PSHE

Subject Guide

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Introduction

Intent

At Frith Manor Primary School we are passionate about making sure that all our students not only progress academically, but also develop physically, socially and emotionally during their time with us. When they leave Frith Manor they not only leave with a strong sense of academic confidence, but also a better and more confident sense of themselves as individuals.

Implementation

Our PSHE/PSED progression map sees students learning about a number of factors that contribute to their social and emotional development, from understanding about their place in the wider world, to looking at factors such as diversity and discrimination.

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum and the Barnet PSHE Framework. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using planning and resources adapted from Jigsaw and other PSHE approved resources, ensuring a progressive scheme of work that prepares children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At Frith Manor, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the 'The Christopher Winters Project' resources.

Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life

- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSHE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

The positive impact of our PSHE curriculum is seen in the individuals who leave our school in Year Six, ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood.
By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE curriculum can skill our pupils in tackling barriers, raising aspirations and improve their life chances.

Yearly Overview

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Little Acorns	Breakdown of Little Acorns Curriculum can be found in Little Acorns Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development; Understanding the World; Communication and Language					
Little Oaks	Breakdown of Little Oaks Curriculum can be found in Little Oaks Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development; Understanding the World; Communication and Language					
Reception	Breakdown of Reception Curriculum can be found in Reception Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development; Understanding the World; Communication and Language					
Year 1	Awareness of feelings All about me Being different		Keeping well and clean My friendships The Environment		Keeping Safe My family Losing and finding Looking after myself	
Year 2	Living in the Wider World		Relationships	Healthy eating and Fair Trade	Feelings and Emotions and RSHE	
Year 3	Relationships and Friendships - Social	Relationships and Friendships - emotional	Keeping healthy and safe Health and Wellbeing – Physical	Living in the Wider World - Economic wellbeing	Living in the Wider World - Being a responsible citizen	RSHE
Year 4	Helping others to keep safe	The Environment	Internet safety Friendship and inclusion	Local community - shared responsibility	Money	RSHE
Year 5	Be yourself	Circle time	Positive Thinking (DREAM & GOALS)	Circle Time	Healthy me (MONEY MATTERS)	RSHE Y/5 / Health and Wellbeing Relationships
Year 6	Being Me In the World Relationships - Social Equality (Celebrating Differences)		Rule & Law	Relationships - Emotional	Dreams & Goals	RSHE

Curriculum coverage

EYFS

1. **BM** (Being Me in My World)
   'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
   Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
   Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
   Being and keeping safe and healthy
5. **RL** (Relationships)
   Building positive, healthy relationships
6. **CM** (Changing Me)
   Coping positively with change

Communication and Language	Physical Development
● Be able to express their needs and wishes to an adult or friend. ● A point of view and to debate when they disagree with an adult or friend, using words as well as actions. ● To join in a conversation and learn to remain on the topic relating to personal experiences, thoughts and ideas. ● Start a conversation and with an adult or a friend and continue it for many turns	● Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Develop social phrases.	● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Personal, Social and Emotional Development	Understanding the World
● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. ● Develop their sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations. ● Play with one or more other children, extending and elaborating play ideas. ● Learning to take turns with resources, speaking in a group, listening to each other and helping each other. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow the rhythm of the day and expectations such as using gentle hands, using our manners, taking care of each other and our environment. follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Understand gradually how others might be feeling and how their actions impact others. ● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing.	● Begin to make sense of their own life-story and family's history. ● Show interest in different occupations. ● Continue developing positive attitudes about the differences between people. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. - personal hygiene ● Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time'	● Talk about members of their immediate family and community.

- having a good sleep routine - being a safe pedestrian	

KS1

Health and Wellbeing – Physical	
• I can explain why it is important to keep clean. • I understand some basic hygiene routines. • I understand some areas in which I can look after myself e.g. dressing and undressing • I understand the need for keeping my teeth clean • I understand the need for rest and sleep • I can say what things might be harmful at home. • I can say what things can be harmful if not used properly. • I can say where in school I feel safe. I can identify where in the locality I feel less safe and why. (e.g. canal, river, pond, railway, roads,) • I can say where and when it is safe to cross the road. Different routes and landmarks on the way to and from school.	• Year 1 - Spring & Summer - ***Keeping Well and Clean & Looking After Myself*** • Year 2 - Spring 2 - ***Healthy Eating & Fair Trade***
• I can feel the effect of exercise on my body • I can explain why physical activity is healthy I can say what physical activity I enjoy • I can explain what choices I make that are healthy. • I can explain the different kinds of food that I should eat. • I can explain how some foods can harm my body (teeth etc) • I can make healthy choices in my food. • I can describe how to look after particular parts of the body. • I can explain why it is important to keep clean. • I can describe and carry out basic hygiene. • I know what to take responsibility for and when to ask for help • I can explain what things an adult can do that a baby cannot.	

Relationships - Social	
• I can describe who a friend is and what a friend does. I can demonstrate some skills needed to make and maintain friendships. • I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. I can recognise similarities and differences between myself and my peers. • I can share my opinions with everyone in the class, one at a time. • I can say when I think something is fair or unfair, kind or unkind, right or wrong. I know what to do if I am unhappy with things that happen to me.	• Year 1 - Spring & Summer - ***My Friendships, Keeping Safe, My Family*** • Year 2 - Autumn 1 & 2, Spring 1, Summer - ***Living in the Wider World, Relationships, Feelings and Emotions***
• I have strategies that I can use to resolve simple arguments or disagreements through negotiation. • I know and value the different groups to which I belong. • I can identify some of the many differences between children in our class • I can identify when I am unhappy/uncomfortable. • I know how to report experiences that I was not comfortable or happy with at school and at home.	

Relationships - Emotional	
• I have begun to have identified some of my feelings and recognised some of the ways I express them. • I recognise how our feelings can influence our friendships. • I realise that my words and actions can affect other people • I can set simple but challenging goals for myself. • I can distinguish between good and not so good feelings.	• Year 1 - Spring and Summer - ***All About Me, Losing and Finding*** • Year 2 - Summer - ***Feelings and Emotions***

• I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends. • I can explain how people look after me at home and at school. • I have identified family members and friends and the roles that they play. • I know who I can talk to at home and at school if I am sad. • I know the difference between secrets and surprises. • I understand not to keep adults secrets. • When to say, 'yes' or 'no'	
• I know what I am good at. • I can talk about my feelings • I can talk about change and loss and the associated feelings, including moving home. • I recognise that choices can have good and not so good consequences • I can learn from my experiences. • I can explain the new opportunities and responsibilities that increasing independence may bring. • I can talk about my family networks, I know how to attract the attention of people we trust • I can explain ways that I can help other people to look after them. • I know that I share responsibility for keeping myself safe	

Living in the Wider World - Economic wellbeing	
• I know the value of the coins and notes used in Britain • I am beginning to understand the cost of everyday items • I can recognise and choose the correct value of coins and notes to use • I am able to calculate change I have learnt the importance of keeping • I am aware of the difference between a need and a want • I understand that money is a finite resource and needs to be managed simple financial records (e.g. record money in my money box)	• Year 1 - Spring - ***Money*** • Year 2 - Spring - ***Living in the Wider World***

• I am able to consider choices and make informed decisions about spending my money • I am beginning to understand the different choices some people make about what to do with their money • I appreciate that me and my family may need or want different things	
• Revision of past learning: the value of the coins and notes and cost of everyday items • I understand the difference between a need and a want • I can describe where money comes from, e.g. earn, win, borrow, find, pocket money, presents • I am beginning to understand why we need to work to earn money when we are older • I know I have choices about how I spend my money • I can explore choices and make informed decisions about spending my money • I am beginning to understand that we might not always be able to have things we want • I know that I can keep money in different places and that some are safer than others • I can choose different places to keep money safe and explain why • I am beginning to understand the consequences of losing money (lost or stolen) and how it might make me feel • I know that I don't have to spend my money, I can save it to use later • I understand why saving up for something is an appropriate choice to make • I am beginning to understand how saving might make me feel	

Living in the Wider World - Being a responsible citizen	
• I can identify various groups that I belong to • I recognise that everyone is part of the community I know ways that everyone is the same and different	• Year 1 - Autumn , Summer - ***Being Different, My Family***

• I understand how basic rules (in school and community) protect myself and others • I am beginning to understanding of how rules are made • I am aware of some basic things that people can do to improve or harm the local community and environment • I am beginning to know what is meant by respect – for self and others • I am beginning to know what is meant by 'bullying' and the consequences of this, for both 'victim', 'bully' and wider community	• Year 2 - ***Living in the Wider World***
• I know that people and other living things have needs • I understand the difference between a need and a want • I know about The United Nations Convention on the Rights of the Child (UNCRC) • I am aware of some basic rights for children and young people • I am aware of the need to protect children's rights in other countries and societies • I know that childhood looks different for many children in other parts of the world • I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community	

Health and Wellbeing - RSHE (Summer 2)	
• I can describe good and not so good feelings and ways I can manage them to make me feel better • I understand how to keep myself clean. • I understand why personal hygiene is important • I can identify similarities and differences between myself and the opposite gender. • I know about growing and changing and that babies grow into children and then into adults • I can describe my family and understand why everyone's family is special.	• Year 1 - Autumn 1 - ***Awareness of Feelings*** • Year 2 - Summer 2 - ***RSHE***

• I can identify which people look after me, who to go to if I am worried and how I can help them to look after me	
• I can describe some of the similarities and differences between boys and girls. • I understand that some people have fixed ideas about what boys and girls can do. • I can describe some differences between male and female animals. • I understand that making a new life needs a male and a female. • I can name the main body parts, including the male and female private parts, with confidence. • I understand it is important to look after my body because that can help me have a healthy lifestyle. • I understand that everyone's body is different and that we celebrate difference.	

KS2 (LKS2 & UKS2)

Health and Wellbeing – Physical	
• I can explain that bacteria and viruses can affect health. • I understand that some illnesses are passed on to others whereas other kinds are not. • I can explain terms, 'risk', 'danger' and 'hazard' • I can assess risks in different situations. • I am able to decide how to manage them responsibly, including sensible road use • I can explain why our school has rules to keep us safe and healthy. • I know some hazards that I should point out to an adult. (Responsibility) • I know who to ask for help at home, in school and out in the locality.	• Year 3 - Spring 1 - ***Keeping Healthy and Safe*** • Year 4 – Autumn 1 – ***Helping others keep safe*** • Year 4, 5 and 6 - Summer 2 - ***RSHE***
• I can explain more risks in our locality. • I can talk about how to manage those risks • I understand how to call for emergency aid • I can undertake basic first aid procedures. • I am confident to undertake them	

• I can say what is meant by the term 'habit'. • I can explain why habits can be hard to change.	
• **Discuss Substances:** Why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety That some are legal, Some are restricted and Some are illegal to own, Their use And supply to others	
• I have further knowledge and understanding of the effect that food and physical activity can have on health • I have further knowledge and understanding of the ways I can keep myself safe in the locality. • I have further knowledge and understanding of ways I can help others to keep themselves safe and healthy. • I have strategies to resist the pressures from others to act in unsafe or unhealthy ways.	

Relationships - Social	
• I can recognise a wide range of feelings in others. • I can respond appropriately to a wide range of feelings in others. • I know how to make and keep friends. • I have thought about when it is better to stop being friends with someone. • I know what to do if I am a witness to bullying. • I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.	• Year 3 - Autumn 1, Summer 1 - ***Relationships and Friendships (Social), Living in the Wider World (Being a responsible citizen)*** • Year 6 - Autumn 1, Spring 2 - ***T.E.A.M***
• I have explored different types of relationships	

• I understand the difference between secrets and surprises: reminders about CP procedures • Stereotypes: reflecting on what we think about differences. • How language can play a part in this. • Protect yourself against Cyber bullying	
• I know the differences between "confidential" and "secret". • I am confident to praise and support and to raise any concerns, appropriately • I can handle pressure from others to do what I know to be wrong or unkind or damaging • I am aware of the nature and consequences of discrimination, teasing, bullying and aggression.	
• I have given thought to the people I will meet in the future and how I will respond to them. • I have the skills and confidence to know when to ask for help and who to ask in various situations in the future. • I have the skills to work cooperatively with others. • I have developed strategies to resolve disputes and conflict to benefit others as well as myself.	

Relationships - Emotional	
• I know what makes me feel good. • I know what makes me feel bad. • I can say what food I like. • I can explain why I eat other things also. • I can make good food choices. • I can identify and reflect on and celebrate my achievements and strengths. • I know when I need to listen to my emotions. • I know the importance of protecting personal information, including passwords, addresses and images.	• Year 3 - Autumn 2 - ***Relationships and Friendships (emotional)*** • Year 5 - Spring 1 - ***Positive Thinking*** • Year 6 - Summer 1 - ***Relationships (emotional)***

● Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. ● Such pressure may come for people they know as well as others	
● I have experience of how to make informed choices: What might influence my choices To recognise that I may experience conflicting emotions ● I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. ● I can reflect on and celebrate my achievements. ● I can identify areas for improvement. ● I have deepened my understanding of good and not so good feelings. ● I have extended my vocabulary to enable me to explain more emotions and feelings.	
● I can look at images and adverts in the media. ● I can identify what positively and negatively affects my mental and emotional health. ● I have explored the idea that choices can have positive, neutral and negative consequences. ● I have reflected on and celebrated my achievements. ● I can set high aspirations and goals. ● I have thought about how it feels to not meet my goals and how to respond. ● I can use vocabulary to enable me to explain both the range and intensity of my feelings to others. ● I can ask for help clearly from appropriate people should I need to. ● I can identify some of the issues I will face when I change schools ● I can identify those issues, which I am looking forward to and those, which I am not looking forward to. ● I have explored how to manage these conflicts	
● I can use simple relaxation techniques ● Understand the role of exercise in relaxation ● I have reflected on and celebrated my achievements.	

• I have thought about the future and have plans for success. • I know when I need to ask for help. • I know how to ask for help I know who the best person to ask for help is. • I have extended my vocabulary to enable me to explain both the range and intensity of their feelings.	

Living in the Wider World - Economic wellbeing	
• Where money comes from and how to keep it safe • I know that I can pay for things in a range of ways • I can describe other ways of making payments and understand the reasons for them • I know there are different ways of keeping track of my money • I can plan and track my spending and saving by keeping accurate records • I know that the choices I make about spending and saving money can be influenced by and have an impact on other people • I am beginning to understand that different people have different attitudes to and feelings about spending and saving money • I am beginning to know that some things are better 'value for money' than others • I can make choices based on my own needs and resources • I understand that it may not be possible to have everything you want, straight away, if at all	• Year 3 - Spring 2 - ***Living in the Wider World (economic wellbeing)*** • Year 4 - Summer 1 - ***Work and Money*** • Year 5 - Summer 1 - ***Money Matters*** • Year 6 - Summer 1 - ***My place in the world, Money Matters***
• Where money comes from and how to keep it safe • I know that I can pay for things in a range of ways • I can describe other ways of making payments and understand the reasons for them • I know there are different ways of keeping track of my money • I can plan and track my spending and saving by keeping accurate records • I know that the choices I make about spending and saving money can be influenced by and have an impact on other people	

● I am beginning to understand that different people have different attitudes to and feelings about spending and saving money ● I am beginning to know that some things are better 'value for money' than others ● I can make choices based on my own needs and resources ● I understand that it may not be possible to have everything you want, straight away, if at all	
● Revision of past learning: where money comes from, basic budgeting skills, spending and saving, value for money, difference between a need and a want ● I know a range of different ways to pay for things; some may involve using 'credit' and going into debt ● I can plan and manage a more complex budget over time ● I know that people who sell me things try to make a profit I can recognise when people aim to influence my choices ● I know what is meant by 'value for money' ● I can make comparisons between prices when deciding what is 'value for money' ● I know that there are financial risks associated with the internet and other scams ● I can describe some ways to keep my money and identity safe when using the internet ● I can calculate profit and loss I understand why I should be a critical consumer and that my choices about spending and saving can affect others	
● Revision of past learning: spending and saving, range of jobs, basic financial products ● I know that good qualifications can lead to a more fulfilling and better paid job ● I can describe how having a job will allow me to achieve certain goals in my life ● I know that money is deducted from my earnings to provide things we all need	

• I can describe some ways in which the government uses my money to provide for my needs and my local community • I am beginning to understand pensions and can describe why having a pension is important later in life • I know how to keep and interpret basic financial statements (eg bank statement) • I know the difference between a manageable and unmanageable debt • I can explain the difference between credit, debt, borrowing and saving • I know money has different values in different countries • I can calculate exchange rates • I can describe why insurance is important • I understand the impact of not being insured if bad things happen	

Living in the Wider World - Being a responsible citizen	
• Revision of past learning: communities I belong to. • Rights and responsibilities • I know the groups that make up the community I live in • I know what religious and ethnic identities live throughout the UK • I know about a variety of institutions that support communities, locally and nationally • I know what can improve and harm the community • I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities • I can think about the lives of people living in other places, and people with different values and customs • I can see and respect other people's points of view	• Year 3 - Summer 1 - ***Living in the wider world (being a responsible citizen)*** • Year 4 - Spring 2 - ***Local community - shared responsibility*** • Year 5 - Autumn 1 - ***Being Yourself*** • Year 6 - Autumn 2, Spring 1 - ***Equality, Rule & Law***
• I have a greater understanding of the term 'environment' and see how this applies to both local and global communities • I know a range of factors that improve or harm the natural environment • I am aware of a variety of institutions that support the environment	

● I am beginning to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment ● I am aware of a range of different environmental concerns, both locally and globally ● I am able to research, discuss and debate issues related to the environment ● I am able to research and discuss my recommendations for improving the environment ● I am able to look at alternatives and explain my choices	
● I know what is meant by the term 'media' ● I am aware of a range of different types of media, including social networking ● I am able to research issues, problems and events concerning health and well being ● I am able to look at alternative views and opinions ● I am beginning to understand how the media influences peoples choices and decisions ● I am aware that people can feel pressured by media, including social networking ● I know how to keep myself safe and protect my personal identity online ● I am able to present information and offer recommendations concerning health and well being ● I am able to explore and critique how the media present information ● I am able to research, discuss and debate issues concerning health and well being ● I am able to see and respect alternative views and opinions	
● I know why and how rules and laws that protect me and others are made and enforced ● I understand why different rules are needed in different situations ● I know how I can take part in making and changing rules ● I am beginning to understand how the UK is governed ● I know about local and national elections ● I know how pressure groups work and their role in a democratic society	

• I am aware that there are different rules in different communities and countries • I am able to see and respect others points of view • I understand that there are different systems of government • I am able to research and present information on rules and systems of government	

Health and Wellbeing - RSHE (Summer 2)	
• I can tell the difference between male and female babies and children. • I can name male and female body parts using agreed scientific words. • I understand why males and females have different private parts. • I can identify different types of touch that people like and dislike. • I can talk about ways of dealing with unwanted touch. • I can identify the similarities and differences between different types of families. • I understand that it's important to respect the difference between families. • I can identify my special people (family, friends, carers) and what makes them special. • I know how my family should care for one another and who we can go to for help and support	• Year 4, 5 & 6 - Summer 2 - ***RSHE***
• I can describe the human lifecycle. • I can describe some of the changes that happen as we grow up. • I can explain how puberty fits into the human lifecycle. • I can identify which parts of the body change during puberty. • I can describe some of the physical differences between children and teenagers. • I understand that going through puberty can affect our bodies and our feelings. • I understand that children change into adults so that they are able to reproduce and puberty is a part of this process	

● I recognise that becoming more independent can also mean having more responsibility for looking after myself.	
● I know when puberty is likely to happen. I can explain the main emotional and physical changes that happen during puberty ● I know why puberty happens. I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen. ● I know that young people can experience puberty differently and at different times. I can describe some of the different emotions young people can have at puberty and how they might manage them.	
● I can label male and female reproductive body parts. ● I can explain how and why the body changes during puberty in preparation for reproduction. ● I understand what makes a positive, healthy relationship. ● I can discuss different types of adult relationships with confidence. ● I know what forms of touching are appropriate and inappropriate ● I can describe some of the decisions that have to be made before having a baby. ● I know some basic facts about conception and pregnancy. ● I know when it is appropriate to share personal information in a relationship. ● I know where and how to get support if an online relationship goes wrong.	

Strand development

Relationships

Feelings & Relationships and Identity

Little Acorns/Little Oaks	Reception
Year 1 • What makes us special? Recognise what makes us special and unique. Understand that there has never been and never will be another 'them'. Recognise that every person is special and valuable. Identify these attributes in themselves. • Identify the ways they are the same and different to others. Respect the differences and similarities between people. Describe the basic differences and similarities between class members. Recognise that they have some things in common with others. Understand that everyone is equal. R • Identify what they are good at; what they like and dislike. Learn that everyone has different strengths. • Who are our special people? What makes them special to us? How do people look after each other? Identify their special people (family, friends and carers); describe what makes them special and how special people should care for one another. • My Special People Learn about different types of families including those that may be different to our own. Identify common features of family life. • Which groups do we belong to (friendships, place of worship etc)? What do we do there? Learn about the groups and communities that they belong to. Identify different groups they belong to (e.g. friends, class, year group, faith). Identify the different roles within them (e.g. friend, pupil, member,	**Year 2** • Learn about the groups and communities they belong to. Identify the range of groups they belong to and explain their and others' roles within these. Describe how it feels to be a member and what they do in their groups. Describe the different rights and responsibilities they have and how group members make sure everyone feels included. • Learn about the importance of respect for the difference and similarities between people. Identify some things that contribute to their identity. Find things they have in common with others. Describe and/or demonstrate ways of showing respect to people who are different to them. Explain that everyone is equal and valued. • Learn to recognise what they are good at and set simple goals. Describe what they are good at and how they know. Explain what they need help with. Recognise that it is alright to make mistakes and that these are part of learning. Review their own targets and set themselves realistic but challenging personal goals. Describe how their achievements are celebrated. • Learn about growing, changing and becoming more independent. Preparing for Key Stage 2. To describe the ways in which they have grown and changed. Identify ways they are more independent now than when they were younger. Describe the additional responsibilities they have now

leader). Describe what it is like to be a part of the group (special people, special places what they do there or when they are with group). Explain what is special about the groups they belong to. ● Learn how to respond safely to adults they don't know. ● Learn 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. The importance of keeping trying until they are heard.	in class, school and at home. Identify how people's needs change as they grow older. ● Learn about how to make friends and what makes a good friendship. ● Learn how to recognise when they or someone else feels lonely and what to do. ● Learn simple strategies to resolve arguments between friends positively. ● Learn how to ask for help if a friendship is making them feel unhappy and learn how to talk about and share their opinions on things that matter to them. ● Know what is kind or unkind behaviour and how this can affect others. ● Learn how to treat others with respect and how to be polite and courteous. ● Recognise how to listen to other people and play and work co-operatively and talk/share opinions on things that matter to them wider range of feeling. ● Learn that hurtful teasing/ bullying is wrong. Recognise that teasing can be hurtful. Identify what is meant by bullying; why this is wrong and that teasing and bullying can happen in different ways. Suggest ways to support others. Identify people whom they can talk to if they are worried about teasing/bullying. ● To learn about different types of behaviour and how this can make others feel. ● Learn that bodies/feelings can be hurt. ● To learn how to ask for help if they are worried about something. ● How do we recognise our feelings? Learn about sharing their own feelings with others about things that help people feel good or better. Learn about different kinds of feelings and simple strategies to manage feelings. Learn about how it feels when there is a change or a loss e.g. moving to KS2. That different people may feel different emotions. ● Learn about things that help people feel good or better if they don't feel good. ● Learn about listening to others and playing cooperatively.

	• Learn about different kinds of feelings and simple strategies to manage them. Recognise that feelings can affect people in their bodies and behaviour. • Learn about how it feels when there is a change e.g. moving to KS2. H5 and how to manage this. Recognise they might need help and how to share their thoughts with a trusted adult.
Year 3 • Learn about being part of local communities and who works within them. Define what 'community' means and give examples of different communities they belong to. Identify people in the community who help (e.g. parent/friends of the school committees, voluntary helpers). Identify why people may volunteer to do things for their community. Identify how their help can make a difference to other members of their community. • Learn about respecting the differences and similarities between people. Recognise what they have in common with others e.g. physically, in personality or background. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • Learn about diversity: What it means; the benefits of living in a diveRSHE community; about valuing diversity within communities. Value the different contributions that people and groups make to the community. Identify that the UK is made up of people from different religious and ethnic identities and recognise that this makes the UK a richly diveRSHE community. Identify some reasons why people might move from one place to another and recognise that this has happened for many thousands of years (people have always moved from one place / country to another). Identify some of the ways people can show respect for different cultures and	**Year 4** • Recognise their individuality and personal qualities. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Develop self-worth by identifying positive things about themselves and their achievements. Recognise how their personal attributes, strengths, skills and interests contribute to their self-esteem. • What are our similarities and differences? Consider diversity. Learn to appreciate diversity and difference in people living in the UK and around the world. • Learn about the traditions families and cultures have. Learn about the values and customs of people around the world, considering what we like about these different traditions and why some traditions and cultures are different from our own. Describe customs or traditions celebrated their own families / community. Identify different traditions that relate to entry into adulthood / adolescence and different celebrations. Describe different traditions from cultures other than their own. Explain how they are similar or different to their own traditions. Explain how we show respect and appreciate the traditions of other cultures. • Learn about the sustainability of the environment across the world Make links to Global Goals. Explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.).

identities. Participate in celebrating the range of different identities and cultures in the UK. • Recognise their achievements and set personal targets for the future. Recognise their individuality and personal qualities. Reflect on their achievements and describe what they are proud of. Describe the different ways achievements can be celebrated. Describe aspirations for the end of term/school year and how they will know if they have achieved them. Describe steps they can take to improve and explain how making mistakes along the way can help them to learn.	Recognise that there is limited supply of the earth's resources and the importance of sustainability. Identify and explain their own environmental responsibilities and the difference this can make. Recognise how resources are shared across communities and the affects this can have on the communities / the environment
Year 5 • Recognise and respect the similarities and differences between people and what they have in common with others. R32 Learn what contributes to who we are. That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). • Know what makes a person's identity. 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). • Learn about stereotypes. How they are not always accurate, and can negatively influence behaviours and attitudes towards others. How to challenge stereotypes and assumptions about others. • What jobs would we like? Learn about the variety of jobs we have. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their lifetime. • Learn what skills we need. Consider what skills and attributes they have or would like to have. What qualifications and training might they obtain in	**Year 6** • Learn about the new opportunities and responsibilities that increasing independence may bring. How have they become more independent? How will this help on the move to secondary school? What new opportunities and responsibilities do they have now and will these change in their new school? • Recognise how friendships can change over time. To learn about making new friends and the benefits of having different types of friends, particularly as they move schools and they change as a person over time. • Learn what problem-solving strategies they need as individuals for dealing with emotions, challenges and change, including the transition to new schools. Discover where they could get more information, help and advice about growing and changing. Learn which strategies could be used to manage transitions between classes and key stages and which ones are appropriate for the individual • Consider how the changes that have taken place over primary school have made them develop as a person. Review aspects of change and loss already learned and recognise how these can affect feelings.

the future? 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. ● Learn about some of the skills that will help them in their future careers. e.g. teamwork, communication and negotiation. L30 ● Identify the kind of job that they might like to do when they are older. How might people choose a job and what might influence their decision e.g. skills, interests and pay? Recognise a variety of routes into careers (e.g. college, apprenticeship, university). ● Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them. How to questions and challenge stereotypes. (also Rights and Responsibilities). ● Learn 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. How might they choose a job? Why would they choose it and what might influence their decisions?	

Health and Wellbeing

Healthy Lifestyle and Keeping Safe

Little Acorns/Little Oaks	Reception
Year 1 ● Learn about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid. Learn the difference between secrets and surprises (that everyone will find out about eventually). Explain what a secret is and what it means to keep a secret. The same with a surprise. Recognise that no-one should ask someone to keep a secret/surprise that will be hurtful to themselves or others. Identify who they can talk to if they are worried about a secret or surprise. ● Learn the correct names for the main parts of the body of boys and girls. Identify and compare physical similarities and differences between boys and girls. Recognise and use the correct names for main parts of the body including external genitalia. ● Learn about appropriate and inappropriate touch. Identify different types of touch. Judge what kind of physical contact is acceptable, comfortable or unacceptable and uncomfortable and learn how to respond (including who to tell and how to tell them). Recognise they have the right to say no. Know that the parts of the body covered by underwear are private. ● Learn about the rules for keeping safe (in familiar and unfamiliar situations). Identify and learn rules for and ways of keeping physically and emotionally safe. Describe the things they do in school and at home to keep themselves and others safe. Demonstrate they have a right to be 'safe on the outside' and feel 'safe on the inside'. ● Learn how to ask for help if they are worried about something. Identify who looks after them inside and outside of school; their family network and who to go to if they are worried. Explain what they could do if they	**Year 2** ● Learn about keeping safe in the local environment. Understand what rules are, why they are needed and why they are different for different situations. Identify and give reasons for school rules about health and safety and what could happen if these rules are not followed. Recognise there is advice and guidance, including age restrictions, to help keep people safe in different places and situations. Recognise risk in simple, everyday situations and what action to take to minimise harm. ● Describe and demonstrate ways they and others can keep physically safe in different places and situations (e.g. beach, shopping centre, park, on the street). Know about how to keep safe at home, including around electrical appliances. Know about fire safety (e.g. not playing with matches and lighters). Learn that household products can be harmful if mis-used. Identify who can help if something is, seems or may become unsafe. ● Learn about privacy and how to resist pressure to do something that makes them feel uncomfortable or unsafe, including keeping secrets. Know there are situations when they should ask for permission and when their permission should be sought. ● Learn about the concept of keeping something secret. (Review Y1) Learn about when they should or should not agree to keeping an adults' secret. Recognise that no one should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so. Explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust. Recognise that even if they have agreed, they can and should still tell an adult.

feel nervous about something safe/unsafe. Demonstrate ways they can attract the attention of people who care for them and make sure they are listening. Recognise it is very important to tell someone if they are worried about something. ● Who keeps us safe? Learn about people who work in their community and how to get their help, including in an emergency. Name a range of different jobs that people in the local community do. Describe the work they do and how it helps people to stay safe. (Police, Fire service, Ambulance). ● Identify who could help them in different places. ● Explain what they could do to attract attention or to ask for help in different situations. Identify that 999 is an emergency number and can be dialled to get help in an emergency. ● Learn how to manage change when moving to a new class ● Learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food, dental health). Identify some ways of taking care of ourselves on a daily basis. List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation. Describe how physical activity and sleep helps their bodies to grow and them to feel well. Describe how they can take care of their dental health. ● Learn about basic personal hygiene routines and why these are important. Identify how infections (such as coughs and colds) can be spread. Describe some basic personal hygiene routines. Recognise why this is important. Describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough). ● What do we like to do that makes us feel good? What choices can we make that can help us to feel good? If someone chooses something else how might we feel? Learn about making healthy choices. Describe what they like/dislike. Recognise what a choice is. Identify some choices to help improve how they feel, that choices have consequences, and that these may be good or not so good. ● Learn that household products (incl. medicines) can be harmful. Identify what goes on to/into people's bodies and how this can make people feel. Recognise that household products can be harmful if not used correctly. Describe ways of keeping safe around these. To learn that medicines	● Which parts of our body are private? Learn about appropriate and inappropriate touch. Describe different types of touch and how it feels when people try to touch us in ways we do not like or that make us uncomfortable. Recognise there are parts of their body that are private; they have a choice about being touched and the right to say 'no'. Explain the importance of telling an adult when worried. ● Learn to describe the main parts of the body. Identify the physical similarities/ differences between boys and girls. Recognise male/female sex parts. Use the correct names for main parts of the body including external genitalia. Describe what their bodies feel and do when they feel uncomfortable or hurt. Describe the differences and similarities between being hurt physically and being hurt emotionally. Identify people they can go to and how they can let these people know they are feeling uncomfortable or hurt. ● Learn about the people who work in their community and how to get their help, including in an emergency. Identify people who work in the community and their roles. Explain the ways they help others. (Air ambulance, nurse, doctor, vet, park ranger). Explain how to ask for help in a range of different situations. Explain what an emergency is and where and how to get help if they feel a situation is unsafe or an emergency. Demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency.

(including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H6 and to learn that household products, including medicines, can be harmful if not used correctly and that the things people put in their bodies or onto skin can affect how people feel. ● Identify people we can trust to tell us to put things onto and into our bodies. ● To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. ● How to keep safe in the sun and protect skin from sun damage.	
Year 3 ● Learn about keeping safe in the local environment. Recognise there is advice and guidance to help keep people safe in different situations including school. Identify some of the risks that may occur. Describe and demonstrate ways they and others can keep physically safe in different places and situations (e.g. around fire and fireworks, the swimming pool, a special event). Identify who can help if something is, seems or may become unsafe. H41 H21 ● Identify school rules about health and safety and review reasons for having these. Describe what could happen if health and safety rules are not followed. Explain what an emergency is. Explain where and how to get help if they feel a situation is unsafe or in an emergency. Know how to contact the emergency services and what to say. H44 H15 ● Learn about people who help us stay healthy and safe. Give examples of how they are helped to stay healthy and stay safe in a variety of places and situations. Recognise that they should always report things that mean they or others may not be safe. Identify different ways asking for help – including online. Identify appropriate people to tell or talk with about their concerns. ● Learn about the difference between acceptable and unacceptable physical contact. Explain that everyone has a right to have their 'body space' respected and that they should respect others body space. Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. Identify the types of physical contact which are acceptable (e.g. when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us). Recognise physical	**Year 4** ● Learn about managing risk in familiar situations and keeping safe. Learn how to recognise, predict, assess and manage risk in different situations. Explain what is meant by risk, danger and hazard. Describe steps that can be taken to reduce the risk or avoid danger. Assess whether they are able to manage the risk themselves and if not, who is responsible. Identify if, when and how to report potential risks, dangers and hazards to others. ● Learn how to keep safe in the local environment. Explain why there are rules about safety in different places e.g. the benefits and risks of sun exposure. Recognise the potential consequences of safety rules not being followed. Give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations. Describe and demonstrate how to keep themselves safe in the local environment (such as near roads, railways, water, building sites). Identify when, how and who to alert if there is danger. ● Learn that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (including legal/illegal drugs). Give reasons why there are rules and laws, including age restrictions. Identify some consequences of these being broken. Identify issues that concern them in school and what they can do about them, including taking part in making or changing rules linked to safety. Identify the steps they can take to help to change rules. Give examples of ways in which everyone has a say in making rules / laws. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment e.g. reducing, re-using, recycling, food choices).

contact that is aggressive or hurtful is not acceptable. Explain why it is alright and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused. 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. Learn how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable. Learn strategies to manage this. ● Learn about the concept of keeping something confidential or secret. To learn about when they should or should not agree to keeping a secret. Identify what it means to keep something confidential or secret. Identify times when confidentiality might be important. Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so. Explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher. Recognise that even if they have agreed, they can and should still tell a teacher. ● Learn how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. ● Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. Learn how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly). ● Learn about drugs that are common in everyday life (alcohol, tobacco, energy drinks, medicine and caffeine). ● Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. What is meant by first aid and some of the basic techniques for dealing with common injuries. ● Learn about what makes a 'balanced lifestyle' and making choices in relation to health. Identify different ways to help maintain good health. Recognise what is meant by a 'balanced lifestyle'. Describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives. Describe choices that have positive consequences on health and those which may have more negative effect. Describe what helps people to make a positive choice.	● Recognise how people can be influenced by their peers' behaviour and by a desire for peer approval. Learn about negative pressure and how to manage this. Recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous. Recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others. Describe some different ways to manage or resist pressure. Identify who they can talk to if feeling under pressure. ● Learn to recognise and manage dares. Explain how to recognise a dare. Give reasons why people might dare others to do things. Explain whether dares always put someone under pressure. Explain why no one should ever feel the need to agree to do a dare. Explain what they can do if they have witnessed someone else being given a dare. Identify people they can talk to/go to if they are worried. ● What happens to people's bodies when they grow up? Do these changes happen to everyone at the same time? What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience? Learn about the changes that happen at puberty. Identify changes in the human life cycle and puberty as a time in everyone's life when their bodies grow and change from children to young adults. Identify that the changes are ongoing and usually happen between the ages of 8-17 years. Use the correct names of female and male reproductive organs. Describe the effects of puberty on male/female bodies – how bodies grow and change. Puberty: Time to change ● Identify where to get help and support about the changes that happen at puberty.

• What choices can we make about healthy food? What does a balanced diet look like? What do we know about healthy eating and how it can help keep our bodies healthy? Who makes the choices for us about what we eat and drink? What choices are we able to make for ourselves? Are these always the right choices? What helps us to choose? Learn about what makes up a balanced diet. About opportunities they have to make their own choices about food and what influences their choices. Recognise what makes a balanced diet. Identify what food they think should be eaten regularly to maintain good health. Identify what or who helps them decide what to eat and drink. Recognise when they have opportunities to make choices about food and drink. Explain what they need to consider when making these choices. • What is a habit? Can habits be good or not so good for us? How can habits make us feel? Can habits be stopped? Learn about what is meant by a habit and how habits can be hard to change. Identify what a habit is. Identify habits that help us and habits that do not. Identify some examples of healthy habits. Recognise that although it can be difficult, unhelpful habits can be changed or stopped. • How can we prevent the spread of bacteria and viruses? What are germs, bacteria and viruses? What can we do to help stop viruses and bacteria from spreading to others? What daily routines help this? Where or when is it especially important to keep good hygiene standards? To learn that simple hygiene routines can prevent the spread of bacteria and viruses. Explain how bacteria and viruses can be passed on from one person to another and can sometimes cause illnesses. Describe simple hygiene routines that reduce the spread of bacteria and viruses. Explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health. • Learn how to ask for advice/help about a healthy lifestyle.	
Year 5 • Learn how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. Learn that if someone has experienced a head injury, they should not be moved. Know when it is appropriate to use first aid and the importance of seeking adult help. • Learn about strategies for managing personal safety in the local environment. Identify potential risks in different environments. Explain	**Year 6** • Learn about the skills needed in an emergency. What to do in an emergency. Basic emergency aid. Distinguish between an emergency and non-emergency. Describe different reactions to an emergency. Describe helpful language and strategies to use to help self and others maintain calm. Identify the responsibilities of people involved in emergency situations. Explain the importance of following basic emergency

safety rules for different places. Explain how people can be prepared for danger and how to keep safe in different places. Describe situations when following the safety rules might be more challenging. Identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support. Identify when, how and who to alert if safety is, or potentially might become, compromised. ● Learn how to keep safe and well when using a mobile phone. Recognise situations where mobile phone safety might be compromised. Explain ways they can help keep their phone safe and prevent mobile phone theft. Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep). Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night). Recognise the importance of managing their own use of their mobile phone. ● What happens to people's bodies when they grow up? Do these changes happen to everyone at the same time? What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience? Learn about the changes that happen at puberty. Identify changes in the human life cycle and puberty as a time when their bodies grow and change from children to young adults. Recognise how puberty prepares people's bodies for the possibility of having children when they are adults. Use the correct names of female/male reproductive organs. Describe the effects of puberty on male/female bodies – how bodies grow and change. Explain why it is important and how to keep themselves clean during puberty. Explain how feelings, emotions and relationships may change during puberty- how it may cause mood swings and other strong feelings. Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them. Identify where to get help and support about the changes that happen at puberty. ● Learn 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.	procedures. Describe or demonstrate basic emergency aid procedures putting someone in the recovery position, applying pressure to and elevating cuts. Explain or demonstrate how to attract attention to get help during an emergency, including how to summon the emergency services and give accurate answers to information that may be requested. ● Learn how images in the media can distort reality and that this can affect how people feel about themselves. Explain how and why images in the media are digitally enhance, altered or adapted. ● Describe how this can influence someone's view about a place, a person, people (couple or group) or themselves. ● Describe how this can affect how someone feels about themselves or their own life. Describe why this is not always helpful or conducive to wellbeing. ● Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts. ● 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. ● Learn how to make decisions about the content they view online or in the media and know if it is appropriate for their age. How to respond to and report information viewed online which is upsetting, frightening or untrue. Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. ● Discuss what influences people's decisions. ● What happens at puberty? (re-cap from Year 5) How can people feel about their changing bodies during puberty? How can people manage these changes? What is involved in growing up? What does it mean to be grown up? ● Learn about the changes that happen at puberty (recap learning from years 4 and/or 5). Re-cap the learning outcomes from years 4 and/or years 5. Describe how to manage physical changes of puberty. Explain how to manage some of the emotional changes associated with puberty. ● What can we learn about human reproduction? Learn about human reproduction in the context of the human lifecycle

• 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.	

Living in the Wider World

Rights and Responsibilities & Money

Little Acorns/Little Oaks	Reception
Year 1 • Learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Know if they have ever received money, where it came from and what they did with the money they received. Learn where people get their money from. Know where can we safely keep our money and why people save money. • Learn about the role money plays in their lives and how to keep it safe. Learn the choices about spending money or saving it and what influences those choices. • Learn about group and class rules and why they are important. Describe how they would like their classroom to be. Explain who or what they are responsible for in their classroom. Explain what rules mean and how they help all of us. Give suggestions for what could be included in class rules and explain why they are important. Explain why it is important for them to carry out classroom responsibilities and what happens if they are not carried out. Identify when this might be more difficult or challenging and what to do in these situations. • What needs do we all share? Learn about respecting the needs of ourselves and others, showing how to treat themselves and others with	**Year 2** • Learn that jobs help earn money to pay for things • To learn about a range of different jobs carried out by people they know or by people in their community. • How people have different strengths and interests that enable them to do different jobs. • That some people use the internet and digital devices in their jobs and everyday life. • What can we do to make a happy classroom? Do our actions always have a positive effect? Why is it important we all take responsibility for our school? Why do we need rules in the classroom and in school and why is it important that we make our own rules? What could happen if the rules are not followed? Review from Y1: Learn about respecting the needs of ourselves and others. R22 L3 Learn how people and other living things have needs and about the responsibilities of caring for them. L2 To learn about group and class rules and why they are important. Give reasons for why it is a shared responsibility to contribute to the classroom and school life. Identify the different contributions that pupils make and how this affects the classroom. Explain how class/group rules help them to learn and make

respect. Explain that people (and animals) need to be looked after and cared for. Identify some of the needs of all living things. Describe some ways of looking after themselves and others. Know how to be polite and courteous. • Learn what is kind and unkind behaviour. • Explain why they need to be able to take turns and share things and places, returning things that are borrowed. Identify who to tell if they are worried that needs are not being met. • Learn how to talk about and share their opinions on things that matter to them	the classroom a safe place. Construct and agree classroom rules together. Give reasons for the rules that have been agreed. Identify what can happen if class/group rules are not followed. L1/2 What is our environment like? What is good/not so good? Who is responsible for our environment? How could we improve it? Will it make a difference? For whom? To learn about looking after the local environment. Describe what makes an environment pleasant to live in. Give examples of what problems might occur in these environments e.g. litter, anti-social behaviour, neglect. Explain how this can be improved e.g. signposting, litter picking, tree planting. Explain the shared responsibility we have to take care of our environment and suggest ways in which they could improve it.
Year 3 •	**Year 4** • How do people manage money? What do people have to think about before we decide to spend or save? Learn about the role of money and ways of managing money (budgeting and saving). Explain the importance of money in people's lives. Identify a range of forms of payment the reasons for using these (other than coins and notes). Explain different ways of keeping track of money and why this is important. Identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value'). Describe how shops, service, banks and manufactures try to persuade people to buy their products. Make decisions about whether something is better 'value for money' than something else. • Learn about what is meant by 'interest' and 'loan'. Identify situations where someone might want or need to 'save' or 'borrow' money. Explain what is meant by 'interest' in relation to saving and borrowing. Identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want. Describe some of the feelings someone might have about doing this. • How people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. • 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). • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.

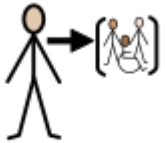
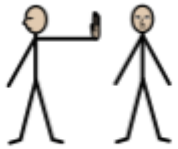
	• How to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way. • Learn about their responsibilities, rights and duties (home, school and the environment). Identify who is responsible for things at school, at home and in the environment. Identify rights and responsibilities they have in the context of school, home and the environment. Recognise the skills required to carry out their responsibilities. Describe how it feels to be responsible. Give suggestions of how they can make a difference to local and world-wide environment issues. Learn about the ways in which rules and laws keep people safe, including the reasons for following rules and regulations. • What are rights? What is a basic human right? Why are human rights important? Why do children have special human rights? Learn that everyone has human rights (and that children have their own set of human rights). To learn about the UN declaration on the Rights of the Child. Explain that human rights are there to protect everyone and this is why they exist. Identify some of the rights of the child (UN Declarations of the Rights of the Child). Describe how some of the Rights of the Child relate to their daily lives. Explain why they think the Rights of the Child are important. Recognise the importance of people speaking out about human rights. • How do our actions affect others? Who will this affect? How might it affect them? Will this be positive or negative? What might happen if we 'think before we act'? Learn how actions can affect ourselves and others. Describe how one person's actions can affect another person, or a group of people. Identify actions that would affect others positively/negatively. Describe how a person's actions can affect the person themselves. Identify why it is important to 'think before we act'
Year 5 • Learn how finance plays an important part in people's lives and about being a critical consumer. Identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy). Explain that some jobs pay more than others and that money is one factor for people in choosing a career/job. Explain why we should be wary of claims made in advertisements. Identify	**Year 6** • Learn how finance plays an important part in people's lives and about being a critical consumer. Explain how personal finance can affect lifestyle choices. Evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction. Describe the factors that make consumers want to buy a product. Identify how shops and manufactures use 'deals' (such as

how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more. Decide which similar items are the best 'value for money' and explain their view. How people make decisions about spending/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 accounts/savings; store card/ credit cards; loans). • 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. • What are the consequences of one person's decisions? (e.g. to drop some litter). How might this affect themselves and other people? When might someone stop to ask 'what if'? Learn about the consequences of their actions on themselves and others. Explain how someone's actions might have consequences for themselves, family, friends, wider community. Identify the consequences of positive and negative behaviour on themselves and others. Explain the importance of 'stopping', 'taking a step back' and asking 'What if…'. • What is the nature and consequences of discrimination, teasing and aggressive behaviours? What is discrimination? Do we see examples of this in our everyday lives? How might prejudice make someone act? What effects can discrimination have? How can people ensure they are more inclusive? Learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others. Explain what is meant by prejudice and discrimination and how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language. Describe the potential consequences of discrimination including how this might make people feel and act. Identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language). Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against.	three for the price of two) to entice consumers to purchase more and evaluate who benefits from this. Evaluate whether something is 'value for money'. Give reasons for the importance of being a critical consumer. • What risks are involved with borrowing? Before making decisions about saving or borrowing, what information does someone need? What does 'tax' mean? How are taxes spent? Learn about what is meant by 'interest', 'loan', 'debt'. About the importance of looking after money, including managing loans and debts. That people pay 'tax' to contribute to society. Explain why people may borrow money (e.g. loans, credit cards). Explain the differences between credit and debt and what is meant by 'interest'. Explain the difference between a manageable and an unmanageable debt and how this can affect someone. Explain the importance of being a critical consumer when it comes to saving or borrowing money. Identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money. Give reasons for why money is deducted from earnings to provide things we all need. Explain some of the ways in which the government uses money raised by taxes and how money is used in this way to meet the needs of everyone, including the vulnerable members of society. Identify ways they are 'tax payers' (e.g. VAT on some things they purchase). • Who decides how and which resources are allocated? Is this always fair? Who is affected by the decisions made? What can people do if they don't agree? Learn about how resources are allocated and the effect this has on individuals, communities and the environment. Explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated. Explain how these decisions are made. Explain how these choices are affected. Describe the different ways that decisions about the allocation of resources affects individuals and communities. Justify their views and opinions of how resources should be allocated. • Know that they should tell someone immediately if they are worried for themselves or someone else. To be used where appropriate and in line with school safeguarding policy.

• Which factors affect the differences and similarities between us? How can we recognise stereotypes? What stereotypes do we regularly encounter in the media? How can we get to know and respect each other better? Learn about the factors that make people the same or different. To recognise and challenge 'stereotypes' and learn about the correct use of the terms sex, gender identity and sexual orientation. Describe the range of different factors that make up a person's identity. Identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity. Give examples of different types of stereotyping in the media. Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations. Explain that everyone is equal no matter their identity. Give reasons for challenging stereotypes	

Vocabulary

Vocabulary	Definition	WIDGIT
Awareness	knowledge or perception of a situation or fact	awareness
Relationships	the way in which two or more people or things are connected, or the state of being connected	Relationships
Friendships	the emotions or conduct of friends; the state of being friends	Friendships
Society	the aggregate of people living together in a more or less ordered community	Society

Emotions	a strong feeling deriving from one's circumstances, mood, or relationships with others	Emotions
Inclusion	the action or state of including or of being included within a group or structure	 Inclusion
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability	 Discrimination
Environment	the surroundings or conditions in which a person, animal, or plant lives or operate	Environment
Economy	the state of a country or region in terms of the production and consumption of goods and services and the supply of money	Economy

Wellbeing	the state of being comfortable, healthy, or happy	Wellbeing
Community	a group of people living in the same place or having a particular characteristic in common	Community
Representation	the action of speaking or acting on behalf of someone or the state of being so represented	Representation
Responsibility	the state or fact of having a duty to deal with something or of having control over someone	Responsibility