



# PSHE at Upton Heath Church of England Primary School

"Serve one another in love"

## PSHE Curriculum Statement

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### Intent:

At Upton Heath Church of England Primary School, we believe that each child is unique and the recognition of this individuality, alongside the development of the 'whole child' should be at the heart of all that we do; all our children should leave their time with us having an enjoyment and thirst for learning, whilst achieving exceptionally high personal standards through '*Enriching lives*' by '*Serving one another in love*.' Galatians, 5:13. Policy and practice of Personal, Social, Health and Economic (PSHE) curriculum encompasses the statutory Relationships, Sex and Health Education curriculum (RSHE) alongside teaching fundamental British Values is based on our inclusive Christian principles and values emphasising **respect, resilience, generosity, compassion, courage, love, friendship, hope, joy, forgiveness, thankfulness, perseverance, justice, service, truthfulness** and **trust**. Upton Heath has achieved the silver Rights Respecting Schools (RRS) award. Using the United Nations Convention on the Rights at the Child reiterates our philosophy of putting the child at the epicentre of our curriculum. All our children have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that is permissible under UK law) are treated with dignity and respect; bullying of any kind is eliminated; and where they are free to be themselves and fulfil their potential without fear. For this reason, our PSHE curriculum is the foundation of our whole curriculum. It is linked to our Religious Education, Science and Computing curriculum and directly linked to our daily Collective Worship through the exploration of a different Christian principle each half-term and the impact God's word can have on the way we live our lives. We believe that all personal relationships can flourish in a community where the children are given the opportunity to explore their own capabilities and potential in the knowledge that they are supported in a caring community.

At Upton Heath Church of England Primary School, we aim to ensure that any child can answer the following question by the time they leave in year 6-

***"How can I maintain a healthy lifestyle where I can form and maintain happy, safe relationships and become a valuable citizen in our ever changing world?"***

We approach PSHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all children, their families and our community. As part of our duty under the Equalities Act, 2010 ([Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)), we ensure that no children are discriminated against because of their sex, race, disability, religion or belief or sexual orientation.

We strive to ensure the PSHE curriculum at UHPS is Relevant, Engaging, Aspirational, Creative and Holistic (REACH). Topics and areas of learning build on previous learning, as well as being linked to topics and experiences of relevance and interest to our children.

Click on the links below:

PSHE  
Vocabulary

PSHE  
Progression  
of Skills

PSHE  
curriculum  
statement

## The PSHE Curriculum 2021-22

Cohort	Half term	PSHE Theme / Christian Value/ United Nation Articles (RRS)/ British Values	Intent key questions	Implementation	Impact Children will know  LINKED TO END OF YEAR EXPECTATIONS
Year 1	Autumn 1	<p><b>PSHE- Relationships</b></p> <p><b>Christian Value linked to Collective Worship- Thankfulness 'Always be thankful' 1</b></p> <p><b>Thessalonians 5.16</b></p> <p><b>United Nation Articles (RRS)</b> Simplified version <b>15</b> - Every child has the right to meet with other children and to join groups and organisations,</p>	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for R1, R2, R3, R4, R5</p> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17 <b>KS</b></p>	<p>Kids Safe Grandfather and I by Helen E. Buckley <i>The family book</i>, Todd Parr 'My Grandpa is Amazing' by Nick Butterworth Medway Lesson 1 <b>CW Y1L3</b></p> <p>Kids Safe</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>about people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teacher.</li> <li>understand the role these different people play in children's lives and how they care for them.</li> <li>explore what it means to be a family and how families are different, e.g., single parents, same-sex parents, etc.</li> <li>understand about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p>Children will</p> <ul style="list-style-type: none"> <li>learn about situations when someone's body or feelings might be hurt and whom to go to for help.</li> <li>learn about what it means to keep something private, including parts of the body that are private.</li> <li>be able to identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses and punches) Children will learn how to respond if being touched makes them feel uncomfortable or unsafe.</li> <li>learn when it is important to ask for permission to touch and how to ask for and give/not give permission.</li> </ul>
Year 2		<p><b>15</b> - Every child has the right to meet with other children and to join groups and organisations,</p>	<p><b>Families and Friendships</b> Making friends; feeling lonely and getting help R6, R7 R8, R9, R24</p> <p><b>Safe relationships</b> Managing secrets;</p>	<p><b>Kidsafe</b></p> <p>'Just because' by Rebecca Elliot (NO)</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>how to be a good friend, e.g. kindness, listening, honesty</li> <li>about diverse ways that people meet and make friends</li> <li>strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>about what causes arguments between friends'</li> <li>how to positively resolve arguments between friends'</li> <li>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.</li> </ul>

		as long as this does not stop other people from enjoying their rights. <b>16</b> - Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.	resisting pressure and getting help; recognising hurtful behaviour PoS Refs: <b>R11, R12, R14, R18, R19, R20</b>	'Blown Away' by Rob Biddulph (NO) The odd egg by Emily Gravett (NO)  <b>Growth Mindset</b> G1 'Playing teacher'	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online.</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online.</li> <li>• about what bullying is and diverse types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe.</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use.</li> <li>• to be able to work with everyone in my class</li> </ul> <ul style="list-style-type: none"> <li>• to understand what makes someone feel proud</li> </ul> <ul style="list-style-type: none"> <li>• Working in specific roles in a learning group; strategies that would help a child with a fixed mindset engage in their learning</li> </ul>
Year 3		British Value - <b>Individual liberty</b>	<b>Families and friendships</b> What makes a family; features of family life PoS Refs: <b>R1, R6, R7, R8, R9</b>	<b>Kidsafe</b> CW Y3 L3	Children will know <ul style="list-style-type: none"> <li>• how to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> <ul style="list-style-type: none"> <li>• What makes a good friend</li> </ul> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g., passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> <ul style="list-style-type: none"> <li>• to find a solution to a problem</li> </ul> <ul style="list-style-type: none"> <li>• How someone feels when he or she fails; ways of encouraging someone to try</li> </ul>
Year 4			<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: <b>R19, R22, R24, R30</b>	Medway Year 3 Lesson 1 and 2  CW Y3 L2 <b>Kidsafe,</b> <b>Computing Internet Safety</b>	
			<b>Families and friendships</b> Positive friendships, including online PoS Refs: <b>R10, R11, R12, R13, R18</b>	<b>Kidsafe</b> <b>Computing Internet Safety</b>  To be revisited in Summer 2 using <b>Christopher Winterson Y4 L3</b>	Children will know <ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices <b>KS</b></li> </ul>

			<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: <b>R20, R23, R27, R28</b> <b>KS</b></p>	<p><b>Kidsafe</b> <b>Computing Internet Safety</b></p> <p><b>Growth Mindset</b> <b>G1</b> 'From failure to success' <b>G2</b> 'Bounce!'</p>	<ul style="list-style-type: none"> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know <b>KS</b></li> <li>• what to do or whom to tell if they are worried about any contact online <b>KS</b></li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online <b>KS</b></li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret <b>KS</b></li> <li>• how to recognise risks online such as harmful content or contact <b>KS</b></li> <li>• how people may behave differently online including pretending to be someone they are not <b>KS</b></li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> <li>• Valuing failure as an important part of the learning process; defining the term 'successful'</li> <li>• Strategies for persevering and learning when they make a mistake; describing how they feel when they make a mistake</li> </ul>
Year 5			<p><b>Families and friendships</b> Managing friendships and peer influence PoS Refs: <b>R14, R15, R16, R17, R18, R26</b></p> <p><b>Safe relationships</b> Physical contact and feeling safe PoS Refs: <b>R9, R25, R26, R27, R29</b></p>	<p><b>Kidsafe</b></p> <p>Rose Blanche by Ian McEwan and R.Innocenti (NO)</p> <p><b>Growth Mindset G1</b> 'Passport to learning'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations <b>KS</b></li> <li>• how to ask for, give and not give permission for physical contact <b>KS</b></li> <li>• how it feels in a person's mind and body when they are uncomfortable <b>KS</b></li> <li>• that it is never someone's fault if they have experienced unacceptable contact <b>KS</b></li> <li>• how to respond to unwanted or unacceptable physical contact <b>KS</b></li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about <b>KS</b></li> <li>• whom to tell if they are concerned about unwanted physical contact <b>KS</b></li> <li>• to justify my actions</li> <li>• Reflecting on the different mindsets, how they use them and what their strengths are</li> </ul>
Year 6			<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership</p>	<p><b>Kidsafe</b></p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> </ul>

		<p>and marriage PoS Refs: <b>R1, R2, R3, R4, R5, R7</b></p> <p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations PoS Refs: <b>R26, R28, R29</b></p>	<p><b>To be revisited in Summer 2 CW Y6 L2</b></p> <p><b>Kidsafe Internet safety</b></p> <p>The Whisperer by Nick Butterworth (NO)</p> <p>Love you Forever by Robert Munsch (NO)</p> <p><b>Growth Mindset GM1</b> 'Don't say... Say...'</p>	<ul style="list-style-type: none"> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried <b>KS</b></li> <li>compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong <b>KS</b></li> <li>strategies to respond to pressure from friends including online <b>KS, IS</b></li> <li>how to assess the risk of different online 'challenges' and 'dares' <b>KS, IS</b></li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable <b>KS</b></li> <li>how to get advice and report concerns about personal safety, including online <b>KS, IS</b></li> <li>what consent means and how to seek and give/not give permission in different situations <b>KS</b></li> <li>to stand up to discrimination</li> <li>to consider how my life may change as I grow up</li> <li>The impact of words and phrases on mindsets; creating effective phrases for learning feedback</li> </ul>
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Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Autumn 2	<p><b>PSHE- Relationships</b></p> <p><b>Christian Value linked to Collective Worship- Trust</b></p> <p><b>'My God is my strength in whom I</b></p>	<p><b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful PoS Refs: <b>R21, R22</b></p>	<p><b>Christopher Winterson P Y1L3</b></p> <p>PSHE MH L1</p> <p>Max the Champion by S. Stockdale</p> <p><b>Growth mindset lessons</b> <b>G1</b> 'I give up!' <b>G2</b> 'Strictly can't dance' <b>G3</b> 'Grow, grow, grow your brain'</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>understand that our bodies work in different ways</li> <li>Understand what kind and unkind behaviour mean in and out school</li> <li>understand how kind and unkind behaviour can make people feel</li> <li>understand we all have feelings</li> <li>learn about what respect means</li> <li>learn about class rules, being polite to others, sharing and taking turns</li> <li>explore characteristics of growth and fixed mindsets; helping a character to develop a growth mindset</li> <li>Understand how it feels to fail; how to learn.</li> <li>Learn about the learning journey; what learning means</li> </ul>

Year 2	<p><b>trust.' Psalm 18.2</b></p> <p><b>United Nation Articles (RRS)</b> Simplified version 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this</p> <p>British Value – <b>Mutual respect</b></p>	<p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: <b>R23, R24, R25</b></p>	<p>The Great big book of families by M.Hoffman (NO)</p> <p><b>G2</b> 'Oh no! I've made a mistake!' <b>G3</b> 'Girls can't do that! Dream big!'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>about the things they have in common with their friends, classmates, and other people</li> <li>how friends can have both similarities and differences</li> <li>how to play and work cooperatively in different groups and situations</li> <li>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> <ul style="list-style-type: none"> <li>To understand what diversity is</li> <li>Working in specific roles in a learning group; strategies that would help a child with a fixed mindset engage in their learning</li> <li>How we feel when we make a mistake; strategies which help us learn</li> <li>Debating whether girls should be allowed to be engineers; identifying how we should respond to a mistake</li> </ul>
Year 3		<p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: <b>R30, R31</b></p>	<p><b>CW Y3 L1</b> <b>Kidsafe, Computing –Internet safety</b></p> <p><b>Growth Mindset</b> <b>G2</b> 'Firing neurons' <b>G3</b> 'Born to be ...'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>How to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> <li>What happens in your brain when you are learning something; what they think happens inside the brain of growth/ fixed mindset</li> <li>The characteristics of growth and fixed mindsets; debating whether we are born to be good at something</li> </ul>
Year 4		<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively PoS Refs: <b>R32, R33</b></p>	<p><b>Christopher Winterson Y4 L3</b></p> <p>Red: A crayon's story by Michael Hall (NO)</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>How to recognise differences between people such as gender, race, faith</li> <li>How to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>about the importance of respecting the differences and similarities between people</li> <li>a vocabulary to sensitively discuss difference and include everyone</li> <li>to be who you want to be</li> </ul>
Year 5		<p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: <b>R20, R21, R31, R33</b></p>	<p><b>Internet Safety RRS/BV</b></p> <p>The Artist who painted a blue horse by Eric Carle (NO)</p> <p><b>Growth Mindset</b></p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>how to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own <b>RRS/BV/N O</b></li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia <b>RRS/BV/N O</b></li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment <b>IS</b></li> <li>the impact of discrimination on individuals, groups and wider society <b>RRS/BV/N O</b></li> <li>ways to safely challenge discrimination <b>RRS/BV/N O</b></li> <li>how to report discrimination online <b>RRS/BV/N O/IS</b></li> <li>to appreciate artistic freedom</li> <li>Suggesting ways to help someone learn; exploring stereotypes</li> </ul>

			<b>G2</b> 'Too old to...' <b>G3</b> What makes a great teacher?	<ul style="list-style-type: none"> <li>Identifying the characteristics of a successful teacher; justifying opinions</li> </ul>
Year 6		<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: <b>R30, R34</b>	<b>To be revisited in Summer 2 CW</b> <b>Y6 L4</b>  <b>G2</b> 'Diamond minds' <b>G3</b> Barriers to learning	Children will know <ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> <ul style="list-style-type: none"> <li>Identifying what is important for them as an individual learner; identifying barriers to their learning and how they might overcome them using diamond nine array</li> <li>Identifying and overcoming barriers to learning using a rock image</li> </ul>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 1	<b>PSHE- Living in the wider world</b>  <b>Christian Value linked to Collective Worship- perseverance I can do all things through Him who strengthens me.'</b> <b>Philippians 4:13</b>  <b>United Nation Articles (RRS)</b> Simplified version 4- Governments must do all they can to make sure that every child in their countries can enjoy all the rights in the convention.	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment PoS Refs: <b>L1, L2, L3</b>  <b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online PoS Refs: <b>L7, L8</b>	Computing/ <b>Kidsafe</b>	Children will know <ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g., class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g., recycling</li> </ul> Children will <ul style="list-style-type: none"> <li>Explore how and why people use the internet</li> <li>Learn about the benefits of using the internet and digital devices</li> <li>Learn about how people find things out and communicate safely with others online</li> </ul>
Year 2			<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6  <b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information PoS Refs: L8, L9	<b>Kidsafe</b>  <b>Growth Mindset</b> <b>G4</b> 'Super effort'	Children will know <ul style="list-style-type: none"> <li>about being a part of different groups, and the role they play in these groups e.g., class, teams, faith groups</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul> <ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g., phones, tablets, computers</li> <li>how to recognise the purpose and value of the internet in everyday life</li> <li>how to recognise that some content on the internet is factual and some is for entertainment e.g., news, games videos that information online might not always be true</li> </ul> <ul style="list-style-type: none"> <li>Creating a character to represent effort; the characteristic of effort</li> </ul>
Year 3			<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities  PoS Refs: L1, L2, L3	Rights Respecting school British Values	Children will know <ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society <b>RRS/BV</b></li> <li>the importance of abiding by the law and what might happen if rules and laws are broken <b>BV</b></li> <li>what human rights are and how they protect people <b>RRS</b></li> <li>how to identify basic examples of human rights including the rights of children <b>RRS/BV</b></li> <li>about how they have rights and also responsibilities <b>RRS/BV</b></li> </ul>

		<p>28 - Every child has the right to an education. Primary Education should be free. Children should be encouraged to go to school to the highest level possible.</p> <p>Fairtrade Fortnight</p>	<p><b>Media literacy and Digital resilience</b> How the internet is used; assessing information online</p> <p>L11, L12</p>	<p>Kidsafe, Computing / Internet Safety</p> <p>Growth Mindset G4 'Mistakes that worked'</p>	<ul style="list-style-type: none"> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <b>RRS/BV</b></li> <li>how the internet can be used positively for leisure, for school and for work</li> <li>how to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate <b>KS computing-IS</b></li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>how to make safe, reliable choices from search results <b>KS computing-IS</b></li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <b>RRS/BV</b></li> <li>The importance of making mistakes as part of the learning process; creating a learning cycle to illustrate how something was created</li> </ul>
Year 4	British Value – <b>democracy</b>		<p><b>Belonging to a community</b> What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p> <p><b>Media literacy and Digital resilience</b> How data is shared and used L13, L14</p>	<p>Rights Respecting School British Values</p> <p>Kidsafe, Computing / Internet Safety</p> <p>The Flower by John Light (NO)</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>how to recognise that they belong to different communities as well as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things <b>KS computing-IS</b></li> <li>to recognise what online adverts look like <b>KS computing-IS</b></li> <li>to compare content shared for factual purposes and for advertising <b>KS computing-IS</b></li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert <b>KS computing-IS</b></li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access <b>KS computing-IS</b></li> <li><b>To ask questions</b></li> </ul>
Year 5			<p><b>Belonging to a community</b> Protecting the environment; compassion towards others PoS Refs: L4, L5, L19</p> <p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p>	<p>Rights Respecting School</p> <p>Kidsafe, Computing / Internet Safety</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment <b>RRS</b></li> <li>the importance of protecting the environment and how everyday actions can either support or damage it <b>RRS</b></li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> <li>how to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise <b>Computing IS</b></li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased <b>Computing IS</b></li> <li>that some media and online content promote stereotypes <b>Computing IS, NO</b></li> <li>how to assess which search results are more reliable than others <b>Computing IS</b></li> <li>how to recognise unsafe or suspicious content online <b>Computing IS, KS</b></li> </ul>

			How to heal a broken wing by Bob Graham (NO)	<ul style="list-style-type: none"> <li>• how devices store and share information <b>Computing IS, KS</b></li> <li>• to recognise when someone needs help</li> </ul>
Year 6		<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p> <p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<p><b>Growth Mindset</b> G4 'Brain Power!'</p> <p><b>Kidsafe, Computing / Internet Safety</b></p> <p><b>Growth Mindset</b> G4 'Brain v calculator'</p>	<ul style="list-style-type: none"> <li>• Creating a 3D model of the brain; explaining how the brain works</li> </ul> <p>Children will know</p> <ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating <b>Computing/IS</b></li> <li>• how and why images online might be manipulated, altered, or faked <b>Computing/IS</b></li> <li>• how to recognise when images might have been altered <b>Computing/IS</b></li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so <b>Computing/IS</b></li> <li>• that social media sites have age restrictions and regulations for use <b>KS, Computing/IS</b></li> <li>• the reasons why some media and online content is not appropriate for children <b>KS, Computing/IS</b></li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this <b>KS, Computing/IS</b></li> <li>• how to recognise what is appropriate to share online <b>KS, Computing/IS</b></li> <li>• how to report inappropriate online content or contact, <b>KS, Computing/IS</b></li> <li>• Discussing whether a calculator is better than a brain; justifying their opinions and reflecting on the opinions of others</li> </ul>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 2	<p><b>PSHE- Living in the wider world</b></p> <p><b>Christian Value linked to Collective Worship- Justice</b></p> <p><b>'Learn to do right. Seek justice.'</b></p> <p><b>Isaiah 1.17</b></p> <p><b>United Nation Articles (RRS)</b></p>	<p><b>Money and work.</b> Strengths and interests; jobs in the community PoS Refs: L14, L16, L17</p>	<p>'Elmer' by David McKee</p> <p><b>Growth Mindset</b> G4 'Soaking up the learning ' G5 'Super Snails 1- the power of perseverance' G6 'Super Snails 2- setting challenges'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• understand how different strengths and interests are needed to do different jobs</li> <li>• learn about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> <li>• to like who they are</li> <li>• Be able to Identify the characteristics of growth and fixed mindsets;</li> <li>• what happens in the brain when we learn.</li> <li>• identify and set personal challenges</li> </ul>
Year 2			<p><b>Money and Work</b> What money is; needs and wants; looking after money</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g., coins, notes, and ways of paying for things e.g., debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> </ul>	

	<p>Simplified version 7- Children must be registered when they are born and given a name which is officially recognised by the Government. Children must have a nationality. 32 – Children have the right to be protected from doing work that is dangerous of bad for their education, health or development. If children work, they have the right to be safe and paid fairly.</p> <p>21<sup>st</sup> March 2022 <b>RRS Earth day</b></p> <p>British Value – <b>Rule of Law</b></p>	<p>PoS Refs: L10, L11, L12, L13, L15</p>	<p><b>Growth Mindset</b> G5 'Challenge mountains'</p>	<ul style="list-style-type: none"> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> <li>• Setting learning challenges; reviewing their challenge and identifying progress</li> </ul>
Year 3		<p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<p><b>Growth Mindset</b> G5 'Challenge mountains'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul> <ul style="list-style-type: none"> <li>• Challenging areas and barriers to learning; developing ways to overcome these</li> </ul>
Year 4		<p><b>Money and Work</b> Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<p><b>Growth Mindset</b> G4 'Mindset trumps' G5 Fantastic Elastic Brain</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single</li> </ul> <ul style="list-style-type: none"> <li>• Characteristics of an effective learner; suggesting justification for awards; creating a simple game</li> <li>• Identifying the characteristics of growth and fixed mindsets; debating whether we are born to be good at something</li> </ul>
Year 5		<p><b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<p>Where the Poppies Now Grow by H.Robinson and M.Impey (NO)</p> <p><b>Growth Mindset</b> G5 'Famous failures' G6 'The iceberg illusion'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• how to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul> <ul style="list-style-type: none"> <li>• to learn from our past</li> </ul> <ul style="list-style-type: none"> <li>• Debating what it means to be a failure; reflecting on how characteristics of the mindsets affects being successful or being a failure</li> <li>• Explaining what happens when you are learning; creating images to illustrate the learning process</li> </ul>
Year 6		<p><b>Money and Work</b> Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>		<p>Children will know</p> <ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> </ul>



	<p>safe environment to live in. All adults and children should have information about how to stay safe and healthy.</p> <p>British Value – <b>Tolerance for all</b></p>	<p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<p>This is our house by Michael Rosen (NO)</p>	<ul style="list-style-type: none"> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the things that affect feelings both positively and negatively</li> <li>strategies to identify and talk about their feelings</li> <li>about some of the different ways people express feelings e.g. words, actions, body language</li> <li>to recognise how feelings can change overtime and become more or less powerful</li> </ul> <ul style="list-style-type: none"> <li>that everyone is an individual and has unique and valuable contributions to make</li> <li>to recognise how strengths and interests form part of a person's identity</li> <li>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <ul style="list-style-type: none"> <li>to understand what discrimination means</li> <li>to understand 'protected characteristics' in law</li> </ul>
Year 4		<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p> <p><b>Growing and changing</b> Introduction to physical and emotional changes in puberty; external genitalia;</p> <p>PoS Refs: H30,</p>	<p>Medway RSHE L1 <b>Christopher Winterson Y4 L1</b> <b>KS2 Science</b></p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>how to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs <b>RSE</b></li> </ul>
Year 5		<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p> <p><b>Growing and changing</b></p>	<p>Medway RSHE L2, 3 and 4 <b>Christopher Winterson Y4 L2</b></p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and immunisations (COVID-19)</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>to recognise the shared responsibility of keeping a clean environment</li> </ul> <ul style="list-style-type: none"> <li>about the physical and emotional changes during puberty <b>RSE</b></li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams <b>RSE</b></li> <li>strategies to manage the changes during puberty including menstruation <b>RSE</b></li> </ul>

			<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty <b>H30, H31, H32, H34</b></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<p><b>Christopher Winterson Y5 L1, 2 and 3</b>  <b>KS2 Science</b>  <b>Kidsafe</b></p>	<ul style="list-style-type: none"> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant <b>RSE</b></li> <li>how to discuss the challenges of puberty with a trusted adult <b>RSE KS</b></li> <li>how to get information, help and advice about puberty <b>RSE KS</b></li> </ul> <ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental well being</li> </ul>
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Year 6			<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<p>PSHE MH Y6 lessons</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>positive strategies for managing feelings</li> <li>that there are situations when someone may experience mixed or conflicting feelings</li> <li>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>the importance of asking for support from a trusted adult</li> <li>about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>that changes can mean people experience feelings of loss or grief</li> <li>about the process of grieving and how grief can be expressed</li> <li>about strategies that can help someone cope with the feelings associated with change or loss</li> <li>to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
			<p><b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36</p>	<p><b>KS2 Science</b> <b>Christopher Winterson Y6 L1,2 3 and 4</b> Medway Y6 L1, 2, 3 and 4</p>	<ul style="list-style-type: none"> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>about the transition to secondary school and how this may affect their feelings</li> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>that pregnancy can be prevented with contraception?</li> <li>about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
				<p>PSHE transition lesson –see Summer 2</p> <p>Dreams of Freedom by Amnesty International (NO)</p>	<ul style="list-style-type: none"> <li>about how relationships may change as they grow up or move to secondary school</li> <li>to recognise my freedom</li> </ul>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 2	<p><b>PSHE- Health and Wellbeing</b></p> <p><b>Christian Value linked</b></p>	<p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<p>Medway lesson 1 <b>Kidsafe</b></p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>how to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> </ul>

		<p><b>to Collective Worship- Truthfulness Tell the truth to each other. Zechariah 8.16</b></p>	<p><b>Keeping safe</b> How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34</p>	<p><b>Computing / IS Kidsafe</b></p>	<ul style="list-style-type: none"> <li>• how to recognise feelings in themselves and others.</li> <li>• how feelings can affect how people behave</li> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g., TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>
Year 2		<p><b>United Nation Articles (RRS) Simplified version</b> 23 - Every child who has a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community</p> <p>30 - Children have the right to use their own language, culture and religion- even if these are not shared by most people in the country where they live.</p> <p>5<sup>th</sup> June 2022 World Environment day</p> <p>20<sup>th</sup> June 2022 World refugee day</p>	<p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<p><b>Kidsafe</b></p> <p>The First Slodge by Jeanne Willis (NO)</p> <p><b>Growth Mindset</b> Different stages of effort; creating their own effort metre</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> <li>• to understand how we share the world <b>RRS</b></li> <li>• Different stages of effort; creating their own effort metre</li> </ul>
Year 3			<p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<p><b>Growth Mindset G6</b> 'Never give up!'</p>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g., crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>• How to overcome failure in different contexts; how it feels when we fail or mistakes; creating a game that represents the process of learning</li> </ul>
Year 4			<p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<p><b>Growth Mindset G6</b> 'Learning cereals'</p>	<p>The children will know</p> <ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• how to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• how to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• how to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> <li>• Characteristics of an effective learner; creating a design for learning cereal packaging</li> </ul>
Year 5			<p><b>Keeping safe</b></p>		<p>Children will know</p>

		British Value – <b>Tolerance for all</b>	Keeping safe in different situations, including responding in emergencies, first aid and FGM (if not completed in Y5)  PoS Refs: H38, H43, H44, H45	PSHE FGM 1 and 2	<ul style="list-style-type: none"> <li>• How to identify when situations are becoming risky, unsafe or an emergency</li> <li>• How to identify occasions where they can help take responsibility for their own safety</li> <li>• How to differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>4</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>
Year 6			<b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	<b>Kidsafe, Computing / IS</b>          <b>PSHE MHL- Transition to High School</b>	<p>Children will know</p> <ul style="list-style-type: none"> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> <li>• managing challenges and change</li> </ul>

## Implementation.

PSHE is taught through termly topics based on 'Relationships', 'Living in the Wider World' and 'Health and Wellbeing' as advocated by the PSHE Association. These topics have been arranged to fit in with our school curriculum, whilst still ensuring that all areas are covered. Each area is delivered through weekly lessons. As per statutory requirements, Relationships Education, Relationships and Sex Education (RSE) and Health Education teaching takes place as part of the PSHE curriculum across the whole school, from EYFS to Year 6. Delivery of our PSHE curriculum both supports, and is supported by, our Christian values and helps to reinforce our school mission to "serve one another in love".

Where possible these topics are linked to other curriculum learning and religious festivals as appropriate. We are very aware of the close links between PSHE and Rights Respecting Schools, RE, Science, Computing, Internet Safety and Collective Worship. As such the PSHE lead works closely with the lead for these areas to ensure links are made wherever possible.

The PSHE lead has identified and mapped out the key knowledge and skills associated with each topic using the PSHE Association theme builder curriculum as a framework. British Values, growth mindset, RRS learning also takes place each half-term. These ensure continuity and progression for the children's learning throughout their time at Upton Heath.

To support children with SEND, particularly those children with an Education, Health and Care plan (EHCP), an adapted version of the PSHE curriculum is used matching the strand in the planning framework that best matches the Programme of Study topic which is being taught to the rest of the class.

The Early Years Foundation Stage (EYFS) follows Development Matters, which aims to provide children in Reception with opportunities for physical development, personal, social and emotional development and understanding the world.

## Impact

Successful PSHE at our school will ensure that our children develop the knowledge, understanding and attitudes they need to

- Respect themselves and others as being unique, wonderfully made and loved by God
- Recognise and form healthy relationships, and equally to recognise unhealthy and/or unequal relationships
- Keep themselves and other safe and healthy, both physically and mentally
- Become happy, resilient and productive members of society
- Be prepared for the future challenges they will face as they grow and move on from primary school.

Government guidelines sets out clear objectives for what our children should know and understand in both Relationships and Health Education by the time they leave primary school and can be found [here](#).

The effectiveness of teaching and learning in PSHE will be monitored by school leaders in much the same way as other areas of the curriculum- through occasional direct observation of lessons being taught, scrutiny of children's work and children' voice.

## British Values and our Christian Distinctiveness.

At Upton Heath, we believe to address,

***'What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God'*** (Micah 6:8),

as part of our promotion of the spiritual, moral, social and cultural (SMSC) development of our children, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

As a result of our promotion of British values, our children are expected to gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Our School Parliament, with elections held each year for a representative from each class from Y1 up to Y6, has demonstrated how change in school can be brought about through a democratic process. As part of our REACH curriculum, Courageous Advocacy and concern for justice form part of the authentic journey and 'products' as part of a topic/area of interest during the year. These can be planned for such as the support for the British Legion as part of the Remembrance Service led by Year 5 each year; however, sometimes the children have become courageous advocates by speaking out about issues such as single use plastic, following their development and understanding of a topic or even a news story. For example, the children became agents of change and brought about social change in the community by 'banning' plastic bags in a local convenience store after learning about the impact plastic pollution was having on the wildlife in our oceans particularly to the sea turtles.

## Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>HOW DO WE FEEL?</b>	<b>WINTER IS COMING...</b>	<b>LIVING IN THE PAST...</b>	<b>WHAT A WONDERFUL WORLD...</b>	<b>STEPPING INTO THE UNKNOWN...</b>	<b>ADVENTURE AWAITS...</b>
<b>Personal, emotional and social development</b>	New Beginnings See themselves as a valuable individual and member of the EYFS family Where do I belong – what is my role in Conkers/Acorns	Getting on and falling out – playing games in small groups, sharing resources How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships.	Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally.	Being kind What makes a good friend? Random acts of Kindness Looking after pets/animals in our local area	Looking after others Friendships Show resilience and perseverance in the face of challenge. Explore feelings and emotions of ourselves and others through story and drama Confident to take risks	Taking part in sports day - Winning and loosing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Feelings for transition from EYFS to year one Following rules as part of a group
Building Relationships	Class Rule Rules and Routines, creating class charters		Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios - using drama and story to explore	Looking After our Planet		
Managing Self	Supporting children to build relationships	Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.		Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on		
Self-Regulation	Personalised behaviour systems where needed Colour Monster story to explore emotions	Noticing differences between themselves and others				

		Describing yourself in positive terms				
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p style="text-align: center;">UNDERSTANDING THE WORLD RE / FESTIVALS</p>	HOW DO WE FEEL?	WINTER IS COMING...	LIVING IN THE PAST...	WHAT A WONDERFUL WORLD...	STEPPING INTO THE UNKNOWN...	ADVENTURE AWAITS...
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Photos in home corner/special things</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Classification of different dinosaurs and comparison of places they lived around the world.</li> <li>Explore a range of dinosaurs. Learn their names and label their body parts. Could include a trip to the zoo.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Use the BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>Create own imaginary lands using what they know about different worlds/habitats.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language. – How will we get up the beanstalk?</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing worlds/lands/homes</li> <li>Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
	<p style="text-align: center;">Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p style="text-align: center;">Diwali Hannukah Christmas</p>	<p style="text-align: center;">Epiphany Ash Wednesday / Shrove Tuesday St David's Day</p>	<p style="text-align: center;">Holi Easter Start of Ramadan</p>	<p style="text-align: center;">Eid Shavuot</p>	<p style="text-align: center;">Summer Solstice</p>

## Key Stages 1 and 2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect children's increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that s started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps children to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

# Assessment

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND. Teachers will use a range of strategies to ensure that all learners are included within a classroom ethos that is Relevant, Engaging, Aspirational, Creative and Holistic. (REACH)

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE. Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked, how useful resources were, how interesting students found the lesson, and so on.

Teachers have tended to find evaluation easier in PSHE education than assessment but both are central to an effective programme. Learning in PSHE education should be assessed for several reasons:

- It is important for children to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases children's motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for children and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of children's work in these subjects as for other curriculum areas"

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a child's self-confidence or sense of their own identity and values. However, children themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring children have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and child's self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a child is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the children's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



<i>Carry out baseline assessment before starting a new 'piece of learning' (this could be a single lesson or a series of lesson)</i>	Build AfL into lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies may include building on baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.	At the end of the 'piece of learning', measure progress from the starting point (AoL). Use rgis to evidence progress and inform future teaching.
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Baseline assessment PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on children's age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As children's learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. The learning we wish to assess will relate to the children's attributes and skills, as well as their knowledge and understanding related to the topic. Children's existing knowledge and understanding is often the easiest learning to assess but whilst gauging children's existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that provide an insight into their starting point.

The statements set out below are intended as a framework to support assessment of children's progress and attainment. The 'I can statements' suggest what children may be able to do in both key stage 1 and key stage 2, allowing us to identify whether a child is working towards, at or beyond the intended learning outcome at each stage, across the three core themes.

☹️ Working towards: Children are starting their learning in this area and do not yet have secure understanding

😊 Working at: Children have met the intended learning outcome in this area and can demonstrate their understanding

😄 Working beyond: Children have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

	<b>EYFS – Personal, social and emotional development</b>	Working towards ☹️	Working at 😊	Working beyond 😄
Self-regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.			
	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.			
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions			

	<b>EYFS</b>	Working towards ☹️	Working at 😊	Working beyond 😄
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.			

Ma nag ing self	Explain the reasons for rules, know right from wrong and try to behave accordingly.			
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			
	<b>EYFS</b>	Working towards ☹️	Working at 😊	Working beyond 😄
Buil din g rela tion shi ps	Work and play cooperatively and take turns with others.			
	Form positive attachments to adults and friendships with peers.			
	Show sensitivity to their own and to others' needs.			

Pas t and pre sen t	<b>EYFS – Understanding of the world</b>	Working towards ☹️	Working at 😊	Working beyond 😄
	Talk about the lives of the people around them and their roles in society.			

	Key Stage 1	Working towards ☹️	Working at 😊	Working beyond 😄
Health and Wellbeing	I can describe some ways to keep healthy and explain why it is important.			
	I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.			
	I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.			
	I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.			
	I can suggest ways to manage when finding something difficult.			
	I can identify external body parts, how people's bodies and needs change as they grow from young to old.			
	I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.			
	I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.			
I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this				

	I can describe how to follow simple hygiene and dental health routines.			
	I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
	I can say how to get help in emergency situations and follow instructions to keep safe			

Relationships	Key Stage 1	Working towards ☹️	Working at 😊	Working beyond 😄
	I can say who loves and cares for me, what it means to be a family and that families are all different. I can name different types of relationships, for example, family, friendship, online.			
	I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.			
	I can say how I am the same and different to other people, and how to treat myself and other people with respect.			
	I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.			
	I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.			
	I can talk about things that matter to me, and say how to play and work with others.			
	I can say when it is important to ask for permission and how to ask for, give, or not give permission.			
	I can say what privacy means, and which body parts are private.			
	I can recognise when a secret should not be kept, but told to a trusted adult.			
	I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.			
	I can recognise that some people behave differently online and say some simple ways to keep online communication safe.			
I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe				

Living in the Wider World	Key Stage 1	Working towards ☹️	Working at 😊	Working beyond 😄
	I can give some examples of rules in school or at home and say why they are important.			
	I can say some ways to care for the plants, animals and people around us and why this is important.			
	I can identify some similarities and differences between people in my school and community.			
	I can give some examples of groups			
	I and other people belong to and the roles and responsibilities in these different groups.			
	I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.			
	I can describe how wanting something is different from needing something.			
	I can say what money is, where it comes from, and how it can be looked after, saved or spent.			
I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.				

	Key Stage 2	Working towards ☹️	Working at 😊	Working beyond 😄
Health and Wellbeing	I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.			
	I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss.			
	I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.			
	I can explain the importance of balancing time online with other activities for physical and mental wellbeing.			
	I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to selfworth.			
	I can suggest ways to manage setbacks and unhelpful thinking.			
	I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.			
	I can explain how babies are conceived and born as part of the human life cycle.			
	I can describe ways to prepare for and manage transitions positively between important stages in life or school.			
	I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.			
	I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.			
	I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.			
	I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.			
	I can recognise signs that I or someone else may need help with their physical health or mental wellbeing.			
I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.				
I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.				

	Key Stage 2	Working towards ☹️	Working at 😊	Working beyond 😄
Relationships	I can explain how families are different and identify features of positive family life.			
	I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
	I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
	I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.			
	I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.			
	I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.			
	I can express and discuss my views on topical issues, and listen respectfully to others.			
	I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.			

	I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.			
	I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.			
	I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.			
	I can recognise when it is right to break a confidence or share a secret, and who to tell.			
	I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.			
	I can explain when, where and how to get help or support if worried about relationships of any sort.			

Living in the Wider World	Key Stage 1	Working towards ☹️	Working at 😊	Working beyond 😄
	I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.			
	I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.			
	I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.			
	I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
	I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.			
	I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.			
	I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			
	I can recognise how financial decisions can impact people's emotions, including choices related to gambling.			
	I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals			
	I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,			
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.				

## Subject Vocabulary

### Early Years

Personal, social and emotional development	Understanding of the world
friendship, kindness, happy, sad, shy, feelings. lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step-mum, stepdad, foster mum, foster dad	Same, different, family, self, mum, dad, brother, sister, grandma, grandad, step-mum, stepdad, foster mum, foster dad

Hands, face, clean, water, soap, dressing, healthy, unhealthy	
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**Key Stage 1-Year 1**

Relationships	Living in the wider world	Health and wellbeing
Friends, feelings. lonely, similar, different, family, special, person, people, friend, care, caring, help, thanks,	Rules, environment, recycling, internet,	Healthy, unhealthy, handwashing, routine, brain, sugar, safe, suncream,

**Key Stage 1-Year 2**

Relationships	Living in the wider world	Health and wellbeing
similar, different, sex, gender, roles, stereotypes, boy, girl, female, private parts, penis, vulva	Rights, community,	boy, girl, male, female, private parts, penis, vulva, row, change, difference, baby, toddler, child, adult, older person, independent, responsibility, vaccination

**Lower Key Stage 2 -Year 3**

Relationships	Living in the wider world	Health and wellbeing
stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship	Law, leisure, internet safety	Healthy choices, regular exercise, habits, feelings, balanced diet, body language, oral hygiene, dental care

**Lower Key Stage 2 -Year 4**

Relationships	Living in the wider world	Health and wellbeing
Confidential, positive friendships, online risks, respecting differences	Data, compassion, protecting the environment, decisions,	Puberty, lifestyle, reproduction, physical, emotional feelings, balanced,

**Upper Key Stage 2 -Year 5**

Relationships	Living in the wider world	Health and wellbeing
Treated equally, respond respectfully, discrimination, racism, sexism, homophobia, protected characteristics, resolve, reconcile, peer influence, assertive	Protecting the environment, resilience,	Puberty, physical changes, emotional changes, moods, lifestyle, reproduction, physical, breasts, sperm, eggs, pubic hair, emotional feelings, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

## Upper Key Stage 2 -Year 6

Relationships	Living in the wider world	Health and wellbeing
Ethnicity, protected characteristics, marriage, civil partnership, declaration of commitment, illegal,	Prejudice, discrimination, stereotypes, fake, altered, critical customer, value for money, scams, gambling, financial risks, debt, fraud,	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Specific to certain topics. (Linked to Knowledge Organisers)