Being my best	<p>1. Learning new things can be challenging but if we keep going and don't give up we can achieve them. Having a positive mind set can help us to learn.</p> <p>2. We have choices to make every day. We can choose to have things we like and not have things we dislike. Some choices are healthy and unhealthy and can affect our health.</p> <p>3. We have vaccinations to stop us from getting ill. Keeping our hands clean is important to prevent us from becoming ill as this stops germs from spreading.</p> <p>4. We should brush our teeth twice a day and visit the dentist every year to keep our teeth healthy. We should brush our teeth for at least 2 minutes with toothpaste.</p> <p>5. The brain controls our body. The lungs take in oxygen. The stomach digests our food. These are internal organs.</p> <p>6. We can avoid accidents by looking for potential dangers. We can make environments safer.</p>
Spring	Valuing difference	<p>1. Everyone is unique with their own physical features such as dark hair, hobbies, likes and dislikes and beliefs. Although we are unique we have things in common with other people and should respect everyone.</p> <p>2. Special people include family, friends and people we spend time with in places like school, places of worship or other clubs. We feel safe and happy with our special people.</p> <p>3. Our behaviour can affect others in a positive and negative way. We can react in a calm way when someone upsets us which can lead to a good outcome for everyone.</p> <p>4. It feels good to be part of a group. We should include everyone as being left out hurts people and leaves them feeling lonely and upset.</p> <p>5. An act of kindness is being kind to others. We can use kind words or actions. Being kind makes us and others feel good.</p>





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		6. Our families are our special people and all families are different. Some people have siblings, others don't. Some children have step parents. Some children live with grandparents. Families are important and offer love and support.
	Keeping safe	<ol style="list-style-type: none"> <li>1. Rest, quiet, sleep, water and medicine can help us feel better when we are ill. Medicines should be given by an adult to ensure the correct dose.</li> <li>2. There are many people whose job it is to keep us safe. Unsafe places or activities can be made safer.</li> <li>3. It is important to know when to say yes, no or I'll tell to stay safe in different situations.</li> <li>4. Touches can comfort us or make us feel uncomfortable. We should tell people we do not like it if a touch makes us feel uncomfortable.</li> <li>5. If touches hurt or are upsetting and do not stop I should tell a trusted adult such as a relative or teacher.</li> <li>6. Some secrets are unsafe and should be shared with a trusted adult. Unsafe secrets make us feel worried or uncomfortable.</li> </ol>
Summer	Rights and Respect	<ol style="list-style-type: none"> <li>1. To get along with others we should listen, share, return things we have borrowed, help others with their work and invite people to join in.</li> <li>2. When we feel angry we can feel like words or actions are going to erupt from our mouths, hands, or feet but we have a choice whether to do this and can take control.</li> <li>3. Being safe can also mean not being at risk of being hurt or lost. 999 is the number called if there is an emergency. When someone answers the 999 call, the caller tells them who they need, or what has happened. The person on the phone will then work out who is the best person (or service) to help).</li> <li>4. When using the internet one of the risks is people we do not know. Sometimes these people might seem to be very kind, friendly and helpful, but they might be trying to trick us.</li> <li>5. We have choices about how we spend our money. There will be times when we spend all that we have and other times when we save up for something bigger</li> <li>6. The <i>environment means everything in the world around us, both natural and made or built</i>. We can help to improve the environment and should be respectful in order to look after it.</li> </ol>
	Growing and changing	<ol style="list-style-type: none"> <li>1. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Friends support and encourage each other.</li> <li>2. Saying goodbye to somebody is a bit like losing something and can make us feel sad. If someone moves away there are different ways to keep in touch with them such as by letter, email, text, telephone or Face time.</li> <li>3. Stages of growing include baby, toddler and child. A baby needs a parent to care for them. As we grow we can do more things for ourselves.</li> <li>4. Private parts are a person's genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not. Private belongings are things that belong to you and that no one else can touch without your permission. Private information is personal to you and that you only want trusted adults and friends to know about.</li> <li>5. Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. If the grown-up asks a child to keep a secret and never to tell anyone, then they should not keep the secret; they should definitely tell someone.</li> <li>6. Moving on up week – what to expect in Year 3 and meeting my new teacher.</li> </ol>
<b>Year 3</b>		
Autumn	Me and my relationships	<ol style="list-style-type: none"> <li>1. Rules are there to protect people, keep them safe and happy. They help everybody get the most out of school.</li> <li>2. We have positive, healthy relationships with our trusted adults and special people. We feel safe and behave positively to foster the relationship.</li> <li>3. When we have a disagreement within the family compromise can help resolve the issue. We will not always agree but this does not mean we have to fall out.</li> <li>4. Friends are special and can help us to feel happy and safe. Friends do fall out but can move forward by staying calm and apologising, listening without interrupting, explaining our feelings and finding a compromise.</li> <li>5. We are free to express our opinions but we also have respect that other people may have different opinions.</li> <li>6. Dares can be good and bad. If a dare makes you feel uncomfortable or unsafe you have the right to say no.</li> </ol>
	Being my best	<ol style="list-style-type: none"> <li>1. Eating a balanced diet is an important part of a healthy lifestyle. Different foods do different jobs in our body. Carbohydrates provide us with energy, dairy gives us strong teeth and bones, protein helps muscle growth and fruits and vegetables provide us with vitamins and fibre.</li> <li>2. Medicines when used correctly and given by an adult can help us to get better. Some people need to take medication every day. Rest, sleep, water and healthy foods also help our bodies to get better. Washing our hands and using tissues can also help to stop germs from spreading.</li> </ol>



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		<p>3. The heart pumps blood around the body. The lungs pass oxygen to the blood. The stomach breaks down food and passes it to the intestines where food and water are soaked into the blood. The Liver cleans the blood. The brain controls our body.</p> <p>4. We all have different opinions and can discuss these respectfully in a debate. We can respectfully challenge each other but must respect and empathise with differing viewpoints.</p> <p>5. Having goals and aspiration can help to achieve good mental health. We are have talents and things we are good at as well as things we are developing and find challenging. Achieving goals makes us feel proud.</p> <p>6. We are all talented in different ways. Talent is grown and most skills comes from a person working hard at something, from practising it over and over again. Persevering is as important, possibly more important, than having a natural talent.</p>
Spring	Valuing difference	<p>1. We have different points of view, which should be respected. We can challenge viewpoints respectfully and agree to disagree.</p> <p>2. There are different types of families. Some people have two parents, others have one. Some people have been adopted, fostered or have step-parents. Some people live with grandparents or with two mummies or two daddies. All families are important as they make us feel happy, safe and loved.</p> <p>3. We belong to different communities. Being part of a community makes us feel happy and safe and has a positive impact upon our mental health.</p> <p>4. People living in the UK have different origins and beliefs and share many similarities and differences. Having different ideas, skills and experiences enriches a community.</p> <p>5. Bullying is repeatedly carrying out unkind acts on another person. People are often bullied for being different. Bullying is never acceptable and must be challenged or reported to a trusted adult.</p> <p>6. Some bullies hold prejudiced views. They have formed an opinion or attitude towards a particular social group based on untrue or limited information.</p>
	Keeping safe	<p>1. Some situations are unsafe but people and choices can help to make them safe.</p> <p>2. A danger is a threat but risk can be managed by weighing up the options and making sensible decisions.</p> <p>3. Risks can be high, medium or low dependent upon the consequence of the risk.</p> <p>4. Not all websites and emails can be trusted as information may not be true or potential risks.</p> <p>5. Medicines are drugs that can be harmful if misused. Some drugs are illegal and can be very harmful.</p> <p>6. Cigarettes and alcohol are harmful. Cigarettes contain the drug nicotine. Alcohol is a drug. It is against the law to purchase these items if you are under 18.</p>
Summer	Rights and Respect	<p>1. There are lots of different people that can help us to be safe and/or healthy in different places and situations. We can also help them to help us.</p> <p>2. A fact is something that can be proven true, while an opinion is a statement of a person's or group's thoughts, feelings, or beliefs. An event can be perceived from different viewpoints</p> <p>3. Volunteers choose to work or give their time free of charge, because they want to help make a positive change or difference to something. It also helps the volunteer to feel happy.</p> <p>4. Before buying something we need to know what it costs and how much money we have. It is useful to know if you can buy the item cheaper somewhere else and consider other things you need to buy to decide whether it is affordable.</p> <p>5. People earn their income through their jobs. The amount people get paid is due to a range of factors such as qualifications, skill, experience, training and responsibility.</p> <p>6. The environment is: 'The air, water, and land in or on which people, animals and plants live.' We can have a positive or negative impact on the environment.</p>
	Growing and changing	<p>1. We have lots of different types of relationships including family, friends, teachers, coaches and faith leaders.</p> <p>2. The area around our body is called our body space or personal space. We need to respect other people's body space and not 'invade' it too much. We can invite people into our body space, for example hugging a grandparent. If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right.</p> <p>3. People you don't know are strangers, they are not always who they say they are. Be nice to people online, like you would be in the playground. Keep your personal information private. If you feel uncomfortable tell an adult you trust.</p>



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		<p>4. Secrets can either make us feel safe and happy or unsafe and uncomfortable, 'safe secrets' and 'unsafe secrets'. Childline 0800 1111</p> <p>5. If someone has had a head injury their head may hurt and a bump might appear. Help them to rest and give them an ice pack or something cold to hold on the injury. Tell an adult. If they become sleepy, vomit or seem confused, call 999.</p> <p>6. Moving on up week. Meeting my new teacher and finding out about year 4.</p>
<b>Year 4</b>		
Autumn	Me and my relationships	<p>1. To work collaboratively means to work together and be aware of what the other person is doing and what help they need.</p> <p>2. Just because we're friends with someone, it doesn't mean that we'll always want to do the same things but friends should try to negotiate with each other and we have a responsibility to try to be respectful and kind.</p> <p>3. When communicating online, people might not consider the other person's reaction as much as if it was face-to-face. Being assertive is saying no or disagreeing with someone in a respectful way.</p> <p>4. Most of the time people feel positive feelings but occasionally we might feel some of the less good feelings. If we can communicate what we feel clearly to someone who could help us they will be able to empathise and offer support more easily.</p> <p>5. People can have different feelings in the same situation. We can experience more than one feeling at the same time. When we 'read' someone's feelings from their body language, it helps us to help them or respond in an appropriate way.</p> <p>6. Being unkind is when someone says something that is not nice, or hurtful as a one off. Teasing is when someone makes fun of or jokes about someone as a one off. Bullying is when someone is <i>repeatedly</i> and deliberately unkind or hurtful to another person.</p>
	Being my best	<p>1 Sometimes we like joining with things that others want to do but sometimes we don't want to join in with them. Sometimes we have to make a compromise.</p> <p>2 There are times when we will make the same choices as our friends and times when we will choose differently.</p> <p>3 Regular exercise, a healthy, balanced diet, fresh air, regular sleep and avoiding too much time spent online/screen time keeps us healthy. It's recommended that young people aged 5-18 do at least one hour of physical activity every day.</p> <p>4 we can help to look after the environment following the 7rs – refuse, reduce, reuse, recycle, rot, repair and rethink.</p> <p>5 Studies have shown that people who have a strong sense of belonging to a community can be happier and even healthier than those who don't.</p> <p>6 Someone may have broken a bone if they have fallen or been hit by something. They may be in a lot of pain. They could have swelling and bruising or be in a strange position. Keep it still and tell an adult.</p>
Spring	Valuing difference	<p>1. We can manage conflict or differences through use of negotiation and compromise.</p> <p>2. We are all different in many ways including looks, race, gender, religion, age and personality. Aggressive behaviour includes shouting, making threats, damaging someone's property, physical violence, swearing, spitting or invading someone's personal space. Everyone is capable of aggressive behaviour but it is unacceptable and there are consequences for acting aggressively.</p> <p>3. Everyone has something that makes them special. Everyone has the chance to be respectful and to praise others for these qualities.</p> <p>4. We have different types of relationships and these affect the way we behave with people. All people we know and meet have a role within our lives but we might share more with our special people than acquaintances.</p> <p>5. We all have body space and can feel uncomfortable when people get too close. The uncomfortable feeling is our brains way of warning us. We should respect personal space. If someone is touching us in a way that makes us feel uncomfortable then we should tell a trusted adult.</p> <p>6. Tolerance means accepting that people have cultures and beliefs that may be different to their own and showing them respect.</p>
	Keeping safe	<p>1. A Danger will definitely cause harm, a hazard could cause harm and a risk is an action which is taken in a hazardous situation.</p> <p>2. A dare is when someone asks you to do something risky which you feel uncomfortable with and might get you into trouble or cause harm. It is important not to put yourself at risk and be pressurised by others.</p> <p>3. When feeling unsafe we should listen to our feelings and tell a trusted adult or friend, or just say no.</p> <p>4. Pictures posted online and on social media can be copied and shared without your permission. This can put people at risk of ridicule or giving away their location.</p>



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		<p>5. Medicines have labels that explain how to take the medicine and the correct dose to avoid misuse. Labels tell us what drugs are used and potential risks.</p> <p>6. Never share personal information online. Do not accept friend requests from people that you do not know. When unsure, check with a trusted adult.</p>
Summer	Rights and Respect	<p>1. Different people in our community that help us to be safe and/or healthy, but that we also have our own duties to help them and to help ourselves.</p> <p>2. The United Nations is an organisation made up of countries that want to work together in a peaceful way in the world. The UN has an agreed list of rights for children and why we have laws in this country that protect children's rights.</p> <p>3. Rules are there to protect people, keep them safe and happy. They help everybody get the most out of school. At school we can express our views through the school council. This is called pupil voice.</p> <p>4. Reports in the media can influence the way we think about a topic.</p> <p>5. The behaviour of bystanders has a huge impact on the outcome of bullying behaviour, whether they are passive (do nothing when witnessing the behaviour) or active (stick up for the person being bullied).</p> <p>6. Money is deducted from pay for taxes. Taxes help to provide services that people need and rely on Income Tax is money which is used to pay for public services like hospitals, police, education and libraries. National Insurance is money which is used to pay for state pension and other benefits.</p>
	Growing and changing	<p>1. Some changes can be challenging and are sometimes changes we do not choose but happen such as: moving to a different area; a family member dies; a new brother or sister is born; a friend leaves school; parents split up; parents have a new partner.</p> <p>2. As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family. It is important to talk to parents/carers/trusted adults as they can help us to work out the best thing to do and be willing to compromise.</p> <p>3. Secrets can either make us feel safe and happy or unsafe and uncomfortable, 'safe secrets' and 'unsafe secrets'. Childline 0800 1111</p> <p>4. Volunteering not only helps other people in our community, but also benefits the volunteer by helping them to feel part of the community, raising their sense of self-worth and encouraging wellbeing.</p> <p>5. Meeting challenges often involves hurdle. By showing resilience and a positive attitudes we can tackle these hurdles and reach our goals.</p> <p>6. Moving on up week. Meeting my new teacher and finding out about year 5.</p>
Year 5		
Autumn	Me and my relationships	<p>1. Collaboration means working together to achieve a goal. Effective collaboration includes listening, sharing ideas, supporting and encouraging each other.</p> <p>2. Negotiation means to <i>discuss an issue to reach an agreement</i>. Compromise means to <i>settle a dispute by reaching an agreement in which each person or group gives up something that was wanted in order to end an argument or dispute</i>. Being a good friend doesn't always mean saying 'yes'.</p> <p>3. Friendships are important in making us feel happy and secure. Effective characteristics of friendships, include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>4. Unhealthy relationships could include lies, broken promises, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching or excluding someone. If you are in an unhealthy relationship, tell a trusted adult or contact support services like child line.</p> <p>5. Emotions are a way our mind and body reacts to the world around us. Positive coping strategies might be speaking to somebody about how you're feeling or writing down your worries.</p> <p>6. When someone is being assertive they are standing firm but doing it in a friendly and respectful way so as not to upset the other person. Body language when being assertive includes: Standing firm, Looking confident, Looking relaxed and open body language.</p>
	Being my best	<p>1. There are over 200 bones and over 600 muscles in the human body. To keep healthy our body needs regular exercise, a healthy balanced diet; water to keep it hydrated; fresh air and enough sleep.</p>



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		<p>2. Talent is grown and that most skills comes from a person working hard at something, from practising it over and over again. Most success comes from a lot of practise, rather than having a 'natural talent'. Determination, commitment, patience, resilience will most likely be needed and that setbacks need to be viewed positively.</p> <p>3. Community is people living in one area' or 'a group with similar interests.</p> <p>4. With increased independence comes greater responsibility. Until we reach adulthood our trusted adults have a responsibility to keep us safe and ensure our needs are met.</p> <p>5. As well as physical qualities there are lots of personal qualities that people have such as being Generous, Thoughtful, Kind, Caring, Helpful, Considerate etc.</p> <p>6. If someone is bleeding a lot, there will be too much blood for a plaster. Press hard on the bleed using something like a towel, T-shirt or even just your hand. Tell an adult and call 999.</p>
Spring	Valuing difference	<p>1. Some people have a small group of close friends. Others seem to have many friends. We cannot force people to be friends with us. Friendships need to be looked after so that they can grow, change and develop. Friendships end when they no longer make us feel happy and valued.</p> <p>2. In conversation we should be active listeners, demonstrate respect and respond appropriately to be a good communicator.</p> <p>3. People can be discriminated against for their race, physical characteristics, religion, beliefs, age or gender. Discrimination is an injustice and should always be challenged.</p> <p>4. Different groups make up our school and local community. There are many groups in the UK creating a diverse, multicultural society. Diversity brings together people with different qualities to help benefit all.</p> <p>5. Everything we see or read online is not necessarily true and it is important to validate sources. People posting online choose how to present themselves and this may not be a true reflection of who they are. Too much time online can have a negative impact on mental health.</p> <p>6. A stereotype suggests characteristics of one person apply to a whole group. Stereotypes can negatively influence our behaviours and attitudes towards others and should be challenged. Stereotypes can lead to prejudiced views and bullying.</p>
	Keeping safe	<p>1. Cyberbullying is the use of the internet, mobile phone or other technology to bully another person by sending abusive messages, sending embarrassing photos and excluding others.</p> <p>2. Risks on the internet are misinformation, too much screen time impacting healthy life style, cyberbullying and contact with dangerous people. Never share personal information, talk with strangers. Always use passwords.</p> <p>3. Peer pressure means feeling like you have to do something because people around you want you to or expect you to. It might be to make someone else happy or to fit in with a new group.</p> <p>4. Sometimes dares can encourage us to be brave or have fun. Sometimes they are for other people's fun. Real friends would not ask you to do anything that made you feel uncomfortable</p> <p>5. Liquid nicotine, in different flavours, is heated to produce a vapour that people inhale but the risks are not yet fully known.</p> <p>6. Health risks associated with smoking include heart disease, lung cancer, stroke and asthma. Recent research indicates that vaping can affect a person's cells within their immune system and cause lung disease.</p>
Summer	Rights and Respect	<p>1. When using the internet for research it is important to validate sources to be sure content is accurate.</p> <p>2. There are facts but everyone will have a certain opinion about something which means that they will perceive or view the facts in different ways. A biased report would be one which expressed a certain opinion or point of view and ignored or criticised the opposing view. An unbiased report would give opposing points of view equal 'weight' without expressing a clear opinion way or another.</p> <p>3. Voluntary, community and pressure (or action) groups work together in order to make a bigger difference or change to something in the wider community.</p> <p>4. Rights are something people should be allowed to have or are entitled to. Respect is understanding and taking notice of the rights, needs and wishes of other people or things. Duties are what we should or must do in order to look after something.</p> <p>5. There are lots of things that influence us when we make decisions about buying items.</p>



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		6. The borrower needs to have very good reasons for wanting to borrow the money and the lender needs to feel confident about lending the money. Interest in terms of loans refers to an additional charge a company (bank, credit card company etc.) makes for lending the money. The longer it takes to repay the loan the more interest is charged.
	Growing and changing	<p>1. Resilience is the ability to bounce back after challenges and tough times. We develop this by having a strong sense of their self-worth and learning from experiences that are difficult but getting through it.</p> <p>2. Our body can give us lots of clues about how our mind is feeling. It's really helpful if we can notice these signals so that we can do something to help our mind and body cope better. PANTS stands for Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you and Speak up, someone can help.</p> <p>3. Sometimes we want personal information to be confidential, such as discussing medical issues with a doctor or test scores with a teacher. Confidences such always be broken if it is to keep someone safe.</p> <p>4. During the 19th century, if a mother had a baby and was not married to a partner who could support her, she had a difficulty. In such a situation, mothers in London sometimes gave up their young babies to a place called the Foundling Hospital. When we leave someone or something that is very dear to us, we can experience strong feelings.</p> <p>5. Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby.</p> <p>6. Moving on up week. Meeting my new teacher and finding out about year 6.</p>
Year 6		
Autumn	Me and my relationships	<p>1. Teamwork, communication and negotiation skills are key aspects of collaboration and are useful when working in many careers.</p> <p>2. Negotiation is a discussion aimed at reaching an agreement. <i>Compromise means to settle a dispute by reaching an agreement</i></p> <p>3. Friendships are important in making us feel happy and secure but they need to be maintained and problems need to be addressed by being assertive and respectful. Effective characteristics of friendships, include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>4. The more sensitive and thoughtful approach to conflict resolution, the more positive the results.</p> <p>5. When someone is being assertive they are standing firm but doing it in a friendly and respectful way by standing firm, speaking clearly, being friendly and polite, staying calm, looking confident, being willing to negotiate, giving eye contact and being relaxed.</p> <p>6. Most people, at some point, have felt under pressure to do something dangerous or unhealthy. We can overcome peer pressure by being assertive.</p>
	Being my best	<p>1. Talent is grown and that most skills comes from a person working hard at something, from practising it over and over again. Most success comes from a lot of practise, rather than having a 'natural talent'. Determination, commitment, patience, resilience will most likely be needed and that setbacks need to be viewed positively.</p> <p>2. It is helpful to debate topical issues to solve problems and make life better for all. Decisions should be best on factual research and works best when there is collaboration of people with differing ideas.</p> <p>3. Risk is an action which may have negative consequences but also some possible benefits. If someone decides that the benefits outweigh the negatives they may decide to take a risk, if they decide the negatives outweigh the benefits they may decide not to take a risk,</p> <p>4. Everyone has to make choices, and that the more aware we are of the possible risks, the more able we are to make choices that keep us safe.</p> <p>5. Sepsis is sometimes called septicaemia or blood poisoning. It happens when your immune system overreacts to an infection and starts to damage your body's own tissues and organs. 48,000 people die from sepsis - about 130 per day. 60,00 suffer permanent, life-changing after-effects, including amputations</p> <p>6. The 5 ways to wellbeing are: Connect, Be Active, Take Notice, Keep Learning, Give.</p>
Spring	Valuing difference	<p>1. Bullying is the repetitive intentional hurting of others either in person or online and involves an imbalance of power. A bystander will often see acts of bullying and offer no help, allowing bullying to go unchallenged and continue.</p> <p>2. Bullying of any kind is never acceptable and should always be reported and challenged. Bullying can have long lasting negative impacts upon victims. They should be given our help and support.</p>





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		<p>3. We are all different and have different ideas and opinions. Thinking about how others view things differently can help to build successful, healthy relationships. Respectful conversations are key to understanding each other.</p> <p>4. Some characteristics are protected by law. The Equalities Act means it is illegal to discriminate against people because of age, sex, sexual orientation, race, religion or belief, disability, pregnancy or maternity, marriage or civil partnership and gender reassignment.</p> <p>5. Friendship are founded on key qualities such as being trustworthy, a good listener, kind, good humoured. There are other beneficial relationships such as family, neighbour or teacher.</p> <p>6. Stereotypes based upon prejudice can lead to bullying. Some stereotypes are reinforced by the media and we should be careful about making assumptions.</p>
	Keeping safe	<p>1. Snap chat, Instagram and WhatsApp have a 13+ age restriction. Think before you post online and never share things that could be hurtful or embarrassing. Things posted online are almost impossible to remove.</p> <p>2. It is important that you have permission to take, post or share a picture of someone else. It is illegal to take or post a sexual image of anyone below the age of 18.</p> <p>3. A habit is an action a person keeps repeating like biting their nails. Addiction is an extreme habit with negative effects.</p> <p>4. Drugs can be classified as medicines, non-medical legal or non-medical illegal.</p> <p>5. All drugs including medicines have the potential to harm us. Those that are most harmful are illegal. Taking illegal drugs is harmful and could result in a fine, prison sentence, criminal record illness or death.</p> <p>6. Alcohol has short-term effects such as making someone feel drunk, affecting their sleep, making them feel nauseous and long-term effects such as an increased risk of heart disease, liver disease, raised blood pressure and some cancers.</p>
Summer	Rights and Respect	<p>1. A biased report is one that expresses a certain opinion or point of view and ignores or criticises the opposing view. An unbiased report gives opposing points of view equal 'weight' without expressing a clear opinion, one way or another. Newspapers often use bias to appeal to their readers.</p> <p>2. The legal age for most social media accounts is 13 because younger people are more vulnerable and more at risk of meeting someone online, or giving away personal information that could lead to a risky situation with someone they don't know.</p> <p>3. Money in a savings account can earn you interest. When you save in a savings account or an ISA you are basically lending money to the bank/building society for them to use so they give you a small amount of money.</p> <p>4. All life on Earth depends on the environment. The natural resources that come from the environment include food, water, plants, and minerals. Sustainability is the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.</p> <p>5. In this country democracy works by allowing people to vote for Members of Parliament (MPs) who will represent them in the House of Commons. In UK Parliamentary elections all candidates must be 18 years old.</p> <p>6. Laws begin as ideas. An idea for a law is called a Bill. They are debated in detail in the House of Commons and the House of Lords.</p>
	Growing and changing	<p>1. A civil partnership is a union recognised in law for both same-sex and opposite-sex couples who both then have rights similar to those of a married couple. This development legally recognises the multiple ways in which people choose to live their lives in today's society.</p> <p>2. Fame can be short-lived. photos can be changed to match society's view of perfect. It is important to respect others, even when they are very different physically, in character, personality, backgrounds, or make different choices or have different preferences or beliefs.</p> <p>3. What we see in the media is not always what it seems and this can influence us to feel a certain way.</p> <p>4. There may be times when we are put under pressure by friends, classmates or the media to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable.</p> <p>5. Some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area; someone we know dies; a new brother or sister is born; a friend leaves school; parents split up; a parent has a new partner. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.</p> <p>6. Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body.</p>

Parents can withdraw from Making babies lesson



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## PSHE Lesson Sequence – Enquiry (adaptation – resources and plans on common/subjects/PSHE)

Autumn A – Me and My Relationships					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1. Why do we have classroom rules? 2. Why is listening important? 3. How do we show our feelings? 4. Should we share our feelings? 5. How do feelings affect me? 6. What makes a good friend?	1. How can we have a happy classroom? 2. How do we show our feelings? 3. Who can we share our feelings with? 4. What is friendship? 5. What is bullying? 6. What happens to bullies?	1. Why do we have rules? 2. How do we make positive relationships? 3. What is compromise? 4. How do we keep our friends? 5. Should we share our opinions? 6. What are dares?	1. What is collaboration? 2. Do friends always agree? 3. What is being assertive? 4. Why share my feelings? 5. What are mixed feelings? 6. Unkind, teasing or bullying?	1. What does collaboration look like? 2. When do I need to compromise? 3. How do I build a friendship? 4. What is an unhealthy relationship? 5. Can I cope? 6. How can I be assertive?	1. Why is collaboration important? 2. Can I compromise? 3. Can I maintain a friendship? 4. Can I respond appropriately? 5. Can I be assertive? 6. Can I resist peer pressure?
Autumn B – Being my best					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1. What is healthy eating? 2. How do I eat well? 3. Why do we wash? 4. Can you catch a cold? 5. How do we learn? 6. Why give people praise?	1. Why is a positive mind set helpful? 2. What are my choices? 3. What are vaccinations? 4. How do I keep my teeth healthy? 5. What are internal organs? 6. How can I keep safe?	1. Why is eating different foods important? 2. What can help me get better? 3. What do my internal organs do? 4. How do we disagree respectfully? 5. Why are goals important? 6. What is talent?	1. Should I follow my friends? 2. What are my choices? 3. How do I take care of my mental health? 4. What are the 7 Rs? 5. Do we need community? 6. How do we help someone with a broken bone?	1. How do we stay healthy? 2. Are we born with talent? 3. What is community? 4. Do responsibilities change? 5. What are my qualities? 6. How do we help someone who is bleeding?	1. How do we nurture talent? 2. What makes for a good decision? 3. What's the risk? 4. Is it worth the risk? 5. What is Sepsis? 6. What are the 5 ways to wellbeing?
Spring A – Valuing differences					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1. Are we all the same? 2. Unkind, tease or bully? 3. Why do we have school rules? 4. What is fair? 5. Who are our special people? 6. What is respect? (BV school plan)	1. What makes us who we are? 2. Who are my special people? 3. How do we make others feel? 4. How can we help people who feel left out? 5. What are acts of kindness? 6. Who makes up my family? (Y1 people balloons)	1. Why is respect important? 2. What is family? (adapted) 3. What is a community? 4. How does diversity strengthen a community? 5. Why are people bullied? 6. What is prejudice?	1. Can you sort it? 2. What is aggressive behaviour? 3. What makes us special? 4. Friend or acquaintance? 5. What is personal space? 6. What is tolerance? (BV school plan)	1. What makes a good friend? 2. How can we communicate well? 3. What is discrimination? 4. What groups make up the UK? 5. Is it true? (adapted)	1. What is bystander behaviour? 2. What is the impact of bullying? (adapted) 3. How can we see a different point of view? 4. What are protected characteristics? (BV school plan)



# Subject Overview - PSHE

				6. What is a stereotype? (Y4-such a stereotype!)	5. What qualities are important in friendship? 6. Why should we challenge stereotypes? (Y4 stop start stereotypes and Y6 Boys will be boys? )
<b>Spring B – Keeping safe</b>					
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
1. Why do we need a good night's sleep? 2. How do I know I feel or am unsafe? 3. What does PANTS stand for? 4. How can I stay safe online? 5. What are medicines? 6. What is loss?	1. What can I do to feel better when I am ill? 2. What should I do if I feel unsafe? 3. What should I say to stay safe? 4. What touches do I like and dislike? 5. Who should I tell? 6. What are safe and unsafe secrets?	1. Safe or unsafe? 2. Danger or risk? 3. What is the level of risk? 4. What are the risks of browsing on line? 5. Help or harm? 6. Why are alcohol and cigarettes dangerous?	1. Danger, risk or hazard? 2. What is a dare? 3. How can we stay safe? 4. Should I share photos online? 5. Why read the label? 6. What are safe online behaviours?	1. What is cyberbullying? 2. What are the risks of the internet? 3. What is peer pressure? 4. Why do people give dares? 5. What is vaping? 6. What are the risks of smoking and vaping?	1. How can I be responsible online? 2. Should I post a picture? 3. What is a habit? 4. How can we classify drugs? 5. Why do we have drugs laws? 6. What are the effects of alcohol?
<b>Summer A – Rights and Respect</b>					
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
1. How do I affect others? 2. What is the environment? 3. Why should I care? 4. How do we get money? 5. How do we keep money safe? 6. How do I make an emergency call?	1. How do we get along? 2. What happens when I am angry? 3. How do I make an emergency call? 4. Is it safe to talk to people online? 5. Should I spend or save? 6. How can we care for the environment?	1. How can we stay safe? 2. Fact or opinion? 3. Why volunteer? 4. Is it affordable? 5. What is income? 6. How can we care for the environment?	1. Who helps us stay healthy and safe? 2. What is the UN? 3. What is pupil voice? 4. What's in the news? 5. What is a bystander? 6. Why pay taxes?	1. How can I be sure research is accurate? 2. Do we interpret facts in the same way? 3. Do volunteers make a difference? 4. What are rights? 5. What will I buy? 6. What is interest?	1. Is the media biased? 2. Why does social media have age restrictions? 3. Why use a savings account? 4. What is sustainability? 5. What is democracy? 6. How are laws made?
<b>Summer B – Growing and changing</b>					
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
1. How do we stay healthy? 2. How have I changed? 3. What do babies need? 4. What is bullying? 5. Should I keep a secret? 6. What are my private parts? Transition – own plan	1. What is a healthy friendship? 2. How can we keep in touch? 3. How have I changed? 4. What is private? 5. Secret or surprise? Transition – own plan	1. What are my important relationships? 2. What is personal space? 3. Is it safe to talk to people online? 4. What are unsafe secrets? 5. How do I care for a head bump? Transition – own plan	1. When is change challenging? 2. How can I handle family conflict? 3. When are secrets unsafe? 4. Why volunteer? 5. What is growth mind set? Transition – own plan	1. How do we build resilience? 2. How do I listen to my body? 3. What is confidentiality? 4. What is fostering? 5. What is puberty? Transition – own plan	1) What is a civil partnership? 2) What do celebrities really look like? 3) What is media manipulation? 4) How can we tackle peer pressure? 5) Helpful or unhelpful? 6) How are babies made? option to withdraw

# Subject Overview - PSHE

## PSHE Key Vocabulary

Think Equal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Think Equal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						

	Me and my relationships	Being my best	Valuing differences	Keeping safe	Rights and Respect	Growing and changing
Year 1	Rules Listening Friendship Feelings Polite	Healthy Energy Disease Support Hygiene	Respect Difference Bullying Rules Fair	Sleep Unsafe Appropriate Medicine loss	Behaviour Environment Caring Money First-Aid	Exercise Oxygen Toddler Sibling secret
Year 2	Pledge Positive Negative Friendly Bullying Repeatedly	Challenge Choice Vaccination Germs Organs safety	Unique Calm argument Point of view special people	Secret Body language Uncomfortable Dose permission	Temper Emergency Online Stranger Saving Improve	Penis Vulva Privacy Consent Independent Supportive
Year 3	Consequence Compromise Argument Solution Qualities Cooperation dare	Balanced diet Infectious Dose Function Debate Achievement talent	Prejudice Tolerance Identity Strangers Bullying belonging	Risk Consequence Browsing Drug Nicotine misuse	Responsible Editor Volunteer Wellbeing Afford Earning Impact	Relationship Personal space Uncomfortable Deceive Childline injury
Year 4	Collaborate Negotiate Assertive Empathise Teasing	Unique Valuable Hydrated Mental health Recycle	Compromise Negotiate Stereotype Label Challenge	Hazard Dare Social media Ridicule Geotagged	Duties United Nations Pupil voice Media Influence	Partner Conflict Self-worth Hurdles Growth mind set



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	Deliberate Excluded pressure	Rethink Belonging Bruise	Invade Prejudice conflict	Prevent Side effect Identity theft	Bystander Passive taxes	Resilience teenager
Year 5	Dispute Loyalty Secure Coping Verbal abuse Physical abuse Mutual Confident assertive	Qualities Determination Commitment Setbacks Considerate Resilience Patience Versatility bacteria	Discrimination Multicultural Racism Conflict Acceptance Injustice First impression excluded	Bystander Cyberbullying Abusive Block Dilemma Vaping Addictive Lobbying Peer pressure	Validate Source Perceive Biased Opposing Entitles Borrower Loan Interest	Puberty Penis Vulva Testicles Vagina Breasts Pubic hair Confidential optimism
Year 6	Negotiation Compromise De-personalise Criticism Guilty Reinforce Persuade Assertive Secure Peer pressure	Debate Topical Risk Outweigh Sepsis Amputation Immune system Connect Talent Overreact	Victimisation Bystander Self-esteem Diversity Media influence Empathy Identity Protected characteristic harassment	Sexual image Age restriction Habit Withdrawal Social norm Illegal drug Caffeine Criminal record Alcohol cancer	MP Society Generations ISA House of Lords House of Commons Bill Parliament Democracy sustainability	Manipulation Egg Sperm Reproduction Social norm Stereotype Civil partnership Marriage Fame Fashionable