

Easingwold Primary School – PSHE AND RSE Curriculum Progression



Reception

	Autumn	Spring	Summer
<p>Development Matters (Reception)</p> <p>Pathways - Relationships, Health, Living in the Wider world</p>	<p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Know and talk about the different factors that support their overall wellbeing- being a safe pedestrian, regular physical activity</i></p> <p><i>Think about the perspectives of others.</i></p> <p><i>Manage their own needs.</i></p>	<p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</i></p> <p><i>Think about the perspectives of others.</i></p> <p><i>See themselves as a valuable individual.</i></p>	<p><i>Think about the perspective of others.</i></p> <p><i>See themselves as a valuable individual.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- teeth brushing</i></p>
<p>Composites/end points Early Learning Goal</p>	<p>Children at the expected level of development will:</p> <p>Self-Regulation ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others -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>Managing Self ELG:</p> <ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships ELG:</p> <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs. 		
<p>Skills</p>	<ul style="list-style-type: none"> -I can use the name of my teacher. -I can greet my teacher and choose what I want for lunch. -I can say how I feel. -I can think about the perspective of others. -I can be kind to others. -I can walk safely when out in the town. -I can safely explore the forest environment. -I can manage my own needs- wellies, apron, shoes, coat and toilet. -I can have a go and keep trying when something is tricky. 	<ul style="list-style-type: none"> -I can identify how I feel. -I can be resilient and persevere. -I can ask and answer questions to find out what my friends like and share my preferences. 	<ul style="list-style-type: none"> -I can recognise my feelings and use a range of strategies to regulate myself. -I can articulate my feelings and ask questions. -I can play and learn with friends. -I can talk about the things that keep me healthy. -I can talk about members of my community. .

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Knowledge	<ul style="list-style-type: none"> -I know some words to describe how I am feeling and how others may feel. -I know who is in my family. -I know who lives with me. -I know that some families are different. -I know that people live in different types of homes. -I know how to be kind and helpful to others. -I know how to be a good friend. -I know that people who celebrate Christmas have different traditions. -I know that physical activity keeps me healthy (PE). -I know some strategies to help me manage how I feel. 	<ul style="list-style-type: none"> -I know I am a valuable individual. -I know some strategies to help me manage how I feel. -I know what keeps me healthy and well- sensible amount of screen time/ sleep. -I know which foods are healthier and which can be enjoyed as a treat. -I know that people celebrate special times in different ways. -I know that people have different beliefs and celebrate special times in different ways. -I know that physical activity keeps me healthy (PE). 	<ul style="list-style-type: none"> -I know about different factors that support my health and wellbeing. -I know how long I need to brush my teeth. -I know how many times a day I need to brush my teeth. -I know what a dentist is and does. -I know what a doctor is and does -I know how to make healthy choices. -I know I am a valuable individual. - I know how to take care of my environment. -I know some similarities and differences between life in England and life in Kenya. -I know that different people have different occupations. -I know that physical activity keeps me healthy (PE).
Books	<p>The Colour Monster by Anna Llenas Owl Babies – Martin Wadell Two Homes – Claire Masurel The Little Red Hen and the Grains of wheat – Henriette Barkow Jago Out of the Blue – Robert Tregoning The Colour Monster Goes to School – Anna Llenas My Daddies! – Gareth Peter, Garry Parsons. Home – Carson Ellis Tilda tries again- Tom Percival Ravi’s Roar- Tom Percival Meesha makes friends – Tom Percival Joy to the World – Christmas around the globe.- Kate DePalma</p>	<p>Ravi’s Roar- Tom Percival Unplugged- Steve Anthony Under the Ramadan Moon – Sylvia Whitman The Great Race- Emily Hiles</p>	<p>Why should I brush my teeth – Katie Daynes. Which food will you choose? Claire Potter It’s your world now – Barry Falls Prince and Knight – Daniel Haack Handa’s surprise- Eileen Browne Handa’s Hen- Eileen Browne Little People Big Dreams – Simone Biles</p>
Vocabulary	family, different, same, helpful, kind, happy, sad, angry, calm, scared	resilient, persevere, healthy, fierce,	doctor, dentist, responsibility, healthy
Playing and Learning	<p>In Reception, children have child led learning time where they lead their own learning and we encourage and foster independence, resilience and perseverance. Children are able to set their own goals and work towards them during this time. They are confident to try new activities.</p> <p>The Characteristics of Effective learning are at the heart of playing and learning time and we reflect on these when children demonstrate them, e.g when they keep on trying or have a go at something new.</p> <p>During playing and learning time children learn how to play cooperatively with each other, take turns, share and build respectful relationships with their peers and adults. Adults play with children teaching and modelling these skills. We teach and model to children how to resolve conflicts during their play and support them when waiting for something they want.</p>		
Trips/ Visitors	Kilburn Woods Trip Walk to the local Church		Dentist and Sports Coach Visit

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KS1

	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>PSHE Association</p> <p>Relationships</p> <p>Living in the Wider World</p> <p>Health and Wellbeing</p>	<p>Respecting Ourselves and Others:</p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p>Growing and Changing:</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <p>Safe Relationships:</p> <ul style="list-style-type: none"> -about situations when someone's body or feelings might be hurt and whom to go to for help -about what it means to keep something private, including parts of the body that are private -to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) -how to respond if being touched makes them feel uncomfortable or unsafe -when it is important to ask for permission to touch others -how to ask for and give/not give permission <p>Family and Friendships:</p> <ul style="list-style-type: none"> -about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - the role these different people play in children's lives and how they care for them -what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family 	<p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 	<p>Money and Work:</p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do <p>Belonging to a Community:</p> <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling <p>Physical Health and Mental Wellbeing:</p> <p>how to keep safe in the sun</p> <p>Keeping Safe:</p> <ul style="list-style-type: none"> -basic rules for keeping safe online -whom to tell if they see something online that makes them feel unhappy, worried or scared -Why some things have age restrictions 	<p>Families and Friendships:</p> <ul style="list-style-type: none"> -Learn how to be a good friend, e.g. kindness, listening, honesty -Learn strategies for positive play with friends, e.g. joining in, including others, etc. -Learn about what causes arguments between friends -Learn how to positively resolve arguments between friends -Learn how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Belonging to a Community:</p> <ul style="list-style-type: none"> -Recognize that they are all equal and ways in which they are the same and different to others in their community. <p>Safe Relationships:</p> <ul style="list-style-type: none"> -Learn to recognise hurtful behaviour and who to tell if they experience hurtful behaviour. -Learn how to resist peer pressure to do something that feels uncomfortable or unsafe. -Learn about what bullying is and different types of bullying -Learn how someone may feel if they are being bullied 	<p>Money and Work:</p> <ul style="list-style-type: none"> -Learn about getting, keeping and spending money -Learn how people make choices about spending money, including thinking about needs and wants -Learn how to recognise hurtful behaviour, including online <p>Safe Relationships:</p> <ul style="list-style-type: none"> -Learn what to do and who to tell if they experience hurtful behaviour, including online <p>Media and Digital resilience:</p> <ul style="list-style-type: none"> -Learn that information online might not always be true. <p>Belonging to a Community:</p> <ul style="list-style-type: none"> -Learn about different responsibilities that they have in school and the wider community. <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> -Learn how to manage big feelings including those associated with change, loss and bereavement <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> -Learn about the human life cycle and how people grow from young to old -Learn to identify and name the main parts of the body including external genitalia (e.g. vulva, penis, testicles) 	<p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> -Learn how to describe and share a range of feelings. -Learn ways to feel good, calm down or change their mood. Learn that this will help maintain my mental health. -Learn when and how to ask for help, help others with their feelings. -Learn about routines and habits for maintaining good physical health. -Learn why sleep and rest are important for growing and keeping healthy. -Learn that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. -Learn about the importance or and routines for brushing teeth and visiting the dentist -Learn about food and drink that affect dental health. -Learn that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. <p>Keeping Safe:</p> <ul style="list-style-type: none"> -Learn how to stay safe in different situations and environments. (road, sea, rail) -Learn who is responsible for keeping them safe in different situations and environments. -Learn how to keep themselves safe at home in relation to electrical appliances, fire safety and medicine/ household products. -Learn whose job it is to keep us safe and how to get help in an emergency, including how to dial 999.

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Skills	I can identify different types of touch and how they make people feel.		I can follow the rules when I am on a school trip.	I can recognise hurtful behaviour.	I can identify and name the main parts of the body including external genitalia.	
Knowledge	<p>I know our school values.</p> <p>I know who to speak to when I need help.</p> <p>I know ways in which I am the same and different to others.</p> <p>I know ways in which I am special and unique, including my likes, dislikes and what I am good at.</p> <p>I know how to ask for permission and not give permission.</p> <p>I know some people who care for me and how they care for me e.g. parents, siblings, grandparents, relatives, friends, teacher.</p> <p>I know families can be different, e.g. single parents, same-sex parents, etc.</p> <p>I know it is important to tell someone and how to tell them if I am worried about something in my family.</p> <p>I know what it means to keep something private and which body parts are private.</p>	<p>I know about basic daily hygiene routines.</p> <p>I know about people who can help me to stay healthy.</p> <p>I know what it means to be healthy and why it is important.</p> <p>I know about healthy and unhealthy foods, including sugar intake</p> <p>I know what physical activity is and how it keeps us healthy.</p> <p>I know about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>I know some people who can help me stay healthy.</p>	<p>I know about examples of rules in different situations, e.g. rules at home, rules outside.</p> <p>I know different strengths and interests are needed to do different jobs.</p> <p>I know about people whose job it is to help us in the community.</p> <p>I know about different jobs and the work people do.</p> <p>I know how to keep safe in the sun.</p> <p>I know how to use technology safely and some basic rules for keeping safe online.</p> <p>I know who to tell if I see something online that makes me feel unhappy, worried or scared.</p> <p>I know some things have age restrictions.</p> <p>I know how to care for the environment and why it matters.</p> <p>I know how we care for people, animals and other living things in different ways .</p> <p>I know ways in which I am the same and different to others.</p> <p>I know ways in which I am special and unique, including my likes, dislikes and what I am good at.</p>	<p>I know how to be a good friend.</p> <p>I know some strategies for positive play with friends. (joining in, including others)</p> <p>I know what causes arguments between friends.</p> <p>I know how to resolve arguments with friends.</p> <p>I know how to ask for help if I feel unsafe or worried and what vocabulary to use.</p> <p>I know we are all equal.</p> <p>I know how I am the same and different to people in the community.</p> <p>I know who to tell if I experience hurtful behaviour.</p> <p>I know what bullying is.</p> <p>I know different types of bullying.</p> <p>I know how someone may feel if they are being bullied.</p>	<p>I know that information online might not always be true.</p> <p>I can recognise hurtful behaviour, including online.</p> <p>I know what to do and who to tell if I experience hurtful behaviour, including online.</p> <p>I know about getting, keeping and spending money.</p> <p>I know how people make choices about spending money, including thinking about needs and wants.</p> <p>I know some responsibilities I have in school and the wider community.</p> <p>I know how to manage big feelings including those associated with change, loss and bereavement.</p> <p>I know about the human life cycle and how people grow from old to young.</p> <p>I know that humans have offspring which grow into adults.</p>	<p>I know how to describe a range of feelings.</p> <p>I know how to share how I feel.</p> <p>I know some ways to feel good, calm down or change their mood and I know that this will help maintain my mental health.</p> <p>I know how people can have similarities and differences.</p> <p>I know about the importance of routines for brushing teeth and visiting the dentist</p> <p>I know about food and drink that affect dental health.</p> <p>I know why sleep and rest are important for growing and keeping healthy, physically.</p> <p>I know how to stay safe in different situations and environments. (road safety, water safety)</p> <p>I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>I know how to keep safe at home in relation to medicines and creams.</p> <p>I know how to stay safe in different situations and environments. (road safety, water safety)</p> <p>I know who is responsible for keeping me safe in different situations and environments (lollipop person, lifeguard, teachers, parents etc)</p> <p>I know whose job it is to keep us safe.</p> <p>I know how to get help in an emergency, including how to dial 999</p> <p>I know how to keep safe at home in relation to electrical appliances, fire safety and medicine/ household products.</p>

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Books	<p>Our Class is a Family - Shannon Olsen</p> <p>The Way home for Wolf -Rachel Bright and Jim Field</p> <p>Yes! No! A first conversation about consent - Megan Madison</p> <p>All kinds of families - Sophie Henn</p>	<p>Germes - Usborne</p> <p>Couch Potato- Jory John and Pete Oswald</p> <p>A Piece of Cake- Jill Murphy</p>	<p>Finn’s Little Fibs - Tom Percival</p> <p>How to be a vet- and other animal jobs. - Dr Jess French and Sol Linero</p> <p>Clothesline clues- the jobs people do by Kathryn Heling</p> <p>Old Macdonald had a phone - Jeanne Willis</p> <p>A Stroll through the seasons- Kay Barnham</p> <p>The Blue Giant - Katie Cottle</p> <p>Dear Earth- Isabel Otter</p> <p>The Amazing Plant Life Cycle Story - Kay Barnham</p>	<p>On Sudden Hill - Linda Sarah and Benji Davies</p> <p>The Squirrels who Squabbled - Rachel Bright</p> <p>Silly Billy - Anthony Browne</p> <p>Rosa Parks - Little People, Big dreams</p> <p>Rosa Parkes and Emily Davidson - Comparing People from the Past</p> <p>In my Mosque - M.Yuksel</p> <p>Willy The Wimp - Anthony Browne</p> <p>Your Faith - Christianity -Harriet Brundle</p>	<p>The Wide Wide Sea - Anna Wilson</p> <p>It’s a No Money Day - Kate Milner</p> <p>Troll Stinks - Jeanne Willis</p> <p>Clicking Chicken- Jeanne Willis</p> <p>Penguin Plg - Stuart Spendlow</p> <p>Life is Like the Wind - Shona Innes</p> <p>As We Grow - Libby Walden & Richard Jones</p> <p>Someday - Alison McGhee</p>	<p>The Proudest Blue, a Story of Hijab and Family - Ibtihaj Muhammad</p> <p>An Emotional Menagerie-Feelings from A- Z</p> <p>Happy: A Children’s Book of Mindfulness - Nicola Edwards</p> <p>The Tooth Book- A Guide to Healthy Teeth and Gum - Edward Miller</p> <p>Arlo - The Lion who couldn’t sleep- Catherine Rayner</p> <p>What is a virus? Katie Daynes (usborne)</p> <p>A Practical Present for Phillipa Pheasant -Briony May Smith</p> <p>Life Savers: Spend a day with 12 real-life emergency service heroes- Eryl Nash</p> <p>Emergency - Margaret Mayo</p>
Vocabulary	<p>respect, unique, permission, private</p>	<p>hygiene, germs</p>	<p>community, job, environment</p>	<p>equal, bullying</p>	<p>bereavement, grief, penis, testicles, vulva, nipples, breasts</p>	<p>emergency, vaccination, allergy, virus</p>
Trips			<p>Trip to Thirsk</p>			<p>Walk into Easingwold</p>

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LKS2

	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>PSHE Association</p> <p>Relationships</p> <p>Living in the Wider World</p> <p>Health and Wellbeing</p>	<p>Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect;</p> <ul style="list-style-type: none"> - to recognise respectful behaviours e.g. helping or including others, being responsible -how to model respectful behaviour in different situations e.g. at home, at school, online -the importance of self-respect and their right to be treated respectfully by others <p>(LINK TO SCHOOL VALUES/ CLASS RULES)</p> <p>Belonging to a Community: The value of rules and laws; rights, freedoms and responsibilities:</p> <ul style="list-style-type: none"> -The reasons for rules and laws in wider society -The importance of abiding by the law and what might happen if rules and laws are broken -What human rights are and how they protect people -About how they have rights and also responsibilities -That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>Safe Relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour-about what privacy and personal boundaries are, including online</p> <ul style="list-style-type: none"> - basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision - that bullying and hurtful behaviour is unacceptable in any situation -about the effects and consequences of bullying for the people involved -about bullying online, and the similarities and differences to face-to-face bullying 	<p>Media literacy and Digital resilience: How the internet is used:assessing information online:</p> <ul style="list-style-type: none"> -To evaluate whether a game is suitable to play or a website is appropriate for their age-group -How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>Money and Work: Different jobs and skills, job stereotypes</p> <ul style="list-style-type: none"> -About common myths and gender stereotypes related to work -To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM -About some of the skills needed to do a job, such as teamwork and decision-making -To recognise their interests, skills and achievements and how these might link to future jobs <p>Families and friendships: What makes a family, features of family life</p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other, giving encouragement or support in times of difficulty • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Physical Health and Mental Well Being:</p> <p>Health choices and habits; what affects feelings; expressing feelings:</p> <ul style="list-style-type: none"> -To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) -The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle -What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally -That regular exercise such as walking or cycling has positive benefits for their mental and physical health <p>-About the things that affect feelings both positively and negatively</p> <ul style="list-style-type: none"> -Strategies to identify and talk about their feelings -About some of the different ways people express feelings e.g. words, actions, body language -To recognise how feelings can change overtime and become more or less powerful <p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty;</p> <p>Year 4 – 1 Week Stand Alone BLOCK EVERY YEAR</p> <ul style="list-style-type: none"> -How to identify external genitalia and reproductive organs -about the physical and emotional changes during puberty -Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams -Strategies to manage the changes during puberty including menstruation -The importance of personal hygiene routines during puberty including washing regularly and using deodorant -How to discuss the challenges of puberty with a trusted adult 	<p>Families and friendships: Positive friendships, including online</p> <ul style="list-style-type: none"> -about the features of positive healthy friendships such as mutual respect, trust and sharing interests -strategies to build positive friendships -how to seek support with relationships if they feel lonely or excluded - how to communicate respectfully with friends when using digital devices -how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know -what to do or whom to tell if they are worried about any contact online <p>Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <ul style="list-style-type: none"> -to differentiate between playful teasing, hurtful behaviour and bullying, including online -how to respond if they witness or experience hurtful behaviour or bullying, including online -recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable -how to manage pressures associated with dares - when it is right to keep or break a confidence or share a secret -how to recognise risks online such as harmful content or contact -how people may behave differently online including pretending to be someone they are not -how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>Respecting ourselves and others: Respecting differences and similarities; discussing difference sensitively</p> <ul style="list-style-type: none"> -to recognise differences between people such as gender, race, faith 	<p>Belonging to a Community: What makes a community, shared responsibility:</p> <ul style="list-style-type: none"> -The meaning and benefits of living in a community -To recognise that they belong to different communities as well as the school community -About the different groups that make up and contribute to a community -About the individuals and groups that help the local community, including through volunteering and work -How to show compassion towards others in need and the shared responsibilities of caring for them <p>Media literacy and Digital resilience: How data is shared and used:</p> <ul style="list-style-type: none"> -That organisations can use personal information to encourage people to buy things -Why people might choose to buy or not buy something online e.g. from seeing an advert -To make safe, reliable choices from search results -That search results are ordered based on the popularity of the website and that this can affect what information people access -To recognise what online adverts look like -To compare content shared for factual purposes and for advertising <p>Money and Work: Making decisions about money; using and keeping money safe</p> <ul style="list-style-type: none"> -How people make different spending decisions based on their budget, values and needs -How to keep track of money and why it is important to know how much is being spent -About different ways to pay for things such as cash, cards, e-payment and the reasons for using them -That how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Physical Health and Mental Well Being:Maintaining a balanced lifestyle; oral hygiene and dental care:</p> <ul style="list-style-type: none"> -To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally -What good physical health means and how to recognise early signs of physical illness That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary -How to maintain oral hygiene and dental health, including how to brush and floss correctly The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health Teaching in Spring 2 <p>Keeping safe: Risks and hazards; safety in the local environment and unfamiliar places</p> <ul style="list-style-type: none"> -How to identify typical hazards at home and in school -The importance of following safety rules from parents and other adults -How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen -About fire safety at home including the need for smoke alarms -How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety <p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty;</p> <p>Year 4 – 1 Week Stand Alone BLOCK EVERY YEAR</p> <ul style="list-style-type: none"> -How to identify external genitalia and reproductive organs - about the physical and emotional changes during puberty

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	<p>-what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>		<p>-How to get information, help and advice about puberty</p> <p>Safe Relationships: Recognising Privacy, staying safe, seeking permission (consent) Year 3 – 1 Week Stand Alone BLOCK EVERY YEAR</p> <p>-about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>-about what it means to keep something private, including parts of the body that are private and naming these.</p> <p>-to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>-how to respond and who to tell if being touched makes them feel uncomfortable or unsafe</p> <p>-when it is important to ask for permission to touch others</p> <p>-how to ask for and give/not give permission</p>	<p>-a vocabulary to sensitively discuss difference and include everyone</p> <p>-to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>-about the importance of respecting the differences and similarities between people</p>		<p>-Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>-Strategies to manage the changes during puberty including menstruation</p> <p>-The importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>-How to discuss the challenges of puberty with a trusted adult</p> <p>-How to get information, help and advice about puberty</p> <p>Safe Relationships: Recognising Privacy, staying safe, seeking permission (consent) Year 3 – 1 Week Stand Alone BLOCK EVERY YEAR</p> <p>-about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>-about what it means to keep something private, including parts of the body that are private and naming these.</p> <p>-to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>-how to respond and who to tell if being touched makes them feel uncomfortable or unsafe</p> <p>-when it is important to ask for permission to touch others</p> <p>-how to ask for and give/not give permission</p> <p>Keeping safe: Medicines and household products; drugs common to everyday life:</p> <p>-To recognise what is meant by a 'drug'</p> <p>-The importance of taking medicines correctly and using household products safely</p> <p>-That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>-To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>-To identify some of the risks associated with drugs common to everyday life</p> <p>-That for some people using drugs can become a habit which is difficult to break</p> <p>-How to ask for help or advice</p>
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Vocabulary	respect, self respect, responsible, blended families, adopt/ foster, stability, love, privacy, personal boundaries, trust, adult supervision, bullying	rules, rights and responsibilities, appropriate, inappropriate, stereotypes	choice, influence, habits, mental and physical health, unique, self worth, strategies, hazard, risk, puberty, penis, scrotum, vulva, menstrual, hygiene, drug, side effects	mutual respect, excluded, healthy friendship, online, teasing, dares, differences/ similarities, include, gender, race, faith, concern	community, volunteer, compassion, values	balance, oral hygiene, floss
Trips	Highlighted in green-taught in Autumn term					

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UKS2

	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>PSHE Association</p> <p><i>knowledge and skills</i></p> <p>Relationships</p> <p>Living in the Wider World</p> <p>Health and Wellbeing</p>	<p>Families and friendships: Managing friendships and peer influence: -what makes a healthy friendship and how they make people feel included - strategies to help someone feel included -about peer influence and how it can make people feel or behave -the impact of the need for peer approval in different situations, including online -strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication -that it is common for friendships to experience challenges -strategies to positively resolve disputes and reconcile differences in friendships - that friendships can change over time and the benefits of having new and different types of friends -how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable -when and how to seek support in relation to friendships Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage -what it means to be attracted to someone and different kinds of loving relationships - that people who love each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation and everyone's right to be loved - about the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart -what marriage and civil partnership mean e.g. a legal</p>	<p>Belonging to a Community: Protecting the environment; compassion towards others: -about how resources are allocated and the effect this has on individuals, communities and the environment -the importance of protecting the environment and how everyday actions can either support or damage it -how to show compassion for the environment, animals and other living things -about the way that money is spent and how it affects the environment - to express their own opinions about their responsibility towards the environment Media literacy and Digital resilience: How information online is targeted; different media types, their role and impact: -to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise - basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased - that some media and online content promote stereotypes -how to assess which search results are more reliable than others -to recognise unsafe or suspicious content online -how devices store and share information Media literacy and Digital resilience: Evaluating media sources; sharing things online: about the benefits of safe internet use e.g. learning, connecting and communicating -how and why images online might be manipulated, altered, or faked -how to recognise when images might have been altered -why people choose to communicate through social media and some of the risks and challenges of doing so - that social media sites have age restrictions and regulations for use -the reasons why some media and online content is not appropriate for children -how online content can be designed to manipulate people's emotions and encourage them to read or share things</p>	<p>Physical health and Mental wellbeing: Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies -how sleep contributes to a healthy lifestyle -healthy sleep strategies and how to maintain them -about the benefits of being outdoors and in the sun for physical and mental health -how to manage risk in relation to sun exposure, including skin damage and heat stroke -how medicines can contribute to health and how allergies can be managed -that some diseases can be prevented by vaccinations and immunisations -that bacteria and viruses can affect health -how they can prevent the spread of bacteria and viruses with everyday hygiene routines -to recognise the shared responsibility of keeping a clean environment Growing and Changing: Personal identity; recognising individuality and different qualities; mental wellbeing: -about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes -that for some people their gender identity does not correspond with their biological sex -how to recognise, respect and express their individuality and personal qualities -ways to boost their mood and improve emotional wellbeing -about the link between participating in interests, hobbies and community groups and mental wellbeing Keeping Safe: Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media: -how to protect personal information online -to identify potential risks of personal information being misused -strategies for dealing with requests for personal information or images of themselves -to identify types of images that are appropriate to share with others and those which might not be appropriate -that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be -what to do if they take, share or</p>	<p>Growing and Changing: Human reproduction and birth; increasing independence; (Year 6 only) -to recognise some of the changes as they grow up e.g. increasing independence -about what being more independent might be like, including how it may feel -what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults -how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb Growing and Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Year 4 recap - for Year 5 only) -how to identify external genitalia and reproductive organs -about the physical and emotional changes during puberty -key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams -strategies to manage the changes during puberty including menstruation -the importance of personal hygiene routines during puberty including washing regularly and using deodorant -how to discuss the challenges of puberty with a trusted adult -how to get information, help and advice about puberty Safe Relationships: Physical contact and feeling safe -to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations - how to ask for, give and not give permission for physical contact - how it feels in a person's mind and body when they are uncomfortable -that it is never someone's fault if they have experienced unacceptable contact -how to respond to unwanted or unacceptable physical contact -that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p>	<p>Belonging to a Community: Valuing diversity; challenging discrimination and stereotypes: -what prejudice means -to differentiate between prejudice and discrimination -how to recognise acts of discrimination - strategies to safely respond to and challenge discrimination -how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this Money and Work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes: -to identify jobs that they might like to do in the future - about the role ambition can play in achieving a future career - how or why someone might choose a certain career -about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values -the importance of diversity and inclusion to promote people's career opportunities -about stereotyping in the workplace, its impact and how to challenge it -that there is a variety of routes into work e.g. college, apprenticeships, university, training Money and Work: Influences and attitudes to money; money and financial risks: -about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money -how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing -about common risks associated with money, including debt, fraud and gambling -how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p>	<p>Physical Health and Mental Wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online: - that mental health is just as important as physical health and that both need looking after -to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support -how negative experiences such as being bullied or feeling lonely can affect mental wellbeing -positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings -how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available -identify where they and others can ask for help and support with mental wellbeing in and outside school -the importance of asking for support from a trusted adult -about the changes that may occur in life including death, and how these can cause conflicting feelings -that changes can mean people experience feelings of loss or grief -about the process of grieving and how grief can be expressed - about strategies that can help someone cope with the feelings associated with change or loss -to identify how to ask for help and support with loss, grief or other aspects of change -how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night -what to do and whom to tell if they are frightened or worried about something they have seen online Keeping Safe: Keeping safe in different situations, including responding in emergencies, first aid and FGM: -to identify when situations are becoming risky, unsafe or an emergency</p>

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	<p>declaration of commitment made by two adults</p> <ul style="list-style-type: none"> -that people have the right to choose whom they marry or whether to get married -that to force anyone into marriage is illegal -how and where to report forced marriage or ask for help if they are worried <p>Growing and Changing: Human reproduction and birth; increasing independence; (Year 6 only)</p> <ul style="list-style-type: none"> -to recognise some of the changes as they grow up e.g. increasing independence -about what being more independent might be like, including how it may feel -what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults -how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - that pregnancy can be prevented with contraception -about the responsibilities of being a parent or carer and how having a baby changes someone's life <p>Growing and Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Year 4 recap – for Year 5 only)</p> <ul style="list-style-type: none"> -how to identify external genitalia and reproductive organs -about the physical and emotional changes during puberty -key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams -strategies to manage the changes during puberty including menstruation -the importance of personal hygiene routines during puberty including washing regularly and using deodorant -how to discuss the challenges of puberty with a trusted adult -how to get information, help and advice about puberty <p>Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <ul style="list-style-type: none"> -to recognise that everyone should be treated equally 	<ul style="list-style-type: none"> - about sharing things online, including rules and laws relating to this -how to recognise what is appropriate to share online -how to report inappropriate online content or contact 	<p>come across an image which may upset, hurt or embarrass them or others</p> <ul style="list-style-type: none"> -how to report the misuse of personal information or sharing of upsetting content/ images online -about the different age rating systems for social media, T.V, films, games and online gaming - why age restrictions are important and how they help people make safe decisions about what to watch, use or play -about the risks and effects of different drugs - about the laws relating to drugs common to everyday life and illegal drugs -to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - about the organisations where people can get help and support concerning drug use -how to ask for help if they have concerns about drug use -about mixed messages in the media relating to drug use and how they might influence opinions and decisions <p>Growing and Changing: Managing Transitions:</p> <ul style="list-style-type: none"> -about the transition to secondary school and how this may affect their feelings -about how relationships may change as they grow up or move to secondary school -practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school 	<ul style="list-style-type: none"> -whom to tell if they are concerned about unwanted physical contact <p>Safe Relationships: Recognising and managing pressure; consent in different situations</p> <ul style="list-style-type: none"> -to compare the features of a healthy and unhealthy friendship - about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - strategies to respond to pressure from friends including online -how to assess the risk of different online 'challenges' and 'dares' -how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable -how to get advice and report concerns about personal safety, including online - what consent means and how to seek and give/not give permission in different situations <p>Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues</p> <ul style="list-style-type: none"> -about the link between values and behaviour and how to be a positive role model -how to discuss issues respectfully -how to listen to and respect other points of view -how to constructively challenge points of view they disagree with - ways to participate effectively in discussions online and manage conflict or disagreements 	<ul style="list-style-type: none"> -how to get help if they are concerned about gambling or other financial risks 	<ul style="list-style-type: none"> - to identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour -how to deal with common injuries using basic first aid techniques -how to respond in an emergency, including when and how to contact different emergency services -that female genital mutilation (FGM) is against British law -what to do and whom to tell if they think they or someone they know might be at risk of FGM <p>Growing and Changing: Managing Transitions:</p> <ul style="list-style-type: none"> -about the transition to secondary school and how this may affect their feelings -about how relationships may change as they grow up or move to secondary school -practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
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	<p>-why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>-what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>-to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p>					
Vocabulary	<p>peer influence, approval, disputes, gender identity, sexual orientation, commitment, marriage, civil partnership, illegal, independence, equal, discrimination, trolling, harassment</p> <p>Y6- sexual intercourse, consent, pregnancy, sperm, fertilised, egg, womb, contraception, (vagina, penis, testicles)</p>	<p>environment, compassion, opinion, bias, stereotypes, suspicion, restrictions, manipulate</p>	<p>healthy lifestyle, heat stroke, allergies, diseases, vaccinations, immunisations, bacteria, virus, hygiene, gender, biological sex</p>	<p>acceptable, unacceptable, permission, physical contact, positive role model, constructively challenge, conflict</p> <p>Y6- sexual intercourse, consent, pregnancy, sperm, fertilised, egg, womb, contraception, (vagina, penis, testicles)</p>	<p>prejudice, perpetuated, ambition, diversity, inclusion, debt, fraud, gambling, scams, financial risk</p>	<p>bereavement, mental ill health, grief, first aid, female genital mutilation</p>
Trips						