



Grange Primary Academy
The best in everyone™
Part of United Learning

PSHE

End of Year

Expectations

Overview: Whole School

Mind Up – Children throughout the Primary phase will have access to additional PSHE following the Mind Up program (please see Mind Up books for guidance). This will be developed through starters of PSHE lessons and embedding skills learnt throughout the week.

Relationships
Health and wellbeing
Living in wider world

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

Progression of Core Theme 1 – Health and Wellbeing

	End of Key Stage 1	End of Key Stage 2	End of Key Stage 3
Physical Wellbeing	<p style="text-align: center;">Pupils learn...</p> <p style="text-align: center;">about what keeping healthy means; different ways to keep healthy</p> <p style="text-align: center;">about foods that support good health and the risks of eating too much sugar</p> <p style="text-align: center;">about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p style="text-align: center;">about why sleep is important and different ways to rest and relax</p> <p style="text-align: center;">simple hygiene routines that can stop germs from spreading that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p style="text-align: center;">about dental care and visiting the dentist; how to brush teeth</p>	<p style="text-align: center;">Pupils Learn...</p> <p style="text-align: center;">how to make informed decisions about health</p> <p style="text-align: center;">about the elements of a balanced, healthy lifestyle</p> <p style="text-align: center;">about choices that support a healthy lifestyle, and recognise what might influence these</p> <p style="text-align: center;">how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p style="text-align: center;">about what good physical health means; how to recognise early signs of physical illness</p> <p style="text-align: center;">about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p>	<p style="text-align: center;">Pupils Learn...</p> <p style="text-align: center;">how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p style="text-align: center;">to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p style="text-align: center;">the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p style="text-align: center;">simple strategies to help build resilience to negative opinions, judgements and comments</p> <p style="text-align: center;">to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p style="text-align: center;">the importance of, and strategies for, maintaining a balance between school,</p>

	<p>correctly; food and drink that support dental health</p> <p>how to keep safe in the sun and protect skin from sun damage</p> <p>about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>about the people who help us to stay physically healthy</p>	<p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks</p>	<p>work, leisure, exercise, and online activities</p> <p>the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>the importance of sleep and strategies to maintain good quality sleep</p> <p>to recognise and manage what influences their choices about physical activity</p> <p>the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>strategies for maintaining personal hygiene, including oral health, and</p>
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		<p>such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>prevention of infection</p> <p>how to access health services when appropriate</p> <p>the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>
<p>Ourselves, Growing and Changing</p>	<p>Pupils Learn...</p> <p>to recognise what makes them special</p> <p>to recognise the ways in which we are all unique</p> <p>to identify what they are good at, what they like and dislike</p> <p>how to manage when finding things difficult</p>	<p>Pupils Learn...</p> <p>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>that for some people gender identity does not correspond with their biological sex</p> <p>to recognise their individuality and personal qualities</p> <p>to identify personal strengths, skills, achievements and interests</p>	<p>Pupils Learn...</p> <p>strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>that certain infections can be spread through sexual activity and that barrier contraceptives offer</p>

	<p>to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>about growing and changing from young to old and how people's needs change</p> <p>about preparing to move to a new class/year group</p>	<p>and how these contribute to a sense of self-worth</p> <p>about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby</p>	<p>some protection against certain sexually transmitted infections (STIs)</p>
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		<p>being made); how babies need to be cared for</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>about the new opportunities and responsibilities that increasing independence may bring</p> <p>strategies to manage transitions between classes and key stage</p>	
<p>Keeping Safe</p>	<p>Pupils Learn...</p> <p>about rules and age restrictions that keep us safe</p> <p>to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>that household products (including medicines) can be harmful if not used correctly</p> <p>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre,</p>	<p>Pupils Learn...</p> <p>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>how to predict, assess and manage risk in different situations</p> <p>about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>about the importance of taking medicines correctly and using</p>	<p>Pupils Learn...</p> <p>how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>

	<p>park, swimming pool, on the street) and how to cross the road safely</p> <p>about the people whose job it is to help keep us safe</p> <p>basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>about what to do if there is an accident and someone is hurt</p> <p>how to get help in an emergency (how to dial 999 and what to say)</p>	<p>household products safely, (e.g. following instructions carefully)</p> <p>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think</p>	
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		<p>they or someone they know might be at risk</p>	
<p>Drugs, Alcohol and Tobacco</p>	<p>Pupils Learn...</p> <p>about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Pupils Learn...</p> <p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Pupils Learn...</p> <p>the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>the personal and social risks and consequences of substance use and misuse including occasional use</p>

			<p>the law relating to the supply, use and misuse of legal and illegal substances</p> <p>about the concepts of dependence and addiction including awareness of help to overcome addictions</p>
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Progression of Core Theme 2 – Relationships

	End of Key Stage 1	End of Key Stage 2	End of Key Stage 3
Families and close positive relationships	<p>Pupils learn... about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>to identify the people who love and care for them and what they do to help them feel cared for</p> <p>about different types of families including those that may be different to their own</p> <p>to identify common features of family life</p> <p>that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Pupils Learn... to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>	<p>Pupils Learn... about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>the difference between biological sex, gender identity and sexual orientation to recognise that sexual attraction and sexuality are diverse</p> <p>that marriage is a legal, social and emotional commitment</p>

		<p>that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>that the portrayal of sex in the media and social media (including pornography) can affect expectations of relationships and sex</p> <p>how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>to further develop and rehearse the skills of team working</p> <p>to further develop the skills of active listening, clear</p>
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			<p>communication, negotiation and compromise</p> <p>strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>to develop conflict management skills and strategies to reconcile after disagreements</p> <p>to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
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			<p>the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>
<p>Friendships</p>	<p>Pupils Learn...</p> <p>about how people make friends and what makes a good friendship</p> <p>about how to recognise when they or someone else feels lonely and what to do</p> <p>simple strategies to resolve arguments between friends positively</p> <p>how to ask for help if a friendship is making them feel unhappy</p>	<p>Pupils Learn...</p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>the importance of seeking support if feeling lonely or excluded</p>	<p>Pupils Learn...</p> <p>to recognise peer influence and to develop strategies for managing it, including online</p> <p>the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>motivations, misconceptions and consequences of carrying weapons and strategies for</p>

		<p>that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>managing pressure to carry a weapon</p>
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Managing hurtful behaviour and bullying

Pupils Learn...

that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

about how people may feel if they experience hurtful behaviour or bullying

that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Pupils Learn...

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination: what it means and how to challenge it

Pupils Learn..

the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

the impact of stereotyping, prejudice and discrimination on individuals and relationships

about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Safe relationships

Pupils Learn...

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

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

how to respond safely to adults they don't know

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

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

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

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

Pupils Learn...

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

about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

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

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

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and

Pupils Learn...

to clarify and develop personal values in friendships, love and sexual relationships

the importance of trust in relationships and the behaviours that can undermine or build trust

to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

that everyone has the choice to delay sex, or to enjoy intimacy without sex
that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

about the law relating to sexual consent
how to seek, give, not give and withdraw consent (in all contexts, including online)

that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision

	<p>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>when it is right to break a confidence or share a secret.</p> <p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>should always be respected</p> <p>to gauge readiness for sexual intimacy</p> <p>the impact of sharing sexual images of others without consent</p> <p>how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>that intimate relationships should be pleasurable</p>
<p>Respecting self and others</p>	<p>Pupils Learn...</p> <p>about what is kind and unkind behaviour, and how this can affect others</p> <p>about how to treat themselves and others with respect; how to be polite and courteous</p> <p>to recognise the ways in which they are the same and different to others</p> <p>how to listen to other people and play and work cooperatively</p>	<p>Pupils Learn...</p> <p>personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>Pu</p>

	<p>how to talk about and share their opinions on things that matter to them</p>	<p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>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>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
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Progression of Core Theme 3 – Living in the Wider World

	End of Key Stage 1	End of Key Stage 2	End of Key Stage 3
Shared responsibilities	<p>Pupils learn...</p> <p>about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p>	<p>Pupils Learn...</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>to recognise there are human rights, that are there to protect everyone</p> <p>about the relationship between rights and responsibilities</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	

<p>Communities</p>	<p>Pupils Learn...</p> <p>about the different groups they belong to</p> <p>about the different roles and responsibilities people have in their community</p> <p>to recognise the ways they are the same as, and different to, other people</p>	<p>Pupils Learn...</p> <p>About the different groups that make up their community; what living in a community means</p> <p>to value the different contributions that people and groups make to the community</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	

Media literacy & digital resilience

Pupils Learn...

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

about the role of the internet in everyday life

that not all information seen online is true

Pupils Learn...

Recognise ways in which the internet and social media can be used both positively and negatively

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

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

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

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

about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the

Pupils Learn...

that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

to understand how the way people present themselves online can have positive and negative impacts on them

		<p>reliability of sources and identify misinformation</p>	<p>to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>
<p>Economic wellbeing: Money</p>	<p>Pupils Learn...</p> <p>what money is; forms that money comes in; that money comes from different sources</p> <p>that people make different choices about how to save and spend money</p> <p>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>Pupils Learn...</p> <p>about the different ways to pay for things and the choices people have about this</p> <p>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade,</p>	<p>Pupils Learn...</p> <p>to assess and manage risk in relation to financial decisions that young people might make</p> <p>about values and attitudes relating to finance, including debt</p> <p>to manage emotions in relation to money</p> <p>to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p>

	<p>that money needs to be looked after; different ways of doing this</p>	<p>buying single-use plastics, or giving to charity)</p> <p>to recognise that people make spending decisions based on priorities, needs and wants</p> <p>different ways to keep track of money</p> <p>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>to identify the ways that money can impact on people's feelings and emotions</p>	<p>recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>
<p>Economic wellbeing: Aspirations, work and career</p>	<p>Pupils Learn...</p> <p>that everyone has different strengths</p> <p>that jobs help people to earn money to pay for things</p>	<p>Pupils Learn...</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>that there is a broad range of different jobs/careers that</p>	<p>Pupils Learn...</p> <p>about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p>

	<p>different jobs that people they know or people who work in the community do</p> <p>about some of the strengths and interests someone might need to do different jobs</p>	<p>people can have; that people often have more than one career/type of job during their life</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>about different work roles and career pathways, including clarifying their own early aspirations</p> <p>about young people's employment rights and responsibilities</p> <p>to manage emotions in relation to future employment</p>
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		<p>to identify the kind of job that they might like to do when they are older</p> <p>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	
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National Curriculum Mental Health Expectations

	End of Key Stage 1	End of Key Stage 2	End of Key Stage 3
Mental Health	<p>Pupils Learn...</p> <p>about different feelings that humans can experience</p> <p>how to recognise and name different feelings</p> <p>how feelings can affect people's bodies and how they behave</p> <p>how to recognise what others might be feeling</p> <p>to recognise that not everyone feels the same at the same time, or feels the same about the same things</p>	<p>Pupils Learn...</p> <p>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>to recognise that feelings can change over time and range in intensity</p>	<p>Pupils Learn...</p> <p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these</p> <p>the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>

	<p>about ways of sharing feelings; a range of words to describe feelings</p> <p>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>about everyday things that affect feelings and the importance of expressing feelings</p> <p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>about change and loss, including death, and how these can affect</p>	<p>a range of healthy coping strategies and ways to promote wellbeing and</p> <p>boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</p> <p>how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>
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		<p>feelings; ways of expressing and managing grief and bereavement</p> <p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	
<u>Mind Up</u>	<p>Mind Up helps to promote an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences and the capacity of each member of the community to grow as a person and a learner. Through the weeks the children will learn about the brain and how it functions in the process gaining insight into their minds and behaviours as well as the people around them.</p> <p>The Mind Up programme will be delivered at the start of each PSHE lesson. The skills and knowledge learnt through Mind Up should then be embedded into everyday classroom life and learning.</p>		
Unit Title	Objectives for Key Stage 1 and 2		
How our brains work	<ul style="list-style-type: none"> - Children will identify the amygdala, the hippocampus and the prefrontal cortex (PFC) on a diagram of the brain <ul style="list-style-type: none"> - Children will give a simple definition of these three parts of the brain 		
Mindful awareness	<ul style="list-style-type: none"> - Children will be able to define and describe the difference between mindful and unmindful thought and actions <ul style="list-style-type: none"> - Children will apply the concept of mindful awareness to their own lives 		

The core practice	<ul style="list-style-type: none">- Children will learn an exercise that combines listening and breathing to calm and focus their minds<ul style="list-style-type: none">- Children discover the importance of practicing focusing exercises regularly
Mindful listening	<ul style="list-style-type: none">- Children will train their attention on specific sounds and try to identify those sounds- Children will learn how mindful listening skills can help them concentrate more successfully
Mindful seeing	<ul style="list-style-type: none">- Children will practice focusing their attention on an object and describe the visual details they observe<ul style="list-style-type: none">- Children will strengthen their visual vocabulary and memory through mindful seeing
Mindful smelling	<ul style="list-style-type: none">- Children focus their attention through their sense of smell and describe their observations<ul style="list-style-type: none">- Children identify thoughts and feelings triggered by various scents
Mindful tasting	<ul style="list-style-type: none">- Children will focus on savoring a morsel of food and describe their experience- Children will identify ways that mindful taste can help them eat healthily

Mindful movement 1	<ul style="list-style-type: none">- Children will focus their attention on internal and physical sensations, in both a relaxed and active state<ul style="list-style-type: none">- Children will monitor their own heart rate and exercise control over breathing and heart rate
Mindful movement 2	<ul style="list-style-type: none">- Children will mindfully control their balance and describe the sensations they experience<ul style="list-style-type: none">- Children will connect mindful balancing to being well-balanced in life
Perspective talking	<ul style="list-style-type: none">- Children will identify different perspectives of characters in a story- Children will apply open minded perspective linking to social situations in their own lives
Choosing optimism	<ul style="list-style-type: none">- Children will define two different minds-sets (optimism and pessimism) used to think about, react to and approach a problem- Children will practice strategies that help them to develop and maintain optimism in their own lives
Appreciating happy experiences	<ul style="list-style-type: none">- Children will visualise and describe their thoughts, feelings and physical sensations during a pleasurable experience<ul style="list-style-type: none">- Children will use recalling a pleasurable experience as a way to build optimism

Expressing gratitude	<ul style="list-style-type: none">- Children will learn the meaning of gratitude and the importance of expressing gratitude- Children identify things in their life for which they are grateful
Performing acts of kindness	<ul style="list-style-type: none">- Children will find three opportunities to show kindness and perform three acts of kindness- Children will explore the benefits – for themselves and for others – of being kind
Mindful action in the world	<ul style="list-style-type: none">- Children will work cooperatively to plan and perform an act of kindness for the school or larger community- Children will reflect on their feelings as they make a positive difference through kind actions

Overview: Year 1

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme</u>	<u>In this unit of work, pupils learn...</u>	<u>Resources to support planning</u>
Autumn 1	What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/nsppc-underwear-rule-resources
Autumn 2	Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/metro-charity

			<p>do to make them feel loved and cared for</p> <ul style="list-style-type: none"> • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	
Spring 1	What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>https://www.bbc.co.uk/bitesize/clips/zgtr82p</p> <p>https://www.tes.com/teaching-resource/people-who-keep-us-healthy-6037779</p>

Spring 2	What can we do with money?	Living in the wider world Money; making choices; needs and wants	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	https://www.twinkl.co.uk/resource/t-lf-255404-pshe-and-citizenship-year-1-money-matters-lesson-2-keep-it-safe-lesson-pack https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf
Summer 1	Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, 	https://www.tes.com/teaching-resource/who-can-keep-us-safe-6104628

			including how to dial 999 in an emergency and what to say	
Summer 2	How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and workco-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's

Overview: Year 2

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme</u>	<u>In this unit of work, pupils learn...</u>	<u>Resources to support planning</u>
Autumn 1	What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p>
Autumn 2	What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/metro-charity</p>

Spring 1	What jobs do people do?	Living in the wider world People and jobs; money; role of the internet	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	https://www.bbc.co.uk/bitesize/clips/zgtr82p https://www.tes.com/teaching-resource/people-who-keep-us-healthy-6037779
Spring 2	What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	https://www.tes.com/teaching-resource/who-can-keep-us-safe-6104628
Summer 1	What helps us grow and	Health and wellbeing	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect 	Dimensions

	stay healthy?	Being healthy: eating, drinking, playing and sleeping	<p>their health, including dental health</p> <ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	
Summer 2	How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's</p>

Overview: Year 3

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme</u>	<u>In this unit of work, pupils learn...</u>	<u>Resources to support planning</u>
Autumn 1	How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and
Autumn 2	What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross

			<p>routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <ul style="list-style-type: none"> • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	
Spring 1	What are families like?	Relationships Families; family life; caring for each other internet	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education
Spring 2	What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan

Summer 1	Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	Dimensions
Summer 2	Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p style="text-align: center;"> https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's </p>

Overview: Year 4

Term	Enquiry Question	Theme	In this unit of work, pupils learn...	Resources to support planning
Autumn 1	What strengths, skills and interests do we have?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars
Autumn 2	How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's

			<p>respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <ul style="list-style-type: none"> • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
Spring 1	How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint
Spring 2	How will we grow and change?	Health and wellbeing Growing and changing; puberty	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0
Summer 1	How can our choices make a difference to others and	Living in the wider world	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment 	https://www.pshe-association.org.uk/curriculum-and-

	the environment?	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<p>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <ul style="list-style-type: none"> • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and • compassionate way 	<p>resources/resources/tackling-plastic-pollution-lesson-plan</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood</p>
Summer 2	How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware 	<p>https://www.pshe-association.org.uk/content/gambling</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p>

			of a situation that is anti-social or against the law	
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Overview: Year 5

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme</u>	<u>In this unit of work, pupils learn...</u>	<u>Resources to support planning</u>
Autumn 1	What makes up a person's identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<p style="text-align: center;">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p> <p style="text-align: center;">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p style="text-align: center;">https://www.pshe-association.org.uk/metro-charity</p>
Autumn 2	What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current 	<p style="text-align: center;">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p style="text-align: center;">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p style="text-align: center;">https://www.pshe-association.org.uk/metro-charity</p>

			<p>accounts/savings; store card/ credit cards; loans)</p> <ul style="list-style-type: none"> • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	resources/resources/creating-dementia-friendly-generation-alzheimer's
Spring 1	How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross
Spring 2	How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety

			<p>worried, unsafe or uncomfortable</p> <ul style="list-style-type: none"> how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	
Summer 1	How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>https://www.twinkl.co.uk/resource/cfe2-p-37-drugs-and-substance-misuse-powerpoint</p> <p>http://www.tranmerepark.leeds.sch.uk/wp-content/uploads/2018/05/DATE-Topic-Plan-Y4.pdf</p>
Summer 2	What jobs would we like?	Living in the wider world Careers; aspirations;	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some 	<p>https://www.tes.com/teaching-resource/what-will-you-do-when-you-grow-up-3011875</p>

		role models; the future	<p>maybe voluntary (unpaid)</p> <ul style="list-style-type: none">• about the skills, attributes, qualifications and training needed for different jobs• that there are different ways into jobs and careers, including college, apprenticeships and university• how people choose a career/job and what influences their decision, including skills, interests and pay• how to question and challenge stereotypes about the types of jobs people can do• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	<p>https://www.tes.com/teaching-resource/year-five-seal-going-for-goals-6311988</p>
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Overview: Year 6

Term	Enquiry Question	Theme	In this unit of work, pupils learn...	Resources to support planning
Autumn	How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving 	<p style="text-align: center;"> https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources </p>

			<p>them</p> <ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	
<p>Spring</p>	<p>How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online xsafety</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-‘let’s-watch-film-making-choices</p>

			<ul style="list-style-type: none"> • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p>
<p>Summer</p>	<p>What will change as we become more independent? How do friendships change as we grow?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p>

			<p>adulthood</p> <ul style="list-style-type: none">• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made• how growing up and becoming more independent comes with increased opportunities and responsibilities• how friendships may change as they grow and how to manage this• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing	<p>resources/resources/nspcc-‘making-sense-relationships’-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p>
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