

RHE Planning - Mixed Age Classes

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Relationships Education, Caring Friendships, Mental Well Being		Relationships Education, Caring Friendships, Health Education, Mental Well Being		Families and People Who Care For Me Caring Friendships Respectful Relationships	
Yr 1/2 A	Respecting Ourselves and Others (Year 1) Families and Friendships	Respecting Ourselves and Others (Year 2) Relationships - Making Friends, Feeling Lonely, Getting Help	Belonging to Our Community	Living in the Wider Worlds	Physical Health and Mental Well Being Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety	Physical Health and Mental Well Being
Yr 1/2 B	Safe Relationships (Year 1)	Safe Relationships (Year 2)	Media Literacy and Digital Resilience Money and Work Strengths and Interests	Media Literacy and Digital Resilience Money and Work	Growing and Changing Recognising What Makes Us Unique and Special Keeping Safe	Keeping Safe Changing and Growing
Yr 3/4 A	Respecting Ourselves and Others Friends and Families	Respecting Ourselves and Others Families and Friendships	Belonging to A Community	Belonging to A Community	Physical Health and Mental Well Being	Physical Health and Mental Well Being
Yr 3/4 B	Safe Relationships	Safe Relationships	Media Literacy and Digital Resilience Money and Work	Media Literacy and Digital Resilience Money and Work	Changing and Growing Keeping Safe	Changing and Growing Keeping Safe
Yr 5/6 A	Respecting Others and Ourselves Families and Friendships	Celebrating Difference Across the Worlds	Belonging to a Community	Living in the wider world	Economic Well being, Aspirations, Work and Career	Understanding That Everyone is Unique and Special
Yr 5/6 B	Keeping Safe	Safe Relationships	Safety with Online Communities	Media Literacy and Digital Resilience	Health and WellBeing, Body Image, Sleep, Emergency First Aid	Growing & Changing

EYFS	NC objectives	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
<p>Autumn 1</p> <p>Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)</p>	<p>Taken from development matters doc:</p> <p>30-50months- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<ul style="list-style-type: none"> To recognise the importance of friendship Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome 	<p>What does a good friendship look like? What does it mean to be happy? How to be a kind friend.</p>	<p>friendship , kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.</p>	<p>Elephant glove puppet or toy Pictures of children at school (CWP resources)</p>
<p>Spring</p> <p>Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b, 6c)</p>	<p>GLD PSED - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>*To recognise the importance of saying sorry and forgiveness *Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Respect</p> <p>Forgiveness</p> <p>Resilience</p>	<p>Sorry, friendship , kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.</p>	<p>Elephant glove puppet r toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh (CWP resources)</p>
<p>Summer</p> <p>Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p>GLD PSED - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> To recognise that all families are different Identify different members of the family Understand how members of a family can help each other 	<p>Difference</p>	<p>Different, similar , the same, individual, friendship , kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.</p> <p>The Family Book, Todd Parr</p>	<p>Elephant glove puppet or toy The Family Book, Todd Parr Families pictures Paper and drawing materials (CWP)</p>

Relationships and Health Education Progression of Skills and Knowledge Year 1/ 2

Programme of Study References (PoS Ref) can be found from the PSHE Association PROGRAMME OF STUDY FOR PSHE EDUCATION

Year 1/2 A	NC objectives	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
<p>Autumn 1/2 Respecting ourselves and others</p> <p>Y1 PoS Refs: R21, R22</p> <p>Y2 PoS Refs: R23,R24,25</p> <ul style="list-style-type: none"> • Recognising things in common. • Recognising differences. • Playing and working cooperatively. • Sharing opinions 	<p>pupils share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5). (R6) strategies to work cooperatively and negotiate and resolve arguments.</p> <p>To learn how they can contribute to the life of the classroom and school (L1) To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).</p> <p>To learn to offer constructive support and feedback to others (R7).</p> <p>different types of teasing and bullying, that these are wrong and unacceptable (R13)</p>	<ul style="list-style-type: none"> • About situations when someone's body or feelings might be hurt and whom to go to for help • About what it means to keep something private, including parts of the body that are private • To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask for permission to touch others • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online 	<p>Understanding what positive relationships look like. Both in the real world and virtually.</p> <p>Understanding safe positive relationships.</p> <p>Exploring relationships and what they look like.</p> <p>Exploring emotions and feelings.</p> <p>Value of respect.</p> <p>Recognising not all relationships are positive and when it's ok to get help.</p> <p>Peer pressure.</p> <p>Bodies being our own.</p>	<p>Behaviour, positive relationships, negative relationships, hurting, emotions, feelings, bullying, differences, mental health, worried, unhappy, asking for help, saying no,</p> <p>Texts</p> <ul style="list-style-type: none"> • Smartie the penguin (online) • Introducing Teddy by Jessica Walton • The New Kid by Marie-Louise Fitzpatrick • Your body belongs to you Cornelia Spelman and Teri Weidner • I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King • Stranger Danger? - Anne Fine 	<p>NSPCC - The underwear rule resources. (PANTS) - song</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends</p> <p>https://www.childnet.com/ufiles/Childnet-Online-Safety-Computing-KS1-0916.pdf</p> <p>https://www.bbc.co.uk/bitesize/topics/znddmp3</p> <p>Puppets</p> <p>Role play scenario</p> <p>Blob trees</p>

	<ul style="list-style-type: none"> • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 			
	<ul style="list-style-type: none"> • What kind and unkind behaviour mean in and out school • How kind and unkind behaviour can make people feel • About what respect means • About class rules, being polite to others, sharing and taking turns • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups 	<p>Christopher Winter Lesson 1 different friends.</p> <p>- Learning Intention To understand that we are all different but can still be friends</p> <p>Learning Outcomes Know that we can be friends with people who are different to us-</p> <p>Celebration of being part of a community.</p> <p>What a community</p>	<p>Respect, behaviour, kind, unkind, rules, democracy, unfair, fair, polite, listening, trust</p> <p>Have you filled a bucket today? Carol McCloud</p> <p>Be Kind Pat Miller</p> <p>Giraffes can't dance Giles Andrea</p> <p>Its brave to be kind Natasha Daniels</p>	<p>Links with family groups</p> <p>Role play</p> <p>Social stories</p> <p>Bucket filler display</p> <p>Harold Wigglebottom stories</p> <p>Puppet work</p> <p>Circle times</p> <p>Family group discussions.</p>

		<ul style="list-style-type: none"> • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p>looks like.</p> <p>Responsibilities and roles within a community.</p> <p>Value of respect.</p> <p>Similarities and differences within a community.</p> <p>Equality.</p> <p>inclusion .</p>	<p>No Difference Between Us Jayneen Sanders</p> <p>Super Milly and the Super School Day Stephanie Clarkson</p> <p>Differences, similarities, community, school, wider community, church groups, clubs, teams, roles, responsibility, roles, helping, inclusion, together, represent,</p>	<p>Links to RE class discussions.</p> <p>Role play</p> <p>Puppets</p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging</p>
<p>Spring 1</p> <p>Living in the wider world</p> <p>Belonging to a community What rules are; caring for others’ needs; looking after the environment PoS Refs: L1, L2, L3</p> <ul style="list-style-type: none"> • 	<p>To identify similarities and differences and their special people (family, friends, and carers), what makes them special and how special people should care for one another (R8,R9, L9, H15).</p> <p>For pupils to learn that they belong to various groups and communities such as family and school (L4).</p> <p>To learn about what improves and harms their local, natural and built environments and develop strategies and</p>	<ul style="list-style-type: none"> • * about examples of rules in different situations, e.g. class rules, rules at home, rules outside • • that different people have different needs • • how we care for people, animals and other living things in different ways • • how they can look after the environment, e.g. recycling 	<p>Looking after the world School values- stewardship</p> <p>Keeping each other safe</p>	<p>Community, others, same, different, friends, care, love, support, respect, special, difference, environment, animals,</p> <p>The Great Big Book of Families Mary Hoffman Ros Asquith</p> <p>My Friends and Me Stephanie Stansbie</p> <p>Our Class is a Family Shannon Olsen</p> <p>The same but different Karl Newson</p>	<p>Alzheimer’s Society - Creating a dementia friendly generation (KS1)</p> <p>Caretaker talk</p> <p>How can we help our school?</p> <p>School values</p> <p>Links with British Values.</p>

	<p>skills needed to care for these (including conserving energy) (L5).</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>			<p>The Green Giant by Katie Cottle</p> <p>10 things I can do to help my world Melanie Walsh</p> <p>George Saves the World by Lunchtime Ley Honor Roberts</p> <p>Love makes a family Sophie Beer</p>	
<p>Spring 2</p> <p>Belonging to our community</p> <p>Y2</p> <p>PoS Refs: L2, L4, L5, L6</p> <ul style="list-style-type: none"> • Belonging to a group. • Roles and responsibilities. • What is the same in the community. • What is different in a community 	<p>Rights and responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending</p>	<p>how and why people use the internet</p> <ul style="list-style-type: none"> • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is 	<p>Internet safety</p> <p>Community</p>	<p>Internet, wifi, safe, digital, respect, information, strengths, weaknesses, interest, community, jobs,</p> <p>#Goldilocks by Jeanne Willis</p> <p>Chicken Clicking by Jeanne Willis</p> <p>Once Upon A Time Online David Bedford</p>	<p>Social stories</p> <p>Role play</p> <p>Circle time</p> <p>Puppet work</p>

	<p>and saving (L6, L7).</p> <p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</p> <p>Who looks after you in the community? how people contact those special people when they need their help, including dialling 999 in an emergency (L10).</p>	<p>to help us in the community • about different jobs and the work people do</p>		<p>It's your world now Barry Falls</p> <p>Incredible You Rhys Nathan Reed</p> <p>What do grown ups do all day Virginie Morgand</p> <p>Busy People set Lucy George</p>	
<p>Summer 1 & 2 Physical health and mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Y1 PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3).</p> <p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4).</p>	<p>what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun</p>	<p>Links to animals including humans science- healthy bodies</p>	<p>Healthy, food, me, exercise, sun, UV, protection Hygiene</p> <p>Me and my amazing body- Joan Sweeney</p> <p>My amazing body: A first look at health and fitness by Pat Thomas</p> <p>The busy body book by Lizzie Rockwell</p> <p>The pigeon needs a bath! Mo Willems</p> <p>How to wash a Woolley Mammoth. By Michelle Robinson</p> <p>Brush your teeth please by Leslie Mcguire</p>	<p>RNLI talks</p> <p>Suncream sayings</p> <p>Talks from doctors, nurses, parents</p> <p>Brush bus initiative</p>

				Good enough to eat by Lizzy Rockwell I don't want to have a bath by Julie Sykes.	
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Year 1/2 B	NC objectives	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
<p>Autumn 1/2 Families and friendships</p> <p>Y1 PoS Refs: R1, R2, R3, R4, R5</p> <ul style="list-style-type: none"> - Roles of different people - Families - Feeling cared for <p>Y2 PoS Refs: R6, R7 R8, R9, R24</p> <ul style="list-style-type: none"> - Making friends - Feeling lonely - Getting help <p>Safe relationships</p> <p>Y1 PoS Refs: R10, R13, R15, R16, R17</p> <ul style="list-style-type: none"> - Recognising privacy - Staying safe - Seeking permission <p>Y2 PoS Refs: R11,R12, R14,</p>	<p>pupils need to communicate their feelings to others, to recognise how others show feelings and how to respond (R1). Recognise how their behaviour can affect others (R2).</p> <p>Understand fair and unfair, kind and unkind, what is right and wrong (R4)(R12) - and, how to respond, who to tell and what to say (R12).</p> <p>By the end of primary school children should know:</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships</p>	<ul style="list-style-type: none"> • About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children's lives and how they care for them • What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • About the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Y2</p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. 	<p>Christopher Winter link-lesson 3 Learning Intention</p> <p>To explore different types of families and who to ask for help</p> <p>To identify who can help when families make us feel unhappy or unsafe</p> <p>Learning Outcomes</p> <p>Know there are different types of families</p> <p>Know which people we can ask for help and how to tell them if they are worried about something in their family.</p> <p>Celebration of difference.</p> <p>Understanding how their choices impact others around them.</p> <p>Understanding what positive relationships look like. Both in the real world and virtually.</p>	<p>Friend, family, sibling, bother, sister, growing, relative, care, worried, talk, share, relationship, friendship, emotions,</p> <p>And tango makes three by Justin Richardson</p> <p>Heather has two mummies by Leslea Newman</p> <p>Two Dads by Carolyn Robertson</p> <p>The Great Big Book of Families by Mary Hoffman</p> <p>What friends do best by Jonathan Emmet</p> <p>Friend, kindness, honesty, bravery, diverse, differences, similarities, people, playing, inclusion, playing together, sharing, emotions, feelings, help, positive, relationships, family, online, trust, truthfulness,</p>	<p>Links to values that run throughout Worship.</p> <p>Circle times, check ins.</p> <p>Puppet work.</p> <p>Modelling positive play.</p> <p>Role play situations.</p> <p>Celebrating difference.</p> <p>Story time</p> <p>Links to values that run throughout Worship.</p> <p>Circle times, check ins.</p> <p>Puppet work.</p> <p>Modelling positive play.</p> <p>Role play situations.</p> <p>Celebrating difference.</p> <p>Story time</p> <p>NSPCC - The underwear rule</p>

<p>R18,R19,R20</p> <ul style="list-style-type: none"> • Managing secrets. • Resisting pressure. • Getting help when needed. • Recognising hurtful behaviour 	<p>are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3).</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. (R10).</p> <p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).</p> <p>By the end of primary school children should know:</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>Value of Respect</p> <p>Exploring what friendship is and what it looks like.</p> <p>Keeping ourselves safe</p> <p>Linking to Bucket filling story?</p>	<p><u>Texts</u></p> <ul style="list-style-type: none"> • Everybody matters by Pat Thomas • The seeds of friendship by Michael Foreman • Introducing Teddy by Jessica Walton <p>Touch, pants, private, hug, tickle, kiss, body, belong, permission, relationships, trust, safe, truthfulness</p> <p>My body! What I say goes! By Jayneen Sanders</p> <p>My Underpants Rule! By Rod Power</p> <p>Don't touch my hair by Sharee Miller</p> <p>My body belongs to me, from my head to my toes by Dagmar Geisler</p> <p>No means no! By Jayneen Sanders</p> <p>Harrison Spader, personal space invader by Christianne. C</p>	<p>resources. (PANTS) - song</p> <p>https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf Document with ideas for teaching themes around consent.</p>
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	<p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>				
<p>Spring 1 & 2 Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8</p> <p>Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17</p>	<p>Rights and responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</p> <p>To learn that money comes from different sources and can be used for different purposes, including the</p>	<p>how and why people use the internet</p> <ul style="list-style-type: none"> • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about 	<p>Internet safety</p> <p>Community</p> <p>The online world and how it works.</p> <p>Values around being online.</p> <p>Being safe online.</p> <p>Knowing when to ask for help.</p> <p>How people can access information.</p>	<p>Internet, wifi, safe, digital, respect, information, strengths, weaknesses, interest, community, jobs,</p> <p>#Goldilocks by Jeanne Willis</p> <p>Chicken Clicking by Jeanne Willis</p> <p>Once Upon A Time Online David Bedford</p>	<p>Social stories</p> <p>Role play</p> <p>Circle time</p> <p>Puppet work</p> <p>Links to maths.</p> <p>Role play</p> <p>https://www.bbc.co.uk/bitesize/topics/zp8dmp3</p> <p>https://www.hsbc.co.uk/content/dam/hsbc/gb/p</p>

<p>Y2 - Media literacy and Digital resilience</p> <p>PoS Refs: L8, L9</p> <p>Money and work Y2</p> <p>PoS Refs: L10, L11, L12, L13, L15</p> <p>What money is; needs and wants; looking after money</p>	<p>concepts of spending and saving (L6, L7).</p> <p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</p> <p>Who looks after you in the community? how people contact those special people when they need their help, including dialling 999 in an emergency (L10).</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>	<p>people whose job it is to help us in the community • about different jobs and the work people do</p> <ul style="list-style-type: none"> •the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending 	<p>Different purposes around technology.</p> <p>Content can be factual as well as being for entertainment.</p> <p>The value of money.</p> <p>Ways of paying for goods.</p> <p>How money can be kept.</p> <p>How money can be looked after.</p> <p>Spending money.</p> <p>Being paid for jobs.</p> <p>Recognise a need vs a want.</p>	<p>It's your world now Barry Falls</p> <p>Incredible You Rhys Nathan Reed</p> <p>What do grown ups do all day Virginie Morgand</p> <p>Busy People set Lucy George</p> <p>Online, safety, technology, access, tablets, computers, i pads, phones, x box, playstation, purpose, values, content, factual, entertainment, relationships, friendships, respect</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> • Smartie the penguin. (online) are you aware of any online resources or texts that could support this <p>Money, values, coins, notes, debit cards, credit cards, cheques, pin pad, contactless, saving, spending, jobs, needs, wants, choices,</p> <p><u>Texts</u></p>	<p>df/financial-education/where-money-comes-from-lesson-plan.pdf</p> <p>https://static1.squarespace.com/static/5a8ac2c47131a52e6cd89175/t/5a946c1fc830256f6e8f06ac/1519676465248/BQ1+Where+does+our+money+come+from.pdf</p> <p>https://www.theschoolrun.com/teachers-tricks-money-maths</p>
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		money, including thinking about needs and wants.			
<p>Summer 1 & 2</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Y1 PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p>Y1 PoS Refs: H28, H34</p> <p>Y2 Keeping safe</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p> <p>Safety in different environments. Risk and safety at home emergencies</p>	<p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).</p> <p>To learn the importance of and how to maintain personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).</p> <p>To learn about the process of growing from young to old and how people's needs change (H8). To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring (H9).</p> <p>names body parts (including external genitalia) and the bodily similarities and differences between boys and girls (H10).</p>	<p>to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave</p> <p>how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>	<p>Christopher winter link- Lesson 2 Identifying and naming body parts and label basic body parts of the body. Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p> <p>Age restrictions</p> <p>Links with science-naming body parts</p>	<p>growing , changing, special, feelings, upset, happy, strong, unique, restrictions, safety, online, internet,empathy</p> <p>The Colour Monster by Anna Llenas</p> <p>Coronavirus: A book for children by Elizabeth Jenner, Kate Wilson and Nia Roberts</p> <p>Stay clear, stay clean, stay kind by Martin Baynton</p> <p>While we can't hug by Eoin McLaughlin</p> <p>Chicken clicking by Jacqueline Wiseman</p> <p>Troll stinks! By Jeanne Willis</p> <p>Empathy, compassion, self regulation, Washing, Brushing</p>	<p>PSHE Association- Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate Primay RSE Lessons- KS1 Lesson 2 'Growing up: the human life cycle'.</p> <p>Circle time</p> <p>Puppet work</p> <p>Role play</p> <p>Social stories</p> <p>Internet safety</p> <p>NSPCC PANTS</p>

<p>Y2 Growing and changing.</p> <p>PoS Refs: H20, H25, H26, H27</p> <p>Growing older. Naming body parts. Moving class or year.</p>	<p>Keeping safe To learn that household products, including medicines, can be harmful if not used properly (H11).</p> <p>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).</p> <p>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).</p> <p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).</p>	<p>How rules can help us keep safe and why some things have age restrictions e.g. medicine</p> <p>Whom to tell if they see something online that makes them feel unhappy, worried or scared.</p> <p>Who are my safe adults?</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • 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 	<p>Rules, British Values</p> <p>Environment</p> <p>Privacy</p> <p>Recognising risk</p> <p>Keeping safe</p> <p>Familiar and unfamiliar settings</p> <p>Potential risks</p> <p>Keeping safe in the real world</p> <p>Keeping safe in the virtual world.</p> <p>Avoiding danger</p> <p>Keeping safe at school</p> <p>Keeping safe at home.</p>	<p>teeth, Get dressed , Clean, Boy, Girl Penis, Vagina, Same, Different, Physical characteristics, Gender, Hair, Face</p> <p>Harold Wigglebottom work</p>	<p>Talks from pharmacist</p> <p>Life bus and medicine</p> <p>CAP UK - Safe Strong and Free</p> <p>Fire safety assembly</p> <p>Full Value Contract</p>

		<ul style="list-style-type: none"> • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • 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 • how to respond if there is an accident and someone is hurt • 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. • about the human life cycle and how people grow from young to old • the importance of, and routines for, brushing teeth and visiting the dentist • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia 	<p>Fire safety</p> <p>Medical safety</p> <p>Household safety</p> <p>Feelings</p> <p>Emotions</p> <p>Accidents</p> <p>999 - importance</p> <p>Emergency situations</p> <p>Human life cycles.</p> <p>Routines.</p> <p>Dental hygiene.</p> <p>Body changes.</p> <p>Growing older.</p> <p>Naming parts of the body.</p> <p>Identifying parts of the body.</p> <p>Opportunities</p> <p>Responsibilities</p> <p>Adulthood</p> <p>Teenage years</p>	<p>Risks, being safe, everyday, life, familiar, unfamiliar, differences, similarities, environments, school, home, parks, responsibilities, danger, fire safety, medicines, body, skin, bones, personal parts, feelings, emotions, accident, emergency, response, hurt, kind, jobs, help, police, fire, ambulance, doctors, nurses, coastguard, 999 phone calls,</p> <p>Texts</p>	<p>NSPCC PANTS https://lifeliveit.redcross.org.uk/</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>Science links.</p> <p>PE links</p> <p>Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Medway Public Health Directorate -</p> <p>Transition documents.</p>

		<ul style="list-style-type: none"> • about change as people grow up, including new opportunities and responsibilities • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings • preparing to move to a new class and setting goals for next year 	<p>Childhood</p> <p>Feelings</p> <p>Change</p> <p>Loss</p> <p>Bereavement</p> <p>Asking for help and what that looks like and when it is appropriate to do so.</p> <p>Moving classes, settings,</p> <p>Emotions</p> <p>goals</p>		
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Year 3/4 A		NC objectives (By the end of Primary School)	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
Autumn 1 (3) Autumn 1-Respecting	Respecting Ourselves and Others	• the importance of respecting others, even when they are very different from	• to recognise respectful behaviours e.g. helping or including others, being	Respect Politeness	Jon and Dom by Sally Murphy Frog and the stranger	https://plprimarystars.com/resources/do-the-right-thing

<p>ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>		<p>them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<p>responsible</p> <ul style="list-style-type: none"> • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<p>Manners for different cultures (inc online)</p>	<p>Princess Grace</p> <p>My Two Grannies</p> <p>Double trouble</p> <p>The boy in the dress</p> <p>There is a boy in the girls bathroom</p> <p>The Hueys in the new jumper, Oliver Jeffers</p> <p>Secret friends,</p> <p>Elizabeth Laird</p> <p>Vocab: Responsible, situations, respect, self-respect, courtesy, polite, different cultures, wider society, behaviour</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/cr-eating-dementia-friendly-generation-alzheimer%E2%80%99s</p> <p>https://plprimarystars.com/resources/roarfordiversitypack</p> <p>https://plprimarystars.com/resources/inclusion</p> <p>https://plprimarystars.com/resources/values</p>
<p>Autumn 1 (3)</p>	<p>Families and Friendships</p>	<ul style="list-style-type: none"> • that families are important for children 	<ul style="list-style-type: none"> • to recognise and respect that there are 	<p>Families</p>	<p>Jon and Dom by Sally Murphy</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/cr-eating-dementia-friendly-generation-alzheimer%E2%80%99s</p>

<p>Autumn 1- Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>		<p>growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if 	<p>different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <ul style="list-style-type: none"> that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Caring for others</p> <p>Understanding emotions</p>	<p>Dealing with when people die by Jane Lacey</p> <p>Frog and the stranger</p> <p>The heart and the bottle by Oliver Jeffers</p> <p>Mum and Dad glue by Kes Gray</p> <p>Princess Grace</p> <p>My Two Grannies</p> <p>Super fudge</p> <p>Double trouble</p> <p>What if....?</p> <p>Rescue and Jessica</p> <p>Saying goodbye to Uncle Joe</p> <p>Paper Planes</p> <p>Sudden Hill</p> <p>The boy in the dress</p> <p>There is a boy in the girls bathroom</p> <p>My school musical and other punishments</p> <p>Vocab: Respect, different, single, same-sex, step and half relations, blended, foster,</p>	<p>icium-and-resources/resources/adoptables-schools-toolkit-coram-life-education</p> <p>https://plprimarystars.com/resources/rainbow-laces</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-our-special-people-%E2%80%94-ks1-2-home</p>
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		needed.			adoptive, parents, brothers, sisters, stability, love, support, upset, worried, relationships, unhappy, unsafe, similarities, positive	
<p>Autumn 2 (4)</p> <p>Autumn 1- Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<p>Respecting Ourselves and Others</p>	<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • what a stereotype is, and how stereotypes 	<ul style="list-style-type: none"> • To recognise differences between people such as gender, race, faith • To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • The importance of respecting the differences and similarities between people • Build a vocabulary to sensitively discuss difference and include everyone 	<p>Recognising protected characteristics</p> <p>Respecting people's differences</p> <p>Discussing sensitive topics</p>	<p>Ivan the terrible by Anne Fine</p> <p>Jon and Dom by Sally Murphy</p> <p>Frog and the stranger</p> <p>Princess Grace</p> <p>My Two Grannies</p> <p>Double trouble</p> <p>The boy in the dress</p> <p>There is a boy in the girls bathroom</p> <p>The Hueys in the new jumper, Oliver Jeffers</p> <p>Secret friends, Elizabeth Laird</p> <p>Vocab: Responsible, situations, respect, self-respect, courtesy, polite, different cultures, wider society, behaviour, gender, race, faith, differences, similarities, sensitively, common, vocabulary</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/primary-league-primary-stars</p> <p>https://plprimarystars.com/resources/do-the-right-thing</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/cr-eating-dementia-friendly-generation-alzheimer%E2%80%99s</p> <p>https://plprimarystars.com/resources/roarfordiversitypack</p> <p>https://plprimarystars.com/resources/inclusion</p> <p>https://plprimarystars.com/resources/values</p> <p>https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me/confident-me</p>

		can be unfair, negative or destructive.				training-videos-for-teachers.html
<p>Autumn 2 (4)</p> <p>Autumn - Families and friendships</p> <p>Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<p>Families and Friendships</p>	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. how to critically 	<ul style="list-style-type: none"> The features of positive healthy friendships such as mutual respect, trust and sharing interests Strategies to build positive friendships How to seek support with relationships if they feel lonely or excluded How to communicate respectfully with friends when using digital devices How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know What to do or whom to tell if they are worried about any contact online 	<p>Healthy friendships</p> <p>Seek support with relationships</p> <p>Talking to people online</p>	<p>Jon and Dom by Sally Murphy</p> <p>Dealing with when people die by Jane Lacey</p> <p>Frog and the stranger</p> <p>The heart and the bottle by Oliver Jeffers</p> <p>Mum and Dad glue by Kes Gray</p> <p>Princess Grace</p> <p>My Two Grannies</p> <p>Super fudge</p> <p>Double trouble</p> <p>What if....?</p> <p>Rescue and Jessica</p> <p>Saying goodbye to Uncle Joe</p> <p>Paper Planes</p> <p>Sudden Hill</p> <p>The boy in the dress</p> <p>There is a boy in the girls bathroom</p> <p>My school musical and other punishments</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education</p> <p>https://plprimarystars.com/resources/rainbow-laces</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/relationships-our-special-people-%E2%80%94-ks1-2-home</p>

		<p>consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • where and how to report concerns and get support with issues online. 			<p>Vocab: Respect, different, single, same-sex, step and half relations, blended, foster, adoptive, parents, brothers, sisters, stability, love, support, upset, worried, relationships, unhappy, unsafe, similarities, positive, features, healthy, mutual respect, trust, sharing, build, lonely, excluded, communicate, risks, worried</p>	
<p>Spring 1 (3)</p> <p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<p>Belonging to a Community</p>	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also 	<p>Laws, rules and consequences in wider society</p> <p>Understanding rights and responsibilities they are entitled to</p> <p>Human rights in wider society</p>	<p>Looking after Louis, Lesley Ely</p> <p>Belonging, Jeannie Baker</p> <p>Beegu, Alexis Deacon</p> <p>Humphrey the lost whale, Wendy Tokuda</p> <p>We are Britain (poems), Benjamin Zephaniah</p> <p>Vocab: Values, rules, laws, rights, freedoms, responsibilities, society, abiding, consequences, human</p>	<p>https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-4-learn-about-meaning-community</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging</p> <p>https://www.bbc.co.uk/bitesize/topics/zdvv4wx</p> <p>https://www.pshe-association.org.uk/curriculum-and-</p>

			<p>responsibilities</p> <ul style="list-style-type: none"> • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 		<p>rights, protect, identity, education</p>	<p>resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p>
<p>Spring 2 (4)</p> <p>Belonging to a community</p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<p>Belonging to a Community</p>	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	<ul style="list-style-type: none"> • The meaning and benefits of living in a community • To recognise that they belong to different communities as well as the school community • The different groups that make up and contribute to a community • The individuals and groups that help the local community, including through volunteering and work • How to show compassion towards others in need and the shared responsibilities of caring for them 	<p>Recognising our communities</p> <p>Helping our community</p> <p>Shared responsibilities</p>	<p>Looking after Louis, Lesley Ely</p> <p>Belonging, Jeannie Baker</p> <p>Beegu, Alexis Deacon</p> <p>Humphrey the lost whale, Wendy Tokuda</p> <p>We are Britain (poems), Benjamin Zephaniah</p> <p>Vocab: Values, rules, laws, rights, freedoms, responsibilities, society, abiding, consequences, human rights, protect, identity, education, benefits, shared responsibility, recognise, different groups, volunteering, work, individuals, compassion, caring</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/moving-moving-home-ks2-lesson-plan</p> <p>https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-4-learn-about-meaning-community</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging</p>

						https://www.bbc.co.uk/bitesize/topics/zdvv4wx
<p>Summer 1 (3)</p> <p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<p>Physical Health and Mental Well Being</p>	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or 	<p>Healthy choices</p> <p>Managing habits</p> <p>Talking about feelings</p>	<p>Judy Moody by Megan McDonald</p> <p>Jon and Dom by Sally Murphy</p> <p>Self esteem and mental health</p> <p>The heart and the bottle by Oliver Jeffers</p> <p>Mum and Dad glue by Kes Gray</p> <p>Double trouble</p> <p>What if....?</p> <p>Sad Book</p> <p>Saying goodbye to Uncle Joe</p> <p>Paper Planes</p> <p>Sudden Hill</p> <p>The star outside my window</p> <p>The boy in the dress</p> <p>Happy belly, happy smile, Rachel Isadora</p> <p>Oliver's vegetables,</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1-decision-primary-pshe-education-programme</p> <p>https://plprimarystars.com/resources/feelings-emotions</p> <p>https://plprimarystars.com/resources/wellbeing-infographics-believe-perform</p> <p>https://plprimarystars.com/resources/nutrition-around-the-world</p> <p>https://plprimarystars.com/resources/nutrition</p> <p>https://plprimarystars.com/resources/self-esteem</p> <p>https://www.dove.com/uk/dove-self-esteem-</p>

		<p>exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • what constitutes a healthy diet (including understanding calories and other nutritional content). • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>cycling has positive benefits for their mental and physical health</p> <ul style="list-style-type: none"> • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 		<p>Vivian French</p> <p>Vocab: Physical, mental, health, wellbeing, choices, habits, expressing, feelings, identify, healthy, unhealthy, food, exercise, sleep, positive, negative, influence, balanced diet, strategies, different, recognise, change</p>	<p>project/school-workshops-on-body-image-confident-me/confident-me-training-videos-for-teachers.html</p>
<p>Summer 2 (4)</p> <p>Physical health and Mental wellbeing</p>	<p>Physical Health and Mental Well Being</p>	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained 	<ul style="list-style-type: none"> • To identify a wide range of factors that maintain a balanced, healthy lifestyle, 	<p>Balanced healthy lifestyle</p> <p>Illnesses</p>	<p>Self esteem and mental health</p> <p>Judy Moody by Megan</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1</p>

<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>		<p>changes to the body.</p> <ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • what constitutes a healthy diet (including understanding calories and other nutritional content). • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and 	<p>physically and mentally</p> <ul style="list-style-type: none"> • What good physical health means and how to recognise early signs of physical illness • That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • How to maintain oral hygiene and dental health, including how to brush and floss correctly • The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>Oral hygiene</p>	<p>McDonald</p> <p>Jon and Dom by Sally Murphy</p> <p>Self esteem and mental health</p> <p>The heart and the bottle by Oliver Jeffers</p> <p>Mum and Dad glue by Kes Gray</p> <p>Double trouble</p> <p>What if....?</p> <p>Sad Book</p> <p>Saying goodbye to Uncle Joe</p> <p>Paper Planes</p> <p>Sudden Hill</p> <p>he star outside my window</p> <p>The boy in the dress</p> <p>Happy belly, happy smile, Rachel Isadora</p> <p>Oliver's vegetables, Vivian French</p> <p>Vocab: Physical, mental, health, wellbeing, choices, habits, expressing, feelings, identify, healthy, unhealthy, food,</p>	<p>decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://plprimarystars.com/resources/feelings-emotions</p> <p>https://plprimarystars.com/resources/wellbeing-infographics-believe-perform</p> <p>https://plprimarystars.com/resources/nutrition-around-the-world</p> <p>https://plprimarystars.com/resources/nutrition</p> <p>https://plprimarystars.com/resources/self-esteem</p>
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		<p>tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions			<p>exercise, sleep, positive, negative, influence, balanced diet, strategies, different, recognise, change, factors, maintain, physical illness, common illness, doctor, oral hygiene, dentist, food, drinks, substances</p>	
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		<p>(including issues arising online).</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • that mental wellbeing is a normal part of daily life, in the same way as physical health. 				
Year 3/4 B						
<p>Autumn 1 (3)</p> <p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<p>Safe Relationships</p>	<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • about different types 	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. 	<p>Personal information</p> <p>Keeping safe online</p> <p>Bullying</p>	<p>The New Kid by Marie-Louise Fitzpatrick</p> <p>Your body belongs to you Cornelia Spelman and Teri Weidner</p> <p>I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King</p> <p>Stranger Danger? -</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-</p>

		<p>of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • how to consider the 	<p>passwords, using trusted sites and adult supervision</p> <ul style="list-style-type: none"> • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 		<p>Anne Fine</p> <p>Vocab: Appropriate, friends, family, classmates, social groups, online, privacy, personal boundaries, trusted sites, adult supervision, unacceptable behaviour, bullying, consequences, effects, similarities, differences, worries</p>	<p>relationships%E2%80%99-lesson-plans https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships</p>
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		effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.				
<p>Autumn 2 (4) Safe relationships</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	Safe Relationships	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • that people sometimes behave differently online, including by pretending to be someone they are not. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to 	<ul style="list-style-type: none"> • How to differentiate between playful teasing, hurtful behaviour and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online • To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • How to manage pressures associated with dares • When it is right to keep or break a confidence or share a secret • How to recognise risks online such as harmful content or contact 	<p>Recognising bullying behaviour</p> <p>Appropriate play</p> <p>Witnessing unsafe behaviour</p>	<p>The New Kid by Marie-Louise Fitzpatrick</p> <p>Your body belongs to you Cornelia Spelman and Teri Weidner</p> <p>I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King</p> <p>Stranger Danger? - Anne Fine</p> <p>Vocab: Appropriate, friends, family, classmates, social groups, online, privacy, personal boundaries, trusted sites, adult supervision, unacceptable behaviour, bullying, consequences, effects, similarities, differences, worries, responding, confidentiality, teasing, witness, experience, pressure, dares, pretending, confidence, concerns, uncomfortable</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p> <p>https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-</p>

		<p>keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • How people may behave differently online including pretending to be someone they are not • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 			<p>relationships</p>
<p>Spring (3)</p> <p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<p>Media Literacy and Digital Resilience</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • that for most people the internet is an integral part of life and has many benefits. • why social media, 	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their 	<p>Disinformation</p> <p>Safe choices online</p> <p>Reporting concerning things online</p>	<p>Vocab:</p> <p>Media, digital, internet, positive, leisure, school, work, images, information, online, strategies, true, accurate, evaluate, suitable, website, appropriate, safe, reliable, age-group, report, concerns, content, inappropriate, communication, unkind</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/search/node/online%20safety</p> <p>https://mediasmart.uk.com/primary-resources/</p>

		<p>some computer games and online gaming, for example, are age restricted.</p> <ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>age-group</p> <ul style="list-style-type: none"> • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 			
<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<p>Money and Work</p>	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work 	<p>Employment</p> <p>Equality</p> <p>Skills</p>	<p>Rescue and Jessica</p> <p>Billionaire Boy, David Walliams</p> <p>The little's save big, Joanie Boany</p> <p>Learn about money with the Money Smart gang: series, Marianne Lewis</p> <p>In the money: a book about banking, Nancy</p>	<p>https://natwest.mymoneyandsense.com/teachers/resources-8-12s/</p> <p>https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</p> <p>https://www.bbc.co.uk/bitesize/topics/znwwxn/b</p>

			<ul style="list-style-type: none"> • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 		<p>Loewen</p> <p>Spend, save or donate, Nancy Loewen</p> <p>A chair for my mother, Vera B Williams</p> <p>Learning about earning, Rachel Eagen</p> <p>Vocab: Money, work, jobs, different, sectors, lifetime, common myths, gender stereotypes, challenge, goals, hobbies, role-models, skills, teamwork, decision making, interests, recognise, achievements, links, future</p>	
<p>Spring (4)</p> <p>Media literacy and Digital resilience</p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<p>Media Literacy and Digital Resilience</p>	<ul style="list-style-type: none"> • how information and data is shared and used online. • that for most people the internet is an integral part of life and has many benefits. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<ul style="list-style-type: none"> • That everything shared online has a digital footprint • That organisations can use personal information to encourage people to buy things • To recognise what online adverts look like • To compare content shared for factual purposes and for advertising 	<p>Oversharing online</p> <p>Targeted advertising</p> <p>Remaining critical online</p>	<p>Vocab: Media, digital, internet, positive, leisure, school, work, images, information, online, strategies, true, accurate, evaluate, suitable, website, appropriate, safe, reliable, age-group, report, concerns, content, inappropriate, communication, unkind, data, digital footprint, organisations, encourage, advertising, popularity</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/search/node/online%20safety</p> <p>https://mediasmart.uk.com/primary-resources/</p>

		<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<ul style="list-style-type: none"> • Why people might choose to buy or not buy something online e.g. from seeing an advert • That search results are ordered based on the popularity of the website and that this can affect what information people access 			
<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	Money and Work	<ul style="list-style-type: none"> • How people make different spending decisions based on their budget, values and needs • How to keep track of money and why it is important to know how much is being spent • The different ways to pay for things such as cash, cards, e-payment and the reasons for using them • That how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Keeping track of money</p> <p>Different payment types</p> <p>Spending wisely</p>	<p>Rescue and Jessica</p> <p>Billionaire Boy, David Walliams</p> <p>The little's save big, Joanie Boany</p> <p>Learn about money with the Money Smart gang: series, Marianne Lewis</p> <p>In the money: a book about banking, Nancy Loewen</p> <p>Spend, save or donate, Nancy Loewen</p> <p>A chair for my mother, Vera B Williams</p> <p>Learning about earning, Rachel Eagen</p> <p>Vocab: Money, work, jobs, different, sectors, lifetime, common</p>	<p>https://natwest.mymoney.com/teachers/resources-8-12s/</p> <p>https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</p> <p>https://www.bbc.co.uk/bitesize/topics/znwwxn/b</p>	<ul style="list-style-type: none"> • How people make different spending decisions based on their budget, values and needs • How to keep track of money and why it is important to know how much is being spent • The different ways to pay for things such as cash, cards, e-payment and the reasons for using them • That how people spend money can have positive or negative effects on others e.g. charities, single use plastics

				<p>myths, gender stereotypes, challenge, goals, hobbies, role-models, skills, teamwork, decision making, interests, recognise, achievements, links, future, safe, decisions, spending, cash, cards, e-payments, positiv, negative</p>		
<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<p>Changing and Growing</p>	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • 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, 	<p>Recognising strengths</p> <p>Recognising challenges</p> <p>Dealing with failure</p>	<p>Dealing with when people die by Jane Lacey</p> <p>Fridays surprise</p> <p>Frog in love, Max Velthuijs</p> <p>Let's talk about girls, boys, babies, bodies, families and friends, Robie H. Haris</p> <p>Love you forever, Robert Munsch</p> <p>Vocab: Growing, changes, personal, strengths, achievements, managing, reframing, setbacks, individual, unique, valuable, contributions, recognise, interests, identity, proud, challenges, strategies, focus</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/remier-league-primary-stars</p> <p>https://plprimarystars.com/resources/resilience</p> <p>https://plprimarystars.com/resources/self-esteem</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg</p>

			trying again			
<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	Keeping Safe	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>Living with risk</p> <p>Keeping our home safe</p> <p>Rules to keep us safe</p>	<p>Rescue and Jessica</p> <p>Leave me alone, Kes Gray</p> <p>The eighteenth emergency, Betsy Byars</p> <p>I'm number one, Michael Rosen</p> <p>The angel of Nitshill Road, Anne Fine</p> <p>Bad girls, Jacqueline Wilson</p> <p>Desmond and the very mean word, Archbishop Desmond Tutu</p> <p>Vocab: Risks, hazards, safety, environment, unfamiliar, places, identify, predict, assess, manage, fire safety, rules, road, rail, water, fireworks</p>	<p>https://www.pshe-association.org.uk/content/gambling</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm</p> <p>https://www.educationquizzes.com/ks2/personal-social-and-health-education/keeping-safe/</p>
<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	Changing and Growing	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the 	<ul style="list-style-type: none"> • How to identify external genitalia and reproductive organs • The physical and emotional changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet 	<p>The changes during puberty</p> <p>Getting safe advice regarding puberty</p> <p>Personal hygiene</p>	<p>Dealing with when people die by Jane Lacey</p> <p>Fridays surprise</p> <p>Frog in love, Max Velthuijs</p> <p>Let's talk about girls, boys, babies, bodies, families and friends,</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/m-edway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/b</p>

		<p>menstrual cycle.</p> <ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>dreams</p> <ul style="list-style-type: none"> • Strategies to manage the changes during puberty including menstruation • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss the challenges of puberty with a trusted adult • How to get information, help and advice about puberty 		<p>Robie H. Haris</p> <p>Love you forever, Robert Munsch</p> <p>Vocab:</p> <p>Growing, changes, personal, strengths, achievements, managing, reframing, setbacks, individual, unique, valuable, contributions, recognise, interests, identity, proud, challenges, strategies, focus, physical, emotional, puberty, genitalia, personal hygiene, support, help, advice, reproductive organs, key facts, menstrual cycle, trusted adult</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1-decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars</p> <p>https://plprimarystars.com/resources/resilience</p> <p>https://plprimarystars.com/resources/self-esteem</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sq</p>
<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<p>Keeping Safe</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • the facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> • The importance of taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, 	<p>Taking medicines</p> <p>Understanding drugs</p> <p>Getting help with harmful habits</p>	<p>Rescue and Jessica</p> <p>Leave me alone, Kes Gray</p> <p>The eighteenth emergency, Betsy Byars</p> <p>I'm number one, Michael Rosen</p> <p>The angel of Nitshill</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map</p>

			<p>alcohol and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • To identify some of the risks associated with drugs common to everyday life • That for some people using drugs can become a habit which is difficult to break • How to ask for help or advice 		<p>Road, Anne Fine Bad girls, Jacqueline Wilson</p> <p>Desmond and the very mean word, Archbishop Desmond Tutu</p> <p>Vocab: Risks, hazards, safety, environment, unfamiliar, places, identify, predict, assess, manage, fire safety, rules, road, rail, water, fireworks, medicines, household products, drugs, cigarettes, alcohol, side effects, habit, help, advice</p>	<p>your https://www.pshe-association.org.uk/content/gambling</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm</p> <p>https://www.educationquizzes.com/ks2/personal-social-and-health-education/keeping-safe/</p>
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Learning Academy Partnership

Relationships and Health Education Progression of Skills and Knowledge

Programme of Study References (PoS Ref) can be found from the PSHE Association PROGRAMME OF STUDY FOR PSHE EDUCATION

Year A Year 5 and 6

Year 5/6	NC objectives	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
Respecting Others and Ourselves	Practical steps they can take in a range of different contexts to	• about the link between values and behaviour and how to be a positive role model.	Different points of view and the importance of this.	respect, courtesy, manners, self-respect	Premier League Primary Stars- KS2 Behaviour/relationships Do the right thing

<p>Aut 1</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<p>improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view. • how to constructively challenge points of view they disagree with. • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>Recognising prejudice and discrimination.</p>		<p>https://www.bbc.co.uk/teach/classes-clips-video/rse-ks2-respecting-myself-and-others/zjnqgwx</p> <p>https://www.zerotolerance.org.uk/resources/RESPECT-Primary-Lessons.pdf</p>
<p>Families and Friendships</p> <p>Aut 1</p> <ul style="list-style-type: none"> • Attraction to others • Romantic relationship • Civil partnership and marriage <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or 	<p>Friendships and families (covered in Year 5)</p> <p>Respecting ourselves and others (covered in Year 5)</p> <p>Safe relationships</p> <p>Belonging to a community</p>	<p>relationship, gender, difference, ethnicity, faith, identity, sexual orientation, commitment, marriage, legal, illegal, declaration</p>	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p> <p>https://www.bbc.co.uk/teach/classes-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</p> <p>https://www.safe4me.co.uk/portfolio/healthy-relationships/</p> <p>https://www.zerotolerance.org.uk/resources/RESPECT-Primary-Lessons.pdf</p>

	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>whether to get married</p> <ul style="list-style-type: none"> • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 			
<p>Celebrating difference across the world</p> <p>Aut2</p> <p>I am aware of my own culture.</p> <p>I respect my own and other people's cultures.</p> <p>PoS Refs: L8, L10, R21, R32,</p>	<p>Discrimination: what it means and how to challenge it.</p> <p>Respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background.</p> <p>About diversity: what it means and the benefits of living in a diverse community.</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is and understand that there are laws to protect people from discrimination.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can understand a different culture from my own.</p>	<p>That discrimination is the result of lack of respect for difference - kindness and that respecting the values of other people's cultures challenges/prevents racism and discrimination</p>	<p>Discrimination, respect, diversity, racism, culture/cultural.</p> <p>https://literacytrust.org.uk/resources/black-lives-matter-book-lists-ages-0-16/</p>	<p>https://www.pshe-association.org.uk/sites/default/files/u26918/Barnardo's%20Primary%20School%20Resource%20Pack.pdf</p>

<p>Living in the Wider World</p> <p>Spring 1</p> <p>Understanding rights and responsibilities</p> <p>Understanding how my behaviour choices can impact on others.</p> <p>PoS Refs: L1 – L6</p>	<p>To understand why we have rules and laws.</p> <p>To recognise that human rights are there to protect everyone.</p> <p>The relationship between rights and responsibilities.</p> <p>Understanding compassion and the importance of the choices that we make.</p>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I can empathise with people in this country whose lives are different to my own</p>	<p>“Be the Change you wish to see in the world.” (taken from the Gandhi quote):</p> <p>That our individual choices can have an impact on others’ human rights and general well-being.</p> <p>That human rights are there to protect all and that equality and respect for all human life is at the root of this.</p>	<p>We are All Born Free – Amnesty International</p>	<p>https://www.equalityhumanrights.com/</p> <p>https://www.amnesty.org.uk/resources/activity-6-we-are-all-born-free</p>
<p>Belonging to a community</p> <p>Spring 2</p> <ul style="list-style-type: none"> Valuing diversity Challenging discrimination and stereotypes <p>PoS Refs: L8, L9, L10, R21</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p>	<ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this 	<p>Families and differences within families.</p> <p>Staying safe both online and in the community</p>	<p>prejudice, discrimination, stereotype, influence, attitude</p>	<p>https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging</p> <p>https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-4-learn-about-meaning-community</p> <p>https://plprimarystars.com/resources/diversity</p> <p>https://www.pshe-association.org.uk/sites/default/files/u26918/Barnardo's%20Primary%20School%20Resource%20Pack.pdf</p>

<p>Economic well-being aspirations, work and career</p> <p>Summer 1</p> <p>L25-L32</p>	<p>That there is a broad range of different jobs and skills that people can have.</p> <p>That some jobs are paid more than others and this is a factor that may influence a person's job or career choice.</p> <p>To identify the kind of job that they might like to do when they are older and consider skills needed and routes into this.</p>	<p>I know about a range of jobs carried out by people and that different amounts of money can be earned in different types of job.</p> <p>I can identify a job that I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p>	<p>It is important to have dreams, goals and aspirations and that with forethought and planning we can strive towards this, regardless of our current personal socio-economic situation.</p>	<p>Ambition, aspiration, job/career, finance/salary.</p>	<p>http://www.upforjuniors.org.uk/teachers-resources/up-for-jobsandcareers/</p>
<p>Understanding that everyone is unique and special</p> <p>Summer 2</p> <p>and</p> <p>??? Respecting Ourselves and Others (2 main foci: FGM and (separately) gender identity)</p>	<p>That female genital mutilation (FGM) is against the law in Britain.</p> <p>That gender identity is not the same as sexual identity for all people.</p>	<p>I know that FGM is against British law and I know what to do and who to tell if I think that I, or someone I know, is at risk.</p> <p>I recognise the difference between gender identity and sexual orientation and everyone's right to be loved. I recognise that there are different gender identities.</p>	<p>That everyone is unique and special and that everyone should be valued and respected.</p>	<p>Female genital mutilation (FGM), gender, transsexual/trans, LGBTQi+the language relating to gender identities.</p>	<p>https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/</p> <p>https://www.tes.com/teaching-resource/fgm-female-genital-mutilation-6399640</p> <p>https://www.bbc.co.uk/teach/classes-clips-video/rse-ks2-identity-</p>

H45, H26 Growing & Changing Brief re-visit of the learning done in Y4 summer 2 on puberty changes boys/girls					understanding-sexual-and-gender-identities/zfqrhbk https://www.pshe-association.org.uk/sites/default/files/u26918/Barnardo's%20Primary%20School%20Resource%20Pack.pdf
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Learning Academy Partnership

Relationships and Health Education Progression of Skills and Knowledge

Programme of Study References (PoS Ref) can be found from the PSHE Association PROGRAMME OF STUDY FOR PSHE EDUCATION

Year B Year 5 and 6

Year 5/6	NC objectives	Key knowledge and skills	Key concept to interweave	Suggested vocab and linked texts	Extra resources/ideas for learning
Keeping safe Aut 1	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information 	Esafety Health and looking after our bodies	drug, sources, information, choices, legal, illegal, media, esafety	https://www.pshe-association.org.uk/curriculum-and-resources/resources/google

<ul style="list-style-type: none"> • Keeping personal information safe • regulations and choices • drug use and the law • drug use and the media <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p>REFERENCE TO SCIENCE</p>	<p>how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources</p>	<p>being misused</p> <ul style="list-style-type: none"> • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations 			<p>e-and-parent-zone-ks2-internet-safety</p> <p>https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p> <p>https://www.1decision.co.uk/</p> <p>https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</p> <p>https://www.childnet.com/resources/trust-me</p>
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		<p>where people can get help and support concerning drug use</p> <ul style="list-style-type: none"> • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions 			
<p>Safe relationships Aut 2</p> <ul style="list-style-type: none"> • Recognising and managing pressure. • Consent in different situations. <p>PoS Refs: R26, R28, R29</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations. 	<p>Responding to hurtful behaviour</p> <p>Managing confidentiality</p> <p>Recognising risks online</p> <p>Esafety</p> <p>Friendships</p>	<p>consent, permission, secure, respect, truthfulness, loyalty, kindness, generosity, experiences, interests,</p>	<p>NSPCC Share Aware https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>Thinkuknow Play Like Share https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-like-share</p> <p>http://www.tranmerepark.leeds.sch.uk/wp-content/uploads/2018/01/SRE-Topic-Plan-Y6.pdf</p> <p>https://www.safe4me.co.uk/portfolio/healthy-relationships/</p> <p>https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships</p>

	<p>respect for others online including when we are anonymous.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>				
<p>Safety with online communities</p> <p>Spring 1</p> <p>H21, H38, H42, R12</p>	<p>To recognise warning signs about mental health and well-being.</p> <p>How to predict, assess and manage risk in different situations.</p> <p>The importance of keeping safe online (and how to do this).</p>	<p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I understand that there are rights and responsibilities in an online community or social network.</p> <p>I recognise when I am spending too much time</p>	<p>It is important to be aware/mindful that there is a relationship between screen time and staying safe and happy (including impact on mental health, sleep, concentration, etc)</p>	<p>Screen time, consequences, positive/negative impact, online community, social network, responsibility.</p>	<p>https://www.internetmatters.org/resources/screen-time-tips-to-support-7-11-year-olds/</p> <p>https://www.tes.com/teaching-resource/online-safety-screen-time-11979675</p> <p>https://www.childnet.com/young-people/primary/get-answers/how-much-time-</p>

	<p>To recognise that to 'know someone online' is different to knowing someone face-to-face and that there may be risks to online relationships.</p>	<p>using devices (screen time) and am aware of how this can have a negative effect on my mental health and well-being (inc. impact on sleep).</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p>			<p>should-i-spend-online</p>
<p>Media literacy and Digital resilience</p> <p>Spring 2</p> <ul style="list-style-type: none"> Evaluating media sources; sharing things online <p>PoS Refs: H37, L11, L13, L15, L16</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<ul style="list-style-type: none"> about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or 	<p>Friendships</p> <p>Being safe</p> <p>Mental wellbeing and the effects of being online.</p> <p>Social media</p>	<p>online, relationships, anonymous, website, personal, information, digital, media, sources</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.childnet.com/resources/trust-me</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices</p> <p>https://campaignresources.phe.gov.uk/schools/topics/r</p>

	<p>How information and data is shared and used online.</p>	<p>share things</p> <ul style="list-style-type: none"> • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night 			<p>ise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_Listing_Sep17</p>
<p>Summer</p> <p>Health & Well-being</p> <p>Body image and my relationship with food</p> <p>H3, H15</p> <p>Sleep - the importance of good 'sleep hygiene'</p> <p>H8, H16</p> <p>Emergency first aid</p>	<p>About choices to support a healthy lifestyle and recognise what might influence these.</p> <p>What constitutes a healthy diet; healthy meal planning; the benefits to mental and physical health & well-being.</p> <p>About how sleep contributes to a healthy lifestyle; good sleep routines; the effect of lack of sleep on feelings, behaviour, ability to learn.</p>	<p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I know what makes a healthy lifestyle (including healthy eating and good sleep hygiene) and the choices I need to make to be healthy and happy.</p> <p>I know basic techniques for common injuries and how to respond in an emergency situation (raise the alarm -emergency</p>	<p>We can all make informed, positive choices:</p> <p>Young people are bombarded with messages, especially via social media and 'influencers' but these messages are not always positive or accurate. We can each be our own greatest 'influencer' by making educated choices to ensure good mental and physical health which will, in turn, support our own happiness and feelings of well-being.</p>	<p>Sleep hygiene, well-being, routines, influence/influencer, self-image, self-esteem, body type.</p> <p>First aid.</p>	<p>Body image and eating:</p> <p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/body-image/</p> <p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc</p> <p>https://emotionmatters.co.uk/2018/10/04/how-does-social-media-influence-body-image/</p>

<p>H43, H44</p> <p>H38</p>	<p>That mental health, like physical health, needs to be taken care of.</p> <p>About basic first aid.</p> <p>How to predict, assess and manage risk in different situations.</p>	<p>services).</p>			<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/media-smart-ks2-body-image-and-advertising</p> <p>Sleep hygiene:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p> <p>First aid:</p> <p>https://lifeliveit.redcross.org.uk/</p> <p>https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/</p>
<p>Summer 2 - Growing and changing</p>	<p>That healthy friendships are positive and welcoming towards others, and do not</p>	<p>• to recognise some of the changes as they grow up e.g. increasing</p>	<p>Relationships</p> <p>Safety</p>	<p>relationships, transition, committed, independence, intercourse, sex,</p>	<p>CWP RESOURCES you will need to refer to the resources to support the</p>

<ul style="list-style-type: none"> • Human reproduction and birth • Increasing independence • Managing transitions <p>PoS Refs: H24, H33, H35, H36</p>	<p>make others feel lonely or excluded.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>independence</p> <ul style="list-style-type: none"> • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>Transition</p>	<p>conception, sexual, pregnancy, male, female, egg, sperm, vagina, penis, womb, uterus, testicles</p>	<p>teaching of these objectives.</p> <p>https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_Listing_Sep17</p> <p>https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p>
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