

Highlighted Yellow = Assessment

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Subject - PSHE 	<b>Year 3</b>	<b>Topics</b>	<b>Being Healthy</b>	<b>Difference and Diversity</b>	<b>Exploring Emotions</b>	<b>Relationships</b>	<b>Being Responsible</b>	<b>Bullying Matters</b>
<p>Key learning from national curriculum (See Appendix A)            Core Themes: Relationships – Friendship (R10, R11, R12, R13, R14, R16, R18), family and close positive relationships (R1, R2, R3, R4, R7, R9); managing hurtful behavior and bullying (R21); safe relationships; respecting self and others            Health and Wellbeing – Healthy lifestyles (physical wellbeing H6, H7); mental wellbeing; Keeping Safe; Drugs (including alcohol and tobacco)            Living in the wider world – Shared responsibilities (L1, L2, L3, L4); Communities (L6, L7, L8, L9); Media Literacy and Digital resilience; Economic wellbeing (Money, Aspirations, Work and Career)</p>								
<p><b>Intent</b>            To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</p>			<p><b>Implementation</b>            To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.</p>			<p><b>Impact</b>            Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community.            A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential.            To continue to foster positive relationships with their peers and adults, where they continued to feel valued.            To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.            Pupils will achieve age related expectations across the wider curriculum.</p>		

<p>Prior learning</p> <ul style="list-style-type: none"> <li>Content from KS1. See Appendix A (Ravensdale Junior School uses the Jigsaw scheme)</li> </ul>	<p>Future learning</p> <ul style="list-style-type: none"> <li>Year 4 Curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe</li> </ul>
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What pupils need to know or do to be secure					
<p><b>Topic-Being Healthy</b>            Theme: Health and Wellbeing:            H1, H2, H3, H4, H6, H7, H8, H9, H11, H12, H13, H16            PSHE Matters scheme, BBC Citizenship pack, Activators, The health pack, Eat Well.</p>	<p><b>Topic-Difference and Diversity</b>            Themes:            Relationships: R31, R32, R34            Living in the Wider World: L9, L10            Health and Wellbeing: H25, H27            PSHE matters scheme, Prevent resources online.</p>	<p><b>Topic-Exploring Emotions</b>            Theme: Health and Wellbeing:            H15, H16, H17, H18, H19, H20, H21, H24            PSHE Matters scheme, R Time</p>	<p><b>Topic- Relationships</b>            Theme: Relationships:            R1, R6, R7, R8, R10, R11, R14, R16, R27            PSHE Matters scheme, Commando Joes, R Time, Christopher Winters Project</p>	<p><b>Topic- Being Responsible</b>            Theme: Living in the Wider World:            L1, L2, L3, L4, L5            PSHE Scheme, Parliament Pack, Commando Joes</p>	<p><b>Topic- Bullying Matters</b>            Theme: Relationships:            R13, R17, R18, R19, R20, R21, R30            PSHE Matters scheme, R Time, Resources form Anti Bullying week, A young person's guide to...</p>
Key Vocabulary					
<p>Physical, mental and emotional health, balanced life style, informed choices, diet, choices, goals.</p>	<p>Equal, discrimination, stereotypes</p>	<p>Emotions, strategies, disputes, good/not so good feelings, management, conflict</p>	<p>Positive, healthy, relationships, break a confidence, share a secret, personal boundaries</p>	<p>Topical issues, rights and responsibilities, community</p>	<p>Consequences, discrimination, teasing, aggressive behavior, cyber bullying, prejudice-based language, trolling</p>
<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning /knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>

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<p>H1. Identifying what affects their physical/ mental health.  H2. Understanding what a balanced, healthy lifestyle means.  H3. Understanding what might influence our choices.  H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.  H6. Explaining what constitutes a healthy diet.  H7. Recognising opportunities to be physically active.  H8. Understanding routines that support good quality sleep.  H9. Identifying hygiene routines that can limit the spread of infection.  H11. Talking about how to maintain good mouth hygiene.  H12. Understanding the benefits/risks of sun exposure.  H13. Identify strategies for managing/balancing time online/offline.  H16. Recognising behaviours that support good mental health.</p>	<p>R31. Recognising the importance of self-respect and how to respect others.  R32. Respecting and recognising the differences and similarities between people.  R34. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with.  L9. Understanding and challenging stereotypes.  L10. Recognising behaviours/actions which discriminate against others.  H25. Identifying what contributes to who we are.  H27. Recognising their individuality and personal qualities.</p>	<p>H15. Recognising the importance of taking care of mental health.  H16. Identifying strategies and behaviours that support mental health.  H17. Recognising feelings can change over time and range in intensity.  H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.  H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.  H20. Identifying strategies that they could use to respond to feelings.  H21. Identifying how to seek support for themselves and others.  H24. Identifying strategies for dealing with emotions.</p>	<p>R1. Recognising that there are different types of relationships.  R6. Recognising the different ways people care for each other.  R7. Recognising and respecting that there are different family structures.  R8. Recognising the characteristics of healthy family life.  R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.  R11. Identifying what constitutes a positive healthy friendship.  R14. Comparing the difference between healthy/unhealthy friendships.  R16. Understanding the benefits of having different types of friends.  R27. Recognising the risks associated with keeping a secret.</p> <p style="text-align: center;"><b>RSE – Valuing Others and Keeping Safe</b>  Christopher Winters Project</p> <p>Gender roles, penis, testicles, vagina, fostering</p> <p><b>R 3a</b> – Identify people are unique and respect differences  Differences between male and female bodies.  <b>R 2a, 3b, d,f,5a,b,c,d,f,g</b> – consider appropriate and inappropriate contact and consent.  <b>R 1a,b,c,d,f, 5d,f,g,h</b> – Explore different types of families and who to go to for help and support.</p>	<p>L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.  L2. Recognising there are human rights, that are there to protect everyone.  L3. Understanding the relationship between rights and responsibilities.  L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern.  L5. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p>	<p>R13. Recognising the importance of seeking support if feeling lonely or excluded.  R17. Identifying positive strategies that may help to resolve disputes in friendships.  R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.  R19. Recognising the impact of bullying and the consequences of hurtful behaviour.  R20. Suggesting strategies to respond to hurtful behaviour.  R21. Discussing what discrimination means and how to challenge it.  R30. Recognising that our own behaviour can affect other people.</p>
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**Key skills**

Relationships	Health and Well being	Living in the Wider World
<p>Communicate effectively with others, showing respect.  Form and maintain positive relationships.  Understand that their actions affect themselves and others.  Work collaboratively and co-operatively.  Listen to others' points of view and respond appropriately.  Use effective strategies to resolve conflicts.  To challenge stereotypes and to view everyone as equal.</p>	<p>Live a healthy life style which includes eating a balance diet, exercising and relaxation.  Act responsibly when using social media and other online apps.  Recognise a range of feelings and use appropriate strategies to manage emotions.</p>	<p>Confidently explain opinions.  To follow rules and carry out responsibilities.  Act in a non-aggressive way towards others when resolving issues.  To know and use their network of support effectively.  Show tolerance towards people different from themselves.  To have a firm understanding of their own identity and how they fit into their community.</p>

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**Work in books expectations:** At least 2 pieces of written work for each topic area. (12 pieces in total over a year)  
 Witten work ideas: Cartoon strip, diamond 9, role on the wall/gingerbread man, A-Z, written debate, speech bubbles, Draw and Write, for and against, poetry, leaflet, poster, Agony aunt replies.

Subject - PSHE 	<b>Year 4 Topics</b>	<b>Drug Education</b>	<b>Being Me</b>	<b>Changes</b>	<b>Growing Up</b>	<b>Money Matters</b>	<b>Being Safe</b>
Key learning from national curriculum Core Themes: Relationships – Friendship (R10, R13, R16), family and close positive relationships (R4, R8); managing hurtful behavior and bullying; safe relationships; respecting self and others Health and Wellbeing – Healthy lifestyles (physical wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H14,); mental wellbeing (H15, H18, H20, H21, H22, H23, H24); Keeping Safe; Drugs (including alcohol and tabaco H25) Living in the wider world – Shared responsibilities; Communities (L7, L9, L10,); Media Literacy and Digital resilience (L11, L12, L13, L14, L16); Economic wellbeing (Money, Aspirations, Work and Career)							

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.	To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.	Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community. A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. To continue to foster positive relationships with their peers and adults, where they continued to feel valued. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Pupils will achieve age related expectations across the wider curriculum.

<b>Prior learning</b>	<b>Future Learning</b>
<ul style="list-style-type: none"> <li>Year 3 Curriculum - Being Healthy, Difference and Diversity, Exploring Emotions, Relationships, Being Responsible (including RSE - Valuing difference and Keeping Safe), Bullying Matters</li> </ul>	<ul style="list-style-type: none"> <li>Year 5 Curriculum (Building on from year 3) - Being Healthy, Difference and Diversity, Exploring Emotions, Relationships, Being Responsible, Bullying Matters, Puberty (RSE)</li> </ul>

What pupils need to know or do to be secure					
<b>Topic-Drug Education</b>	<b>Topic- Being Me</b>	<b>Topic- Changes</b>	<b>Topic- Growing Up</b>	<b>Topic- Money Matters</b>	<b>Topic- Being Safe</b>
<b>Theme: Health and Wellbeing:</b> H4, H10, H38, H39, H40, H41, H44, H46 PSHE Matters scheme. DARE, DCC planning folder	<b>Themes: Living in the Wider World:</b> L6, L7, L8, L10, L25 <b>Relationships:</b> R30, R32, R33 <b>Health and Wellbeing:</b> H25 PSHE Matters scheme, books in resources, R Time	<b>Theme: Health and Wellbeing:</b> H17, H18, H19, H21, H23, H24, H36 PSHE Matters scheme, books in resources, Transition booklets	<b>Themes: Health and Wellbeing:</b> H9, H25, H27, H28, H30, H31, H32, H33 <b>Living in the Wider World:</b> L9 <b>Relationships:</b> R22, R26, R29 PSHE Matters Scheme, Living and Growing Channel 4 resources, DCC planning folder, Bettys Bus online, Christopher Winters Project	<b>Theme: Living in the Wider World:</b> L17, L18, L19, L20, L21, L24, L30 PSHE Matters scheme, online resources form banks, Barclays math pack, Santander- My Money Week and Fiver Challenge	<b>Themes: Health and Wellbeing:</b> H13, H37, H38, H39, H41, H42, H43, H44 <b>Relationships:</b> R12, R22, R23, R24, R25, R26, R28 <b>Living in the Wider World:</b> L11, L12, L13, L14, L15, L16 PSHE Matters scheme, I can feel safe booklets, NSPCC visitors
Key Vocabulary					
Risk, safe, harmful, misuse, substances, staying safe	Responsibilities, community, identities	Confliction emotions, positivity	Media, reality, hygiene, puberty, human reproduction, healthy	Voluntary, charity, money, interest, loan, debt, tax, enterprise	Risks, safe, digital responsible, strategies

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Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge
<p>H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.</p> <p>H10. Understanding how medicines, when used responsibly, contribute to health.</p> <p>H38. Identifying how to predict, assess and manage risk.</p> <p>H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.</p> <p>H40. Understanding the importance of taking medicines correctly and using household products safely.</p> <p>H41. Identifying strategies for keeping safe.</p> <p>H44. How to respond and react in an emergency situation.</p> <p>H46. Learning about the risks and effects of legal drugs common to everyday life.</p>	<p>L6. Identifying the different groups that make up their community.</p> <p>L7. Identifying the different contributions that people/groups make to the community.</p> <p>L8. Explore diversity: what it means; the benefits of living in a diverse community.</p> <p>L10. Recognising behaviours/actions which discriminate against others.</p> <p>L25. Recognising positive things about themselves/achievements.</p> <p>H25. Identifying what contributes to who we are.</p> <p>R30. Recognising that our own behaviour can affect other people.</p> <p>R32. Recognising the differences and similarities between people.</p> <p>R33. Listening to and responding respectfully to a wide range of people.</p>	<p>H17. Recognising that feelings can change over time, and range in intensity.</p> <p>H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</p> <p>H19. Using a varied vocabulary when talking about feelings.</p> <p>H21. Recognising the signs when someone may be struggling and understand how to seek support.</p> <p>H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</p> <p>H24. Identifying strategies for dealing with emotions, challenges and change.</p> <p>H36. Identifying strategies to manage transitions between classes and key stages.</p>	<p>H9. Understanding that everyday hygiene routines can limit the spread of infection.</p> <p>H25. Identifying what contributes to who we are.</p> <p>H27. Recognising their individuality and personal qualities. (Covered in year 3 CWP)</p> <p>H28. Identifying personal strengths, skills, achievements and interests.</p> <p>H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</p> <p>H31. Identifying the physical and emotional changes that happen when approaching/during puberty.</p> <p>H32. Identifying the importance of keeping clean and how to maintain personal hygiene.</p> <p>H33. Understanding the human life cycle.</p> <p>R22. Understanding privacy and personal boundaries.</p> <p>R26. Recognising what seeking and giving permission (consent) means.</p> <p>R29. Explaining where to get advice or report concerns if worried.</p> <p>L9: Learning about stereotypes. (Covered in year 3 CWP)</p> <p><b>RSE – Growing up</b>          Christopher Winters project          egg, feelings, Puberty, reproduction, breast, sperm</p> <p><b>H 8a</b> – Explore the human lifecycle, basic facts about puberty.  <b>H 6a,,b,c,d, f, 9a</b> – Explore how puberty is linked to reproduction  <b>R 2b,c,d,e, 3a,b,d,e,f,h, 4d,b</b> – Explore a range of relationships, Characteristics of a healthy relationship.</p>	<p>L17. Understanding the different ways to pay for things.</p> <p>L18. Identifying that people attitudes towards saving/spending is different.</p> <p>L19. Recognising that people’s spending decisions can affect others and the environment.</p> <p>L20. Recognising that people make spending decisions based on needs and wants.</p> <p>L21. Recognising different ways of keeping track of money.</p> <p>L24. Identifying the ways that money can impact on people’s feelings.</p> <p>L30. Identifying some of the skills that may help them in their future careers.</p>	<p>H13. Identifying strategies for balancing time online/offline.</p> <p>H37. Identifying reasons for following age regulations and restrictions.</p> <p>R12/H38. Identifying how to predict, assess and manage risk in different situations.</p> <p>H39. Understanding what they can do reduce risks and keep safe.</p> <p>H41. Identifying strategies for keeping safe in the local environment.</p> <p>H42. Identifying strategies for keeping safe online.</p> <p>H43. Demonstrating basic techniques for dealing with common injuries.</p> <p>H44. Understanding how to respond in an emergency situation.</p> <p>R22. Understanding privacy and personal boundaries.</p> <p>R23/R24. Recognising on-line risks.</p> <p>R25. Recognising acceptable/unacceptable physical contact.</p> <p>R26. Understanding about seeking and giving permission</p> <p>R28. Recognising pressure from others. L11- L16.</p> <p>Recognising ways in which the internet and social media can be used both positively/negatively.</p>
<b>Key skills</b>					
Relationships		Health and Well being		Living in the Wider World	

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<ul style="list-style-type: none"> <li>To know the different relationships they have.</li> <li>To know what kind of physical contact is acceptable/unacceptable and how to respond appropriately, using their network of support.</li> <li>Challenge stereotypes and to view everyone as equal.</li> </ul>	<ul style="list-style-type: none"> <li>Make the right choices to lead a 'balanced lifestyle'.</li> <li>Does not believe everything they see and read in the media.</li> <li>Reflect on own strengths and weaknesses</li> <li>Recognise a range of feelings and use appropriate strategies to manage emotions.</li> <li>Use positive ways to face new challenges such as transition.</li> <li>Recognise, predict and manage risks in different situations and to know that their actions have consequences for themselves and others.</li> <li>To use their network of support if placed in a difficult situation.</li> </ul>	<ul style="list-style-type: none"> <li>To follow the rules, rights and responsibilities at school, home and community.</li> <li>Demonstrate strategies to resolve differences.</li> <li>To be an active part of a community and use local and national groups that can support them.</li> <li>To show understanding of different beliefs and values in society.</li> <li>Develop skills to become a critical consumer.</li> <li>Demonstrate their enterprise skills.</li> </ul>
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**Work in books expectations:** At least 2 pieces of written work for each topic area. (12 pieces in total over a year)

Written work ideas: Cartoon strip, diamond 9, role on the wall/gingerbread man, A-Z, written debate, speech bubbles, Draw and Write, for and against, poetry, leaflet, poster, Agony aunt replies.

Subject - PSHE	<b>Year 5</b>	<b>Topics</b>	<b>Being Healthy</b>	<b>Difference and Diversity</b>	<b>Exploring Emotions</b>	<b>Relationships</b>	<b>Being Responsible</b>	<b>Bullying Matters</b>
	<p>Key learning from national curriculum            Core Themes: Relationships – Friendship (R10, R12, R13, R14, R16, R18), family and close positive relationships (R1, R2, R3, R4, R5, R6, R7); managing hurtful behavior and bullying (R20, R21); safe relationships; respecting self and others            Health and Wellbeing – Healthy lifestyles (physical wellbeing H6, H7); mental wellbeing; Keeping Safe; Drugs (including alcohol and tobacco)            Living in the wider world – Shared responsibilities (L1, L2, L3, L4, L5); Communities (L7, L8, L9); Media Literacy and Digital resilience; Economic wellbeing (Money, Aspirations, Work and Career)</p>							
<b>Intent</b>			<b>Implementation</b>			<b>Impact</b>		
<p>To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</p>			<p>To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.</p>			<p>Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community.            A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential.            To continue to foster positive relationships with their peers and adults, where they continued to feel valued.            To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.            Pupils will achieve age related expectations across the wider curriculum.</p>		

<b>Prior learning</b>	<b>Future Learning</b>
<ul style="list-style-type: none"> <li>Year 4 curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Curriculum (building on from year 4) - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe, Puberty and reproduction</li> </ul>

What pupils need to know or do to be secure					
<b>Topic-Being Healthy</b> Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H6, H7, H8, H9, H11, H12, H13, H14, H16	<b>Topic-Difference and Diversity</b> Themes: Relationships: R20, R21, R30, R31, R32, R34	<b>Topic-Exploring Emotions</b> Theme: Health and Wellbeing: H18, H19, H20, H21, H22, H24, H29  PSHE Matters scheme, R Time	<b>Topic- Relationships</b> Theme: Relationships: R1, R3, R4, R5, R6, R7, R8, R9, R10, R11, R214, R16	<b>Topic - Being Responsible</b> Theme: Living in the Wider World: L1, L2, L3, L4, L5 PSHE Scheme, Parliament Pack, Commando Joes	<b>Topic- Bullying Matters</b> Theme: Relationships: R13, R17, R18, R19, R20, R21, R25, R30

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PSHE Matters scheme, BBC Citizenship pack, Activators, The health pack, Eat Well. Christopher Winters Project	<b>Living in the Wider World: L4, L8, L10, L12</b> <b>Health and Wellbeing: H25, H26, H27, H28</b> PSHE matters scheme, Prevent resources online.		PSHE Matters scheme, Commando Joes, R Time, Christopher Winters Project		PSHE Matters scheme, R Time, Resources form Anti Bullying week, A young person's guide to...
<b>Key Vocabulary</b>					
Physical, emotional and mental health, balanced healthy lifestyle, informed choices, reality, media, goals, habits	Discrimination, stereotypes, sex, gender identity, sexual orientation	Feelings, resolving disputes, good/not so good feelings, emotional, conflict	Relationships, civil partnerships, marriage, forced marriage, confidentiality	Debate, topical issues, British Law, community	Consequences, discrimination, teasing, aggressive behavior, cyber bullying, prejudice-based language, trolling
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge

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<p>H1. Identifying what affects their physical and mental health.  <b>H2. Understanding what a balanced, healthy lifestyle means.</b>  H3. Identifying what influences our choices to have a balanced lifestyle.  <b>H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.</b>  H5. Recognising early signs of physical illness.  H6. Exploring a balanced/unbalanced diet and the effects.  H7. Recognising opportunities/risks associated with an active/inactive lifestyle.  H8. Identifying routines that support good quality sleep; the effects of lack of sleep.  H9. Understand the importance of personal hygiene and how to maintain it.  H11. Identifying good oral hygiene; the impact of lifestyle choices on dental care.  H12. Identifying how to keep safe from sun damage and reduce the risk of skin cancer.  H13. Identifying strategies for managing/balancing time online/offline.  H14. Identifying how and when to seek support if they are worried about their health.  H16. Identify strategies and behaviours that support mental health.</p>	<p>R20. Identifying strategies to respond to hurtful behaviours.  R21. Describing what discrimination means and how to challenge it.  <b>R30. Recognising that our own behaviour can affect other people.</b>  R31. Describing how to respect others.  R32. Respecting/recognising the differences/ similarities between people.  R34. Debating topical issues with respect.  L4. Identifying the importance of having compassion towards others.  <b>L8. Discussing diversity: what it means; the benefits of living in a diverse community.</b>  L10. Understanding prejudice.  L12. Exploring how to make safe, reliable choices from search results.  H25. Identifying what contributes to who we are.  H26. Understanding that for some people gender identity does not correspond with their biological sex.  H27. Recognising their individuality and personal qualities.  H28. Identifying personal strengths, skills, achievements and interests.</p>	<p>H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.  <b>H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</b>  H20. Identifying strategies that they could use to respond to feelings.  H21. Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.  H22. Recognising that anyone can experience mental ill health.  <b>H24. Identifying strategies for dealing with emotions, challenges and change.</b>  H29. Identifying how to reframe unhelpful thinking.</p>	<p><b>R1. Recognising that there are different types of relationships.</b>  R3. Understanding what marriage and civil partnership means.  R4 . Understanding that forced marriage is a crime.  R5. Recognising different types of loving, caring and committed relationships.  <b>R6. Identifying the difference between healthy/ unhealthy relationships.</b>  R7. Recognising and respecting that there are different family structures.  R8 .Recognising the characteristics of healthy family life.  R9 .Recognising how to seek advice if family relationships make them unhappy.  R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.  R11. Identifying what constitutes a positive healthy friendship.  R14. Comparing the difference between healthy/ unhealthy friendships.  R16. Exploring how friendships can change and the benefits of having different types of friends.</p>	<p><b>L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</b>  <b>L2. Recognising there are human rights, that are there to protect everyone.</b>  L3. Understanding the relationship between rights and responsibilities.  L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern.  L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.</p>	<p>R13. Recognising the importance of seeking support if feeling lonely or excluded.  <b>R17. Identifying positive strategies that may help to resolve disputes in friendships.</b>  <b>R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.</b>  R19. Recognising the impact of bullying and the consequences of hurtful behaviour.  R20. Suggesting strategies to respond to hurtful behaviour.  R21. Discussing what discrimination means and how to challenge it.  R25. Identifying strategies to respond to unwanted touch.  R30. Recognising that our own behaviour can affect other people.</p>
<b>Puberty</b>					
Christopher Winters Project					
Menstruation, semen, pubic hair spots, moods, sweat, sanitary towels					

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H 6c,d,f, 8a,b, 9a – Explore emotional and physical changes during puberty H 8a,8b – to understand male and females changes in more detail. H 6a,b,c,d,e,f, - Puberty and hygiene, where to get support during puberty.					
Key skills					
Relationships	Health and Well being			Living in the Wider World	
<ul style="list-style-type: none"> <li>Communicate their feelings to others, using appropriate means.</li> <li>Maintain and form good relationships knowing the difference between a healthy and an unhealthy relationship.</li> <li>Understand that their actions affect themselves and others.</li> <li>To know what kind of physical contact is acceptable/unacceptable and how to respond appropriately.</li> <li>Work collaboratively, co-operatively and show respect.</li> <li>Listen to others' points of view and respond appropriately.</li> <li>Resolves conflicts using appropriate strategies.</li> <li>To challenge stereotypes, treat everyone as equal.</li> </ul>	<ul style="list-style-type: none"> <li>To live a 'balanced lifestyle'. Demonstrates they know how to keep healthy both mentally and physically.</li> <li>Not to take everything you see at face value when using media.</li> <li>To know their strengths and suggest areas for improvement.</li> <li>Identify a range of feeling they have and how to manage their emotions effectively.</li> <li>To ask questions confidently</li> <li>To know where to access support</li> </ul>			<ul style="list-style-type: none"> <li>Can give own opinions on topical debates.</li> <li>To know why rules and laws are needed in different situations and follow them.</li> <li>Demonstrates that people have basic human rights and they are there to protect everyone.</li> <li>Demonstrate strategies to resolve differences.</li> <li>Shows respect and show tolerance towards people different from themselves.</li> <li>To know their own identity and how they fit into their community.</li> <li>Access local and national groups that support them.</li> </ul>	
<p><b>Work in books expectations:</b> <u>At least 2 pieces of written work for each topic area.</u> (12 pieces in total over a year)          Witten work ideas: Cartoon strip, diamond 9, role on the wall/gingerbread man, A-Z, written debate, speech bubbles, Draw and Write, for and against, poetry, leaflet, poster, Agony aunt replies.</p>					

Subject - PSHE	Year 6 Topics	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
	<p>Key learning from national curriculum          Core Themes: Relationships – Friendship(R13), family and close positive relationships (R2, R5); managing hurtful behavior and bullying; safe relationships; respecting self and others          Health and Wellbeing – Healthy lifestyles (physical wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H14); Mental Health (H15, H16, H18, H19, H21); Keeping Safe; Drugs (including alcohol and tabaco)          Living in the wider world – Shared responsibilities (L1); Communities (L7, L9) Media Literacy and Digital resilience (L13, L14, L15, L16); Economic wellbeing (Money (L18), Aspirations, Work and Career)</p>						
<p><b>Intent</b>          To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</p>			<p><b>Implementation</b>          To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.</p>			<p><b>Impact</b>          Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community.          A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential.          To continue to foster positive relationships with their peers and adults, where they continued to feel valued.          To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.          Pupils will achieve age related expectations across the wider curriculum.</p>	

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		Children will be prepared for transition to secondary school and any other future changes and challenges.
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Prior learning	Future Learning
<ul style="list-style-type: none"> <li>Year 5 curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe, Puberty (RSE)</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 3 – See Appendix B</li> </ul>

What pupils need to know or do to be secure					
<b>Topic-Drug Education</b> <b>Theme: Health and Wellbeing:</b> H4, H44, H46, H47, H48, H49, H50, R15 PSHE Matters scheme. DARE, DCC planning folder	<b>Topic- Being Me</b> <b>Themes: Living in the Wider World:</b> L6, L7, L8, L10, L25 <b>Relationships: R30, R32, R33</b> <b>Health and Wellbeing: H25</b> PSHE Matters scheme, books in resources, R Time	<b>Topic- Changes</b> <b>Theme: Health and Wellbeing:</b> H17, H18, H19, H21, H23, H24, H36 PSHE Matters scheme, books in resources, Transition booklets	<b>Topic- Growing Up</b> <b>Themes: Health and Wellbeing:</b> H27, H28, H30, H31, H32, H33, H34, H35 <b>Relationships: R2, R26, R29</b> <b>Living in the Wider World: L11, L16</b> <b>H27. Recognising their individuality and personal qualities.</b> PSHE Matters Scheme, Living and Growing Channel 4 resources, DCC planning folder, Bettys Bus online	<b>Topic- Money Matters</b> <b>Theme: Living in the Wider World:</b> L21, L22, L23, L24, L25, L26, L27, L28, L29, L30, L31, L32 PSHE Matters scheme, online resources form banks, Barclays math pack, Santander- My Money Week and Fiver Challenge	<b>Topic- Being Safe</b> <b>Theme: Health and Wellbeing:</b> H13, H37, H38, H39, H41, H42, H43, H44 <b>Relationships: R23, R28, R29</b> <b>Living in the Wider World: L11, L12, L13, L14, L15, L16</b> PSHE Matters scheme, I can feel safe booklets, NSPCC visitors

Key Vocabulary					
Informed choices, substances, risks, effects, influences, pressure, basic emergency procedures, habit	Responsibilities, community	Feelings, emotions, positivity, transition, loss, separation, bereavement, divorce, help	Hygiene, images, strengths, acceptable/unacceptable behaviour, stereotype	Finance, critical consumer, interest, loan, tax, debt, enterprise, social media	Choices, risks, habit, safe, digitally responsible
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge
H4. Recognising that habits can have both positive and negative effects on a healthy lifestyle. H44. How to respond in an emergency situation. H46. Exploring the risks/effects of legal drugs common to everyday life. H47. Recognising that there are laws surrounding the use of legal drugs. H48. Exploring why people choose to use or not use drugs. H49. Recognising the mixed messages in the media. H50. Identifying the people they can talk to if they have concerns. R15. Identifying strategies to manage peer influence and the desire for peer approval.	L6. Identifying the different groups that make up their community. L7. Describing the different contributions that people/groups make to the community. L8. Discussing diversity: what it means, the benefits of living in a diverse community; and how we value diversity within our communities. L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. L25. Recognising positive things about themselves/achievements and can set goals.	H17. Recognising that feelings can change over time, and range in intensity. H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings. H21. Recognising the signs when someone may be struggling and how to seek support. H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24. Identifying strategies for dealing with emotions, challenges and change.	H28. Identifying personal strengths, skills, achievements and interests. H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31. Identifying the physical and emotional changes that happen when approaching/ during puberty. H32. Identifying the importance of keeping clean and how to maintain personal hygiene. (Covered in Year 5 CWP) H33. Understanding the human life cycle. H34. Identifying where to get advice. H35. Recognising the responsibilities growing up brings.	L21. Understanding different ways to keep track of money. L22. Understanding the risks associated with money and ways of keeping money safe. L23. Identifying the risks involved in gambling activities. L24. Identifying the ways that money can impact on people's emotions. L25. Recognising positive things about themselves and can set goals. L26. Identifying there is a broad range of different jobs/careers. L27. Exploring what is meant by stereotypes. L28/29. Recognising that there are many factors which may influence a person's job or career choice.	H38. Identifying how to predict, assess and manage risk in different situations. H39. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Identifying strategies for keeping safe in the local environment or unfamiliar places. H42/ R29 Identifying strategies for keeping safe online. H43. Demonstrating basic techniques for dealing with common injuries.

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	<p>H25. Identifying what contributes to who we are.  R30. Recognising that our own behaviour can affect other people.  R32. Respecting and recognising the differences and similarities between people.  R33. Listening to and responding respectfully to a wide range of people.</p>	<p>H36. Identifying strategies to manage transitions between classes and key stages.</p>	<p>R2. Recognising that people may be attracted to someone emotionally, romantically and sexually.  R26. Recognising what seeking and giving permission (consent) means.  R29. Explaining where to get advice or report concerns if worried.  L11. Recognising ways in which social media can be used positively and negatively.  L16. Identifying how images on social media can be manipulated.</p> <p><b>RSE - Puberty, relationships and reproduction</b></p> <p>Sexual intercourse, womb, pregnancy, love, egg</p> <p><b>H 6c,d,f,g,f,j, 8a,b</b> – Consider puberty and reproduction  <b>R 1a,d,b,f, 2a,b,c,3b,d,h,5a,b,c,d,e</b> – Importance of communication and respect in relationships.  <b>R 1c,d,e</b> – Starting a family  <b>R 4a,b,c,d,e,5a,b,d,e,g,h,6h,j</b> – positive and negative ways of communicating in a relationship.</p>	<p>L30. Recognising some of the skills that will help them in their future careers.  L31. Identifying the kind of job that they might like to do when they are older.  L32. Recognising a variety of routes into careers.</p>	<p>H44: Demonstrating how to respond/react in an emergency situation.  R23. Recognising on-line risks, harmful content/ behaviours and how to report concerns.  R28. Can recognise pressure from others.  L11- L16. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.</p>
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**Key skills**

Relationships	Health and Well being	Living in the Wider World
<ul style="list-style-type: none"> <li>Maintain and form good relationships, knowing the difference between a healthy and an unhealthy relationship.</li> <li>Shows that they know everyone is equal.</li> <li>Can use strategies when placed in a difficult situation and knows who their network of support is.</li> </ul>	<ul style="list-style-type: none"> <li>Leads a 'balanced lifestyle' and is aware of how to keep themselves physically and mentally well.</li> <li>To know a range of feelings and use strategies to help manage their emotions.</li> <li>Think positivity when facing new challenges such as transition.</li> <li>Recognise, predict and manage risks in different situations and know</li> <li>their actions have consequences for themselves and others.</li> <li>Identify safety rules and risky situations, knowing where to get help.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently take part in a debate or topical issue and confidently share their point of view.</li> <li>Follow the rules, rights and responsibilities at school, home and community.</li> <li>To not take everything they see at face value particularly when using the media.</li> <li>To become a critical consumer.</li> <li>To be aware it is their responsibility to protecting their environment and improving their community.</li> <li>Demonstrate their enterprise skills.</li> </ul>

**Work in books expectations:** At least 2 pieces of written work for each topic area. (12 pieces in total over a year)

Written work ideas: Cartoon strip, diamond 9, role on the wall/gingerbread man, A-Z, written debate, speech bubbles, Draw and Write, for and against, poetry, leaflet, poster, Agony aunt replies.

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**Drug Education Progression Table** - Through the Drug Education module pupils will be able to...

KS1	LKS2	UKS2
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.)</li> <li>Understand that household products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different purposes that medicines have.</li> <li>Explain the importance of taking medicines correctly and using household products safely.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are rules and laws surrounding the use of medicines, drugs and household products.</li> <li>Reflect on the risks/effects that legal drugs common to everyday life can have on health.</li> </ul>
<b>Managing Risk</b>	<b>Managing Risk</b>	<b>Managing Risk</b>
<ul style="list-style-type: none"> <li>Explore that medicines come in different forms and are used in different ways.</li> <li>Understand that things that people put into their body or on their skin can affect how they feel.</li> <li>Talk about some simple rules for staying safe around medicines and other household substances/products.</li> <li>Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm.</li> <li>Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.</li> <li>Identify a circle of support and how to ask for help.</li> <li>Demonstrate what to do in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.</li> <li>Explain why some substances are harmful for growing bodies.</li> <li>Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.</li> <li>Identify a range of strategies to better manage situations involving peer influence/approval.</li> <li>Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.</li> </ul>

**Exploring Emotions Progression Table** - Through the module Exploring Emotions pupils will be able to ...

KS1	LKS2	UKS2
<b>Exploring Emotions</b>	<b>Exploring Emotions</b>	<b>Exploring Emotions</b>
<ul style="list-style-type: none"> <li>Name a range of words to describe feelings.</li> <li>Understand that all feelings are ok.</li> <li>Understand that feelings can affect how our bodies feel and behave.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider vocabulary to describe how they feel.</li> <li>Describe feelings that can be comfortable/uncomfortable.</li> <li>Recognise that feelings can differ in intensity.</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied vocabulary when talking about feelings.</li> <li>Understand that sometimes we can have conflicting feelings.</li> <li>Explain that feelings can change over time and range in intensity.</li> </ul>
<b>Recognising Emotions</b>	<b>Recognising Emotions</b>	<b>Recognising Emotions</b>
<ul style="list-style-type: none"> <li>Explore how to recognise different feelings.</li> <li>Talk about how we recognise what others might be feeling.</li> <li>Understand that not everyone feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how everyday things can affect how we think, feel and behave.</li> <li>Describe what supports good mental/ physical health.</li> <li>Identify that not everyone feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that feelings can impact our mental and physical health.</li> <li>Recognise the importance of taking care of mental health and wellbeing.</li> <li>Discuss the signs that someone may be struggling with their mental health.</li> </ul>
<b>Managing Emotions</b>	<b>Managing Emotions</b>	<b>Managing Emotions</b>
<ul style="list-style-type: none"> <li>Talk about ways to manage big and uncomfortable feelings.</li> <li>Identify who they can ask for help and can demonstrate how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings.</li> <li>Understand the importance of not bottling up how you are feeling.</li> <li>Understand the importance of asking for help if feelings become too uncomfortable.</li> <li>Explain how they can access help.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies that they could use to respond to feelings, including conflicting feelings.</li> <li>Record strategies and behaviours that support mental health and wellbeing.</li> <li>Explain how to seek support for themselves and others.</li> </ul>

**Being Healthy Progression Table** - Through the Being Healthy module pupils will be able to...

KS1	LKS2	UKS2
<b>Factors of a Healthy Lifestyle</b>	<b>Factors of a Healthy Lifestyle</b>	<b>Factors of a Healthy Lifestyle</b>
<ul style="list-style-type: none"> <li>Explore what 'being healthy' means and why it is important.</li> <li>Understand that food is necessary to keep our bodies healthy.</li> <li>Identify that food choices can vary for families/cultures.</li> <li>Name/describe different physical activities and identify ones they enjoy.</li> <li>Explain how physical activity can help us to stay healthy.</li> <li>Understand that sleep and relaxation are important for growing and keeping healthy.</li> <li>Talk about healthy ways to feel good, calm down or change their mood.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a healthy lifestyle is and why it is important.</li> <li>Understand what a healthy, balanced diet may include.</li> <li>Understand what an informed choice is.</li> <li>Identify opportunities for physical activity within their everyday lives.</li> <li>Describe some consequences of being physically inactive, on the mind and body.</li> <li>Identify routines that support good quality sleep.</li> <li>Explore strategies and behaviours that support mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that can affect someone's physical/mental health.</li> <li>Explain what constitutes a healthy diet and the risks associated with not having one.</li> <li>Reflect on what may influence our choices to have a balanced lifestyle.</li> <li>Identify what good physical health means and how to seek help if they are worried about their health.</li> <li>Recognise habits that can have both positive/negative effects on a healthy lifestyle.</li> <li>Understand routines/strategies that support good quality sleep; the effects of lack of sleep.</li> <li>Identify strategies and behaviours that support mental health.</li> </ul>
<b>Hygiene, Health and Prevention</b>	<b>Hygiene, Health and Prevention</b>	<b>Hygiene, Health and Prevention</b>
<ul style="list-style-type: none"> <li>Demonstrate how to brush teeth.</li> <li>Explain what good dental care is understanding the foods/drinks that support it.</li> <li>Demonstrate simple hygiene routines that stop germs from spreading.</li> <li>Begin to recognise different ways of staying healthy in the sun.</li> <li>Understand what it means to take a break and how this is important for our health.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what good dental health means, including how to brush and floss.</li> <li>Identify the effects of different foods/drinks on the teeth.</li> <li>Identify the everyday hygiene routines that can limit the spread of infection.</li> <li>Identify the benefits/risks of sun exposure.</li> <li>Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the everyday routines that improve dental health.</li> <li>Identify the everyday routines/habits that can limit the spread of infection.</li> <li>Understand the wider importance of personal hygiene and how to maintain it.</li> <li>Explain how to keep safe from sun damage and reduce the risk of skin cancer.</li> <li>Identify the benefits of the internet and strategies for managing/balancing time online/offline.</li> </ul>

**Growing Up Progression Table** - Through the module Growing Up pupils will be able to ...

KS1	LKS2	UKS2
<b>Growing and Changing</b>	<b>Growing and Changing</b>	<b>Growing and Changing</b>
<ul style="list-style-type: none"> <li>Name the main parts of the body including vagina and penis.</li> <li>Recognising the difference between male and female body parts.</li> <li>Understand the human life cycle and that people grow from young to old.</li> <li>Describe ways that people's needs and bodies change as they grow.</li> <li>Talk about some ways to keep clean.</li> <li>Understand that babies grow in the mothers' body and have particular needs when they are born.</li> <li>Recognise what makes them special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.</li> <li>Understand the processes of reproduction and birth as part of the human life cycle - that babies start from an egg and sperm.</li> <li>Explore physical and emotional changes that happen during puberty.</li> <li>Explain how daily hygiene helps to reduce the spread of infection.</li> <li>Explain how adults care for a baby during and after pregnancy.</li> <li>Recognising that individuality and personal qualities contributes to who we are.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>Explain the how babies are conceived, born and cared for.</li> <li>Identify the physical and emotional changes that happen when approaching/during puberty.</li> <li>Know some key facts about menstruation.</li> <li>Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.</li> <li>Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> <li>Identify and value personal strengths, skills, achievements and interests.</li> </ul>
<b>Privacy, Boundaries and Consent</b>	<b>Privacy, Boundaries and Consent</b>	<b>Privacy, Boundaries and Consent</b>
<ul style="list-style-type: none"> <li>Understand that some parts of the body are private.</li> <li>Identify different types of touch and how they make people feel.</li> <li>Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by privacy and personal boundaries.</li> <li>Recognise uncomfortable/comfortable behaviour online/offline.</li> <li>Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what consent means and how to seek and give/not give permission in different situations.</li> <li>Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> <li>Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.</li> </ul>

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**Changes Progression Table** - Through the Changes module pupils will be able to...

KS1	LKS2	UKS2
<b>About Loss and Change</b>	<b>About Loss and Change</b>	<b>About Loss and Change</b>
<ul style="list-style-type: none"> <li>Identify examples of loss and change.</li> <li>Begin to recognise that loss and change can affect the way we think, feel and behave.</li> <li>Understand that changes can produce big feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that loss/change are a normal part of life.</li> <li>Describe how change and loss, can affect feelings, thoughts and behaviours.</li> <li>Recognise that feelings associated with loss/change can change over time and range in intensity.</li> </ul>	<ul style="list-style-type: none"> <li>Explore that loss, bereavement and change are part of the human life cycle.</li> <li>Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.</li> <li>Recognise that internal conflicting emotions can be normal when dealing with loss and change.</li> </ul>
<b>Managing Loss and Change</b>	<b>Managing Loss and Change</b>	<b>Managing Loss and Change</b>
<ul style="list-style-type: none"> <li>Identify feelings associated with loss and change.</li> <li>Recognise some simple ways to prepare for change/transition.</li> <li>Identifying different things that may help to manage big feelings.</li> <li>Talk about some ways to help others when they are affected by change.</li> <li>Know that it is important to talk to someone if you are worried.</li> <li>Identify people who can help us if we feel worried/unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied vocabulary when talking about feelings associated with loss and change.</li> <li>Identify self-help strategies and the importance of support when preparing for change/transitions.</li> <li>Describe everyday things that affect feelings and understand the importance of expressing feelings.</li> <li>Develop some ways of responding to others and showing support if they are affected by loss/change.</li> <li>Know why it is important to talk about our feelings and not bottle them up.</li> <li>Know who to talk to if you are worried or have strong feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a range of emotions and intensities associated with loss and change.</li> <li>Identify problem solving strategies to manage transitions between classes and key stages.</li> <li>Identify strategies to respond to feelings, including intense or conflicting feelings.</li> <li>Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>Explore some barriers to asking for help and some ways to address them.</li> <li>Know who to talk to and where to go for help.</li> </ul>

**Being Me Progression Table** - Through the Being Me module pupils will be able to...

KS1	LKS2	UKS2
<b>Being Unique and Special</b>	<b>Being Unique and Special</b>	<b>Being Unique and Special</b>
<ul style="list-style-type: none"> <li>Recognise and share facts about themselves.</li> <li>Identify their likes and dislikes and what they are good at.</li> <li>Talk about some ways that they are special.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what contributes to who we are.</li> <li>Identify and talk about their own strengths and interests.</li> <li>Recognise what makes them unique and understands that being different is something to celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of factors that what contributes to our identity.</li> <li>Express their talents and strengths with confidence. Set goals for how they would like to develop them.</li> <li>Explain ways in which they respect and value other people's differences.</li> </ul>
<b>Understanding Similarities and Differences</b>	<b>Understanding Similarities and Differences</b>	<b>Understanding Similarities and Differences</b>
<ul style="list-style-type: none"> <li>Recognise how friends can have both similarities and differences.</li> <li>Show some simple ways to respect and celebrate other's differences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify visible/invisible differences between people.</li> <li>Explain why it is important to respect and celebrate the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the differences and similarities between people.</li> <li>Reflect on how discrimination and our own behaviour can affect others.</li> </ul>
<b>Being Part of a Community</b>	<b>Being Part of a Community</b>	<b>Being Unique and Special</b>
<ul style="list-style-type: none"> <li>Name some groups that they belong to.</li> <li>Talk about how being part of a group makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different groups that make up their community.</li> <li>Recognise that they belong to different communities as well as the school community.</li> <li>Describe what is positive about their community and how it supports them.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the benefits of communities.</li> <li>Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.</li> <li>Explore how shared events and experiences can create a stronger community.</li> </ul>

Highlighted Yellow = Assessment

Highlighted Blue = Links to CWP

**Being Responsible Progression Table** - Through the Being Responsible module pupils will be able to...

KS1	LKS2	UKS2
<b>Rules and Responsibilities</b>	<b>Rules and Responsibilities</b>	<b>Rules and Responsibilities</b>
<ul style="list-style-type: none"> <li>Understand what a rule is and that we follow rules to help each other.</li> <li>Understands that rules need be fair.</li> <li>Give examples of rules from different situations. Identify simple responsibilities they have.</li> <li>Describe some simple ways to manage waste.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.</li> <li>Describe some basic human rights.</li> <li>Understand that rights come with responsibilities.</li> <li>Describe what climate change is and some ways we can all help to reduce the effects.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how law protects our rights and how to respond respectfully if something is not within the law.</li> <li>Recognise that human rights are there to protect everyone.</li> <li>Understand the relationship between rights and responsibilities, providing examples.</li> <li>Explain the importance of protecting the environment and set personal everyday actions.</li> </ul>
<b>Community and Care</b>	<b>Community and Care</b>	<b>Community and Care</b>
<ul style="list-style-type: none"> <li>Recognise that people have different needs.</li> <li>Describe some ways to care for people, animals and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what is meant by a community and the differences between needs and wants within a community.</li> <li>Explore and identify the welfare needs of animals and humans.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how we can support others within a community.</li> <li>Identify diversity within a community and explore how we can celebrate this.</li> <li>Recognise the importance of having compassion towards others and explain how to show care and concern.</li> </ul>

**Bully Being Safe Progression Table** - Through the module Being Safe pupils will be able to ...

KS1	LKS2	UKS2
<b>Keeping Safe</b>	<b>Keeping Safe</b>	<b>Keeping Safe</b>
<ul style="list-style-type: none"> <li>Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.</li> <li>Talk about examples of rules and age restrictions that are there to keep them safe.</li> <li>Identifying possible risks/hazards in the home and outside.</li> <li>Explore how to keep safe and reduce risks at home and in their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report.</li> <li>Identifying situations where age restrictions apply.</li> <li>Identify and assess risk online/offline. (Including in the home and when playing out).</li> <li>Discuss ways to reduce risks at home and in the local environment in order to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline.</li> <li>Explain reasons for age restrictions/regulations.</li> <li>Predict, assess and manage risks online and offline. (Including road and water safety).</li> <li>Explore how the pressure/excitement in the moment can affect how we manage risk.</li> </ul>
<b>First Aid</b>	<b>First Aid</b>	<b>First Aid</b>
<ul style="list-style-type: none"> <li>Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first.</li> <li>Demonstrate how to ask for help including calling 999.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings.</li> <li>Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.</li> <li>Explain how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>

Highlighted Yellow = Assessment  
 Highlighted Blue =Links to CWP

**Relationships Matters Progression Table** - Through the Relationships Matters module pupils will be able to...

KS1	LKS2	UKS2
<b>Friendships</b>	<b>Friendships</b>	<b>Friendships</b>
<ul style="list-style-type: none"> <li>• Explain what makes a good friend/ friendship.</li> <li>• Talk about some ways to make friends.</li> <li>• Explain basic techniques for resisting pressure.</li> <li>• Recognise kind and unkind behaviour.</li> <li>• Name the special people in their lives.</li> <li>• Resolve conflict in simple ways e.g. choosing to share, take turns, etc.</li> <li>• Tell someone if you are worried about something in a relationship/family.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what makes a positive healthy or unhealthy friendship.</li> <li>• Identifying strategies to build friendships.</li> <li>• Understand the difference between persuasion, influence and pressure.</li> <li>• Explain how kindness can support wellbeing.</li> <li>• Recognise there are different types of relationships.</li> <li>• Explain what can cause arguments with friends and describe some ways to resolve them.</li> <li>• Recognise the importance of asking for help if we feel worried, lonely or excluded.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what the qualities of a good friendship/relationship are and are not.</li> <li>• Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval.</li> <li>• Explore what a loving caring relationship means.</li> <li>• Understand what marriage and civil partnership means.</li> <li>• Understand that forced marriage is a crime.</li> <li>• Use strategies to positively resolve disputes and reconcile differences in friendships.</li> <li>• Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.</li> </ul>
<b>Families</b>	<b>Families</b>	<b>Families</b>
<ul style="list-style-type: none"> <li>• Talk about some ways that their family is the same or different to others.</li> <li>• Describe some things they enjoy doing with their family and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are different types of family structures.</li> <li>• Explain what it means to be part of a family.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respect that there are different family structures in society.</li> <li>• Reflect on how being part of a family provides stability and love.</li> </ul>

**Money Matters Progression Table** - Through the module Money Matters pupils will be able to ...

KS1	LKS2	UKS2
<b>Economic Wellbeing</b>	<b>Economic Wellbeing</b>	<b>Economic Wellbeing</b>
<ul style="list-style-type: none"> <li>• Understand what money is and its different forms.</li> <li>• Describe some ways money can be looked after.</li> <li>• Recognise that people make different choices about how to spend/save money.</li> <li>• Talk about some things we all need and some things we want but don't need.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some different ways to pay for things.</li> <li>• Explain some different ways to keep track of money.</li> <li>• Identify that people have different attitudes towards saving/spending.</li> <li>• Recognise that people make spending decisions based on needs, wants and priorities.</li> <li>• Identifying the ways that money can impact on people's feelings.</li> <li>• Recognise that people's spending decisions can affect others and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a bank account is and how this is linked to payment.</li> <li>• Understand the risks associated with money and ways of keeping money safe</li> <li>• Identify the risks involved in gambling activities.</li> <li>• Explain some ways to get help if they are concerned about gambling or other financial risks.</li> <li>• Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving.</li> <li>• Identify the impact that having or not having money can have on a person's wellbeing.</li> <li>• Explain some ways that money is/can be distributed to benefit the community.</li> </ul>
<b>Work, Aspirations and Careers</b>	<b>Work, Aspirations and Careers</b>	<b>Work, Aspirations and Careers</b>
<ul style="list-style-type: none"> <li>• Know that everyone has different strengths and talents, in and out of school.</li> <li>• Name some different jobs that people do.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise positive things about themselves and their achievements.</li> <li>• Identify some of the skills that may help them in their future careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how skills can help them with their future career.</li> <li>• Identify jobs that they might like to do in the future.</li> <li>• Discuss their views on how or why someone may or may not choose a certain career.</li> <li>• Recognise a variety of routes into careers.</li> <li>• Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.</li> </ul>