




PSHE - CYCLE A

Please refer to Curriculum maps to see that termly content may 'roll over.'

	AUTUMN	SPRING	SUMMER
<p>EYFS</p>	<p>TERM 1 BIG IDEA: MY FEELINGS Self-regulation</p> <p>PRIOR LEARNING: ELG Increasingly learn how to identify feelings and associate feelings with different colours. Remember that it is ok to express their feelings and develop coping strategies to help to regulate emotions. Develop ability to describe feelings using appropriate vocabulary. Explore different facial expressions and what they mean.</p> <p>FUTURE LEARNING:</p> <p>KS1 – HEALTH AND WELLBEING – Keeping our minds healthy</p> <p>LKS2 –HEALTH AND WELLBEING – Supporting good mental health</p> <p>UKS2 – HEALTH AND WELLBEING – Importance of relaxation and coping with failure</p> <p>KNOWLEDGE:</p>	<p>TERM 3 BIG IDEA: LISTENING AND FOLLOWING INSTRUCTIONS Self-regulation</p> <p>PRIOR LEARNING: ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>FUTURE LEARNING:</p> <p>KS1 – HEALTH AND WELLBEING – Identify our strengths and qualities</p> <p>LSK2 – HEALTH AND WELLBEING -celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.</p>	<p>TERM 5 BIG IDEA: MY WELLBEING Managing self</p> <p>PRIOR LEARNING: ELG Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>FUTURE LEARNING:</p> <p>KS1 – HEALTH AND WELLBEING- Learning why we wash our hands and how to do so effectively, learning about the importance of sleep</p> <p>LKS2 – HEALTH AND WELLBEING -learning how to stay healthy and how our diet affects our bodies and our teeth,</p> <p>UKS2 – HEALTH AND WELLBEING -Learning about the importance of relaxation and sleep; living a healthy lifestyle; the impact of technology on mental health and wellbeing;</p>

	<p>Children will know:</p> <ul style="list-style-type: none"> • How to identify their feelings • Use feelings jars to identify and express feelings • Explore coping strategies to help regulate feelings • Use adjectives to name their feelings • Ready facial expressions and match them to feelings • How to moderate behaviour socially and emotionally <p>VOCABULARY: Emotions, feelings, happy, sad, angry, calm, scared, loved, happy, cheerful, positive, delighted, smiley, sad, unhappy, upset, gloomy, miserable, angry, cross, annoyed, frustrated, furious, loving, caring, supportive affectionate, friendly, calm, peaceful, quiet, still, relaxed, scared, nervous, anxious, worried, unsure, worried, excited, surprised, tired, proud, shy, bored, sorry</p> <p>End point assessment: Can I name feelings and ways to manage them?</p>	<p>UKS2 – HEALTH AND WELLBEING -the impact of technology on mental health and wellbeing; creating resilience strategies;</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to listen carefully – recall games • Listen to a story • Tell the truth and have an awareness of others’ feelings • Follow instructions and be determined when things get difficult • Follow and give simple instructions • Listen and respond to phrases and instructions <p>VOCABULARY: listening, persevere, team, explain, instructions, odd, different, clue, friends. Truth, feelings, honest, festival, turn-taking, support, special even, religion, culture, beliefs, tradition, kind, polite, fun, gentle, good listener, trust, helps, snatch, rough, unkind, compliment, loved, appreciated, collaborate, work together, encourage, party, relationship</p> <p>End point assessment: Can I demonstrate how to regulate my emotions?</p>	<p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • The importance of exercise and how it affects different parts of the body • Explore yoga, guided meditation and relaxation • Importance of taking care of ourselves • How to be a safe pedestrian • What it means to eat healthily • Importance of healthy food choices in a balanced diet <p>VOCABULARY: Exercise, breathing, heart-rate, health, relaxation, independence, pedestrian, movement, healthy, heart, lungs, brain, bones, muscle, yoga, meditate, pose, care, wellbeing, routine, balanced, diet, energy, superfood, hazard, crossing, sensible, aware</p> <p>End point assessment: Can I talk about how to take care of myself.</p>
	<p>TERM 2 BIG IDEA: SPECIAL RELATIONSHIPS Building relationships</p> <p>PRIOR LEARNING: ELG</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop their sense of responsibility and membership of a community</p>	<p>TERM 4 BIG IDEA: TAKING ON CHALLENGES Managing self</p>	<p>TERM 6 BIG IDEA: MY FAMILY AND FRIENDS</p> <p>Building relationships</p> <p>PRIOR LEARNING: ELG</p> <p>Work and play cooperatively and take turns with others;</p>

	<p>FUTURE LEARNING:</p> <p>KS1 – FAMILIES AND RELATIONSHIPS – Characteristics of positive friendships</p> <p>LKS2 – FAMILIES AND RELATIONSHIPS – Dealing with friendship issues</p> <p>UKS2 – FAMILIES AND RELATIONSHIPS – Physical and emotional boundaries in friendships</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • That all families are valuable and special • Who the special people are in their lives • How to share and cooperate • That it is ok to like different things • How to share their interests with others • Explore diversity through similarities and differences <p>VOCABULARY: Family, love, friend, share, unique, interests and hobbies, similar, different, diversity, value, special, take turns, timer, passion, like, dislike, enjoy, special, individual, same</p> <p>End point assessment: Can I talk about who is special to me and name how I am special too?</p>	<p>PRIOR LEARNING: ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>FUTURE LEARNING:</p> <p>KS1 – CITIZENSHIP – Knowing the rules and the consequences of not following the rules</p> <p>LSK2 – CITIZENSHIP- Understand the need for rules and the reason for having consequences when rules are broken.</p> <p>UKS2 – CITIZENSHIP - Understand what happens when someone breaks the law</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Why we have rules • How to persevere to solve problems • Work to communicate effectively to overcome challenges as a team • Grounding strategies as coping mechanisms • Perseverance in the face of challenges 	<p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others’ needs.</p> <p>FUTURE LEARNING:</p> <p>KS1 - FAMILIES AND RELATIONSHIPS -Exploring how families can be different</p> <p>LKS2 – FAMILIES AND RELATIONSHIPS - Exploring how families can be different, but they support each other</p> <p>USK2 – FAMILIES AND RELATIONSHIPS -Learning that families are varied, and differences must be respected;</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • About how different beliefs celebrate special times • Why sharing is important • Characteristics of a good friend • Support others by being kind • How to persevere as part of a team • Celebrate special friendships within the class <p>VOCABULARY: festival, special event, religion, culture, beliefs, tradition, share, sharing, friend, take turn, friendly, kind, polite, emotions, compliment, support, loved, appreciated, happy, team,</p>
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	<p>NB Computing is not part of the EYFS curriculum. However, elements eg searching the internet for information is covered in English.</p> <p>Online safety is delivered through provision using QR codes and children are taught how to use devices safely. Also, children are taught how to keep themselves safe when using the internet through themed weeks, assemblies and through incidental and planned discussions.</p>	<ul style="list-style-type: none"> Show resilience and perseverance to overcome challenges <p>VOCABULARY: Rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trial and error, collaboration, communication, difficulty, worries, anxious, panicked, frustrated, upset, calm, relaxed, happy, try, stronger, reason, right, wrong, safe, confident, comfortable, fair, equal, enjoyable, orderly</p> <p>End point assessment: Can I show resilience and determination when faced with challenge?</p>	<p>teammate, teamwork, collaborate, work together, listen, support, encourage, classmates, celebrate, celebration, friendship, relationship, party, classroom</p> <p>End point assessment: Can I talk about and respect similarities and differences in people?</p>
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CYCLE A

<p>KS1 CYCLE A</p>	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RESPECTFUL RELATIONSHIPS NC: STATUTORY RELATIONSHIPS EDUCATION</p> <p>TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: STATUTORY HEALTH EDUCATION</p>	<p>TERM 3– ECONOMIC WELLBEING BIG IDEA: FINANCIAL EDUCATION NC: NON-STATUTORY</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: STATUTORY LIVING IN THE WIDER WORLD</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY BIG IDEA: GROWING UP SAFELY NC: STATUTORY HEALTH EDUCATION</p> <p>TERM 6 – TRANSITION BIG IDEA: CHANGE NC: STATUTORY MENTAL HEALTH</p>
	<p>TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: EYFS – Growing confidence in situations away from family FUTURE LEARNING: LKS2 – Different kinds of families structures UKS2 – Marriage and family life</p> <p>TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING: EYFS – Meeting own care needs FUTURE LEARNING:</p>	<p>TERM 3 – ECONOMIC WELLBEING PRIOR LEARNING: EYFS – Good choices FUTURE LEARNING: LKS2 – Ways to pay, budgeting and spending UKS2 – Loans, keeping track of money and budgeting</p> <p>TERM 4 -CITIZENSHIP PRIOR LEARNING: EYFS – Following rules and being part of a community FUTURE LEARNING:</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING: EYFS – Keeping safe outside school FUTURE LEARNING: LKS2 – Safety on and offline UKS2 – Keeping the changing body safe</p> <p>TERM 6 - TRANSITION PRIOR LEARNING: EYFS – Managing changes FUTURE LEARNING:</p>

<p>LKS2 – Healthy lifestyles - diet UKS2 – Relaxation sleep and meal planning</p>	<p>LKS2 – Rights of the child, charities and democracy UKS2 – Breaking the law, rights and responsibilities</p>	<p>LKS2 – Strategies to cope with change UKS2 – Roles, responsibilities and opportunities that come with change</p>
<p>LINES OF ENQUIRY: TERM 1 – FAMILIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> • Introduction: Setting ground rules for RSE & PSHE lessons • What is family? • What are friendships? • How do we recognise other people’s emotions? • How do we work with others? • What do we do when we have friendship problems? • What do healthy friendships look like? • What are gender stereotypes <p>End point assessment: I can explain how to build positive relationships with the important people in my life and I know why this is important</p> <p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • How do I understanding my emotions? • What am I like? • Why is sleep so important? • How can we use relaxation techniques? • How does good handwashing keep germs away? • What are the risks and benefits of sun exposure and how can we look after ourselves in the sun? • Which foods can cause allergies and what could I do if my friend has an allergic reaction? • Who helps keep us healthy? 	<p>LINES OF ENQUIRY: TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> • What is money and where does it come from? • How do we keep money safe? • What are banks and building societies? • What is saving and spending? • What jobs are there in my school? • ★ Extend the unit, or get the children involved with some jobs and responsibilities around school. <p>End point assessment: I can explain where money comes from and how it is used.</p> <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> • Why are rules important? • What needs to animals have and how do we care for them? • ★ Extend the unit, or visit a farm or a different animal-centre to learn more about animal care. • What are the needs of babies and young children? • How am I similar and different to other people? • What groups do I belong to? • How does democracy work? <p>End point assessment: I can the needs of others and how I can play my part in the community.</p>	<p>LINES OF ENQUIRY: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 1</p> <ul style="list-style-type: none"> • Who are the adults in school? • How do we speak to adults outside of school and what do we do if we are worried by something an adult says or does? • What do I do if I get lost? • How do I make an emergency phone call? • What is the difference between appropriate and unacceptable physical contact? • What is safe to go in the body? • What are the hazards in the home and how can I avoid these dangers? • Which people in the community help to keep us safe? <p>End point assessment: I can talk about everyday dangers and how to keep myself safe from them</p> <p>Year 2</p> <ul style="list-style-type: none"> • What the internet is and how it can help us? • How can we stay safe when using the internet? • Know the difference between secrets and surprises. • Know the concept of privacy and the correct vocabulary for body parts. • Know the difference between safe and unsafe touches. • Know the PANTS rule

<p>End point assessment: I can explain the different ways to keep healthy.</p>		<ul style="list-style-type: none"> • Know ways to keep safe on and near roads. • Know rules about crossing roads safely • Know how to stay safe with medicines <p>End point assessment: I can talk about how to keep my mind and body safe</p> <p>TERM 6 – TRANSITION Transition lesson</p> <ul style="list-style-type: none"> • Individual strengths and new skills <p>End point assessment: I can talk about what I am good at how this will help me in my new class.</p>
<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 1 – FAMILIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ➤ Know: that families look after us. ➤ Know: some words to describe how people are related (eg. aunty, cousin). ➤ Know: that some information about me and my family is personal. ➤ Know: some characteristics of a positive friendship. ➤ Know: that friendships can have problems but that these can be overcome. ➤ Know: that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. <p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> ➤ Know: we can limit the spread of germs by having good hand hygiene. ➤ Know the five S's for sun safety: slip, slop, slap, shade, sunglasses. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> ➤ Know: that coins and notes have different values. ➤ Know: some of the ways children may receive money. ➤ Know: that it is wrong to steal money. ➤ Know: that banks are places where we can store our money. ➤ Know: some jobs in school. ➤ Know: that different jobs need different skills. <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> ➤ Know: that human rights are specific rights that apply to all people. ➤ Know: some of the people who protect our human rights such as police, judges and politicians. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 5/6 – SAFETY AND THE CHANGING BODY Year 1</p> <ul style="list-style-type: none"> ➤ Know how to respond safely and appropriately to adults they may encounter ➤ Know how to recognise and report feelings of being unsafe or feeling bad about any adult ➤ Know the steps to take if they get lost if they get lost ➤ Know how to make an emergency phone call# ➤ Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ➤ Know what can safely go into their body ➤ Know that they should never put somethings into their body ➤ Know hazards in the home ➤ Know some rules to keep safe in the home

	<ul style="list-style-type: none"> ➤ Know: that certain foods and other things can cause allergic reactions in some people. ➤ Know that sleep helps my body to repair itself, to grow and restores my energy. ➤ Know that strengths are things we are good at. ➤ Know that qualities describe what we are like. ➤ Know the words to describe some positive and negative emotions. 	<ul style="list-style-type: none"> ➤ Know: that reusing items is of benefit to the environment. ➤ Know: that councillors have to balance looking after local residents and the needs of the council. ➤ Know: that there are a number of groups which make up the local community. 	<ul style="list-style-type: none"> ➤ Know what to do if there is an accident ➤ Know some people's jobs keep us safe <p>Year 2</p> <ul style="list-style-type: none"> ➤ Know that for most people the internet is an integral part of life and has many benefits. ➤ Know 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. ➤ Know that people sometimes behave differently online, including by pretending to be someone they are not. ➤ Know 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. ➤ Know 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 ➤ Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ➤ Know how to report concerns or abuse, and the vocabulary and confidence needed to do. ➤ Road safety is not included in the statutory guidance. However, it is still an important area for children to learn about and features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for
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			<p>keeping safe in the local environment or unfamiliar places (rail, water, road)</p> <ul style="list-style-type: none"> ➤ Know the rules to cross the road safely ➤ Know they should only take medicines if a trusted grown up says it's OK <p>TERM 6 – TRANSITION</p> <ul style="list-style-type: none"> ➤ Know: that changes can be both positive and negative.
	<p>VOCABULARY: INTRODUCTION: GROUND RULES PSHE, Safe, Learn, Rule, Unsafe, Unhappy</p> <p>TERM 1 – FAMILIES AND RELATIONSHIPS LESSON 1 - Family, Relation, Mum, Dad, Parent, Brother, Sister, Grandad, Grandma, Grandparent, Uncle, Aunty, Cousin, Include any other words which you know are relevant to children in your class LESSON 2 - Friend, Kind, Trust, Generous, Share, Listen, Fun, Helpful, Truth LESSON 3 – Feeling, Sad, Worried, Help, Car, Listen LESSON 4 – Challenge, Co-operate, Work together, Team LESSON 5 – Friend, Falling out, Problem, Solution LESSON 6 – Friend, Friendly, Feeling, Welcome, Included LESSON 7 – Stereotype, Favourite, Boy, Girl</p> <p>TERM 2 – HEALTH AND WELLBEING LESSON 1 – Feeling, Emotion, Help, Happy, Sad, Angry, Worried LESSON 2 – Skill, Qualities, Strengths, Better LESSON 3 – Sleep, Rest, Routine, Relaxation LESSON 4 – Relax, Relaxation, Sleep, Rest</p>	<p>VOCABULARY: TERM 3 – ECONOMIC WELLBEING LESSON 1-Coins, Earn, Money, Pocket money, Value LESSON 2- Cash, Coins, Money, Moneybox, Notes Purse, Safe, Wallet LESSON 3 – Bank, Bank account, Building society, Interest, Safe LESSON 4 – Choice, Save, Spend LESSON 5 – Job, Skill</p> <p>TERM 4 – CITIZENSHIP LESSON 1 – Rule,, Different LESSON 2 – Animal, Care, Pet, Need LESSON 3 – Need, Baby, Child, Care LESSON 4 – Same, Different, Unique LESSON 5 –Different, Group, Same LESSON 6 – Fair, Unfair, Choice. Vote, Democracy</p>	<p>VOCABULARY: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 1 LESSON 1 -Adult, job, manners, polite, visitor LESSON 2 - adult , manners, stranger, worry, polite, hurt LESSON 3 – lost, safe, adult LESSON 4 – police, fire, ambulance, emergency, 999 LESSON 5 – physical, contact, like, dislike, kind, unkind, hurt LESSON 6 – into, onto, adult, danger, ill, damage, medicine LESSON 7 – safe, unsafe, accident, hazard, danger LESSON 8 – job, safe, help</p> <p>Year 2 LESSON 1 - World Wide Web, streaming Website, internet, WiFi LESSON 2- internet, online, safe, kind, unkind bullying LESSON 3 – excited, good, happy, surprise Secret, unhappy, worried LESSON 4 – penis, vulva - sometimes called the vagina, but vulva is the correct terminology Arm, leg, hand, wrist, neck, head, knee, foot Ankle, elbow</p>

	<p>LESSON 5 – Dirt, Hands, Germs, Wash, Soap, Water, Scrub, Clean</p> <p>LESSON 6 – Sun, Safe, Burn, Slip, Slop, Slap, Hat, Sunscreen, Sunglasses</p> <p>LESSON 7 – Allergy, Allergen, Food allergy, Allergic reaction</p> <p>LESSON 8 – Paramedic, Job, Help, Healthy, Doctor, Nurse, Optician, Dentist</p>		<p>LESSON 5 – surprise, safe touch, unsafe touch</p> <p>PANTS rule, private, vulva, penis, testicles</p> <p>Secret</p> <p>LESSON 6 – pedestrian, road, safe, , walking</p> <p>Pavement, holding hands, car park, traffic</p> <p>LESSON 7 – pedestrian, road, safe, walking</p> <p>Pavement, holding hands, car park, traffic, stop</p> <p>Look, listen, think</p> <p>LESSON 8 – temperature, sneeze, doctor</p> <p>Nurse, pharmacist, prescription, medicine</p> <p>drug</p> <p>TERM 6 – TRANSITION</p> <p>Strengths, Skills, Move</p>
LKS2	<p>TERM 1 – FAMILIES AND RELATIONSHIPS</p> <p>BIG IDEA: RESPECTFUL RELATIONSHIPS</p> <p>NC: STATUTORY RELATIONSHIPS EDUCATION</p>	<p>TERM 3– ECONOMIC WELLBEING</p> <p>BIG IDEA: FINANCIAL EDUCATION</p> <p>NC: NON-STATUTORY</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY</p> <p>BIG IDEA: GROWING UP SAFELY</p> <p>NC: STATUTORY HEALTH EDUCATION</p>

CYCLE A	TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: STATUTORY HEALTH EDUCATION	TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: STATUTORY LIVING IN THE WIDER WORLD	TERM 6 – TRANSITION BIG IDEA: CHANGE NC: STATUTORY MENTAL HEALTH
	TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: EYFS – Growing confidence in situation away from family KS1 – Healthy family and friendships relationships FUTURE LEARNING: UKS2 – Marriage and family life TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING: EYFS – Meeting own care needs KS1 – Different ways to keep healthy FUTURE LEARNING: UKS2 – Relaxation sleep and meal planning	TERM 3 – ECONOMIC WELLBEING PRIOR LEARNING: EYFS – Good choices KS1 – Where money comes from and how it is used FUTURE LEARNING: UKS2 – Loans, keeping track of money and budgeting TERM 4 - CITIZENSHIP PRIOR LEARNING: KS1 – Rules and needs of others FUTURE LEARNING: UKS2 – Breaking the law, rights and responsibilities	TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING: EYFS – Keeping safe outside school KS1 – Everyday dangers and keeping safe on and offline FUTURE LEARNING: UKS2 – Keeping my changing body safe TERM 6 - TRANSITION PRIOR LEARNING: EYFS – Managing changes KS1 – Strengths FUTURE LEARNING: UKS2 – Roles, responsibilities and opportunities that come with change
	LINES OF ENQUIRY: TERM 1 - FAMILIES AND RELATIONSHIPS Introduction lesson – Setting the ground rules and signposting <ul style="list-style-type: none"> • How are families different? • How do we solve friendship conflict? • What is bullying and who can help me? • What is effective communication? • Who can we trust and why? • How can we respecting differences in others? • How is stereotyping gender present in children’s toys? • What is age stereotyping? 	LINES OF ENQUIRY: TERM 3 - ECONOMIC WELLBEING <ul style="list-style-type: none"> • What are the different ways to pay and why might people choose them? • How do we budget? • How does spending affect us? • How do ethics affect our spending decisions? • What jobs are there and what would I like to do when I grow up? • Should gender hold us back in school or the workplace? End point assessment: I can talk about spending and budgeting	LINES OF ENQUIRY: TERM 5/6 - SAFETY AND THE CHANGING BODY Year 3 <ul style="list-style-type: none"> • How can I help in an emergency? • How do we help with bites and stings? • What does being kind online look like? • How do we deal with cyber bullying? • How can we identify fake emails? • What choices can I make myself and what are made by others? • Who and what might influence our choices? • How can we keep safe out and about? End point assessment: I can talk about safety online, out and about and what to do in an emergency.

End point assessment: I can talk about respect, conflict and resolutions in relationships.

TERM 2 - HEALTH AND WELLBEING

- How do we plan for a healthy lifestyle?
- How does relaxation help me to feel good?
- What am I like and how which groups do I belong to?
- What are my superpowers?
- How can we overcome problems?
- What food groups make up a healthy diet and how does that help my dental health?

End point assessment: I can talk about the ways to a healthy lifestyle.

TERM 4 – CITIZENSHIP

- What do we mean by ‘Rights of the child?’
- How do children and adults help with the rights of the child?
- What are the benefits of recycling?
- What local community groups are there?
- How do charities help people?
- How does democracy work in our local area?
- Why do we have rules and what are the consequences of breaking them at home and at school?

★ Extend the unit, or set up a mock election to demonstrate how democracy works

End point assessment: I can talk about my local area’s groups and how everyone works together to build healthy and happy communities.

Year 4

- What are age restrictions and why do we have them?
- What are the benefits and risks of sharing material online?
- How would I help someone with asthma?
- What is meant by privacy and what is the difference between secrets and surprises?
- Is all information on search engines valuable?
- What are some of the physical changes I will experience while growing up?
- What are the main changes that males and females go through as the body changes from child to adult?
- What are the risks of smoking and what are the benefits of being a non-smoker?

End point assessment: I can talk about keeping my changing body safe online and offline.

TERM 6 – TRANSITION

Year 3

- What strategies can we use to help with the changes to Year 4?

End point assessment: I can talk about how I will move to Year 4 smoothly.

Year 4

- What goals do I want to achieve before entering Year 5?

End point assessment: I can talk about what I have achieved and want to achieve before Year 5.

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DECLARATIVE/PROCEDURAL KNOWLEDGE

TERM 1 – FAMILIES AND RELATIONSHIPS

- Know that all families are different and they love and support each other
- Know that friendships have ups and downs but these can be resolved
- Know the impact of bullying
- Know how to listen and communicate effectively
- Know why trust is an important part of positive relationships
- Know the differences between people and why it is important to respect these differences
- Know that stereotypes are present in everyday life
- Know that stereotypes exist based on a number of factors

TERM 2 – HEALTH AND WELLBEING

- Know how to plan for a healthy lifestyle including physical activity, rest and diet
- Know how to perform a range of relaxation stretches
- Know the different aspects of my identity
- Know how to identify my own strengths and begin to see how they can affect others
- Know how to break down barriers into smaller, achievable goals
- Know the benefits of healthy eating and dental health

DECLARATIVE/PROCEDURAL KNOWLEDGE:

TERM 3 – ECONOMIC WELLBEING

- Know the different ways to pay for things and why people might choose them
- Know how to put together a budget
- Know that money has an impact on how we feel
- Know how ethics can influence our spending decisions
- Know there are a range of jobs available and to think about what job they might want to do
- Know there are stereotypes in the workplace and these should not limit people’s career aspirations.

TERM 4 – CITIZENSHIP

- Know about the UN convention on the rights of the child
- Know that it is the responsibilities of adults and children to help all children benefit from their rights
- Know the environmental benefits of recycling
- Know the groups that make up the local community
- Know that charities care for others and how we can support them in their work
- Know in simple terms how democracy works in the local area
- Know why we have rules and the consequences of breaking rules at school and home

DECLARATIVE/PROCEDURAL KNOWLEDGE:

TERM 5/6 – SAFETY AND THE CHANGING BODY

Year 3

- Know the role I can take in an emergency situation.
- Know how to help if someone has been stung or bitten.
- Know the importance of being kind online and what this looks like.
- Know that cyberbullying involves being unkind online.
- Know that not all emails are genuine.
- Know the choices people can make and those which are made by others.
- Know how to recognise who and what can influence our decisions.

Year 4

- To understand that there are risks to sharing things online.
- To know the difference between private and public.
- To understand the risks associated with smoking tobacco.
- To understand the physical changes to both male and female bodies as people grow from children to adults.
- To know that asthma is a condition that causes the airways to narrow.

TERM 6 – TRANSITION

- Know there are opportunities and responsibilities that are likely to increase as situations change and that this is a good thing

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	<p>VOCABULARY:</p> <p>TERM 1 – FAMILIES AND RELATIONSHIPS INTRODUCTORY LESSON – PSHE, Safe, Learn, Rule Unsafe, Unhappy LESSON 1 – Family, Different, Support, Care, Love, Problem, Help LESSON 2 – Friend, Problem, Talking, Listening, Calm, Forgive, Apologise LESSON 3 – Bullying, Repeated, Physical, Emotional, Report LESSON 4 – Communicate, Communication, Listen, Empathy, Sympathy, Open questions LESSON 5 – Trust, Reliable, Issues, Resolve, Breaking trust, Let down LESSON 6 – Same, Different, Similar, Respect LESSON 7 – Gender, Female, Male, Stereotype LESSON 8 – Stereotype, Discrimination, Equality Act</p> <p>TERM 2 – HEALTH AND WELLBEING LESSON 1 – Exercise, Balance, Diet, Energy, Intake LESSON 2 – Feeling, Balance, Relax, Stretch LESSON 3 – Group, Identity, Belonging, Alone, Lonely LESSON 4 – Hero, Power, Strengths LESSON 5 – Barriers, Strategy LESSON 6 – Teeth, Healthy, Balanced, Food group</p>	<p>VOCABULARY:</p> <p>TERM 3 – ECONOMIC WELLBEING LESSON 1 – Payment, Debit, Credit, Cheque Bank transfer LESSON 2 – Budget, Plan, Spend, Save, Expense Needs LESSON 3 – Anger, Feeling, Happiness, Jealousy Surprise, Money, Situation, Negative LESSON 4 – Clarity, Environment, Impact Negative, Positive, Spending choice LESSON 5 – Job, Career, Skills, Interests LESSON 6 – Stereotype, Jobs, Gender Qualifications</p> <p>TERM 4 – CITIZENSHIP LESSON 1 - UN/United Nations, Convention on rights, Rights, benefit LESSON 2 – Rights, UN/United Nations, Convention on rights, Benefit, Responsibility LESSON 3 – Materials, Recycle, Materials, Rubbish Environment LESSON 4 – Building, Community, Purpose, Support, Together LESSON 5 – Community, Care, Charity, Support Volunteer, Fundraise, Donations LESSON 6 – Democracy, Council, Councillor, County council, District council, Unitary authority Budget, Priority LESSON 7 – Rule, Break, Fair, Consequence</p>	<p>VOCABULARY:</p> <p>TERM 5/6 – SAFETY AND THE CHANGING BODY</p> <p>Year 3 LESSON 1 – emergency, hazard, 999 / 112 emergency services, emergency operator, location, injuries LESSON 2- anaphylaxis, allergic, airways Breathing, reddening, puncture, swelling Infection, venom, reaction, auto injector LESSON 3 – positive, email, kind, identity LESSON 4 – password, intended, cyberbullying LESSON 5 – phishing, fake, real LESSON 6 – decision, rather, choice LESSON 7 – influence, choice, decision LESSON 8 – distraction, rules, safety</p> <p>Year 4 LESSON 1 – social media, age restriction, law, legal, point of view, reason, for, against, debate digital age of consent LESSON 2- share aware, sharing, internet, social media LESSON 3 – airways, trachea, triggers, inhaler Lungs, medicine, larynx, inhale, exhale, inflate deflate LESSON 4 – private, public, Surprise, secret, uncomfortable, worried LESSON 5 – sorting, search engine LESSON 6 – child, adult, change, grow, develop physical changes LESSON 7 – change, exciting, worries, physical Height, breasts, genitals, penis, testicles, hips Waist, shoulders, chest hair, puberty, hygiene LESSON 8 – non-smoker, tobacco, smoke, choice risks</p>
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			TERM 6 – TRANSITION Opportunity, Responsibility, Change, Cope Strategies
UKS2 CYCLE A	TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RESPECTFUL RELATIONSHIPS NC: RELATIONSHIPS EDUCATION TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: HEALTH EDUCATION	TERM 3– ECONOMIC WELLBEING BIG IDEA: FINANCIAL EDUCATION NC: N/A TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: LIVING IN THE WIDER WORLD	TERM 5/6 – SAFETY AND THE CHANGING BODY BIG IDEA: GROWING UP SAFELY NC:HEALTH EDUCATION TERM 6 – TRANSITION BIG IDEA: CHANGE NC: MENTAL HEALTH
	TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: KS1 - Healthy family and friendships relationships LKS2 - Different kinds of families structures FUTURE LEARNING: KS3 – Familial relationships and identify the features of healthy, unhealthy and abusive familial relationships TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING: KS1 – Different ways to keep healthy LKS2 - Healthy lifestyles - diet FUTURE LEARNING: KS3 – Making well-informed, positive choices for themselves	TERM 3 –ECONOMIC WELLBEING PRIOR LEARNING: KS1 – Good choices LKS2 – Ways to pay, budgeting and spending FUTURE LEARNING: KS3 – manage emotions in relation to money TERM 4 - CITIZENSHIP PRIOR LEARNING: KS1 – Rules and needs of others LKS2 – Rights of the child, charities and democracy FUTURE LEARNING: KS3 – Living in the wider world	TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING: KS1 – Everyday dangers and keeping safe on and offline LKS2 – Safety on and offline FUTURE LEARNING: KS3 – identify harmful behaviours online TERM 6 - TRANSITION PRIOR LEARNING: KS1 – Strengths LKS2 – Strategies to cope with change FUTURE LEARNING: KS3 – about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
	LINES OF ENQUIRY: TERM 1 – FAMILIES AND RELATIONSHIPS Introduction: Setting ground rules for RSE & PSHE lessons	LINES OF ENQUIRY: TERM 3 – ECONOMIC WELLBEING <ul style="list-style-type: none"> • What are loans? • What is income and expenditure and how do we keep a track of money? 	LINES OF ENQUIRY: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 5

- What makes a good friend and why are friends important?
- What friendship skills can help us find solutions to conflict?
- What is marriage? **Marriage and Civil Partnership Act 2022**
- How should I respect myself?
- What should I do if family life makes me feel uncomfortable?
- What leads a person to bully and where do I get help if I think I am being bullied?
- How have attitudes to gender changed over time?
- What is the impact of stereotypes and how they can lead to discrimination?

End point assessment: I can talk about respectful relationships in relation to friendships, myself, marriage and discrimination.

TERM 2 – HEALTH AND WELL-BEING

- How can relaxation help my well-being?
- What are the benefits of good sleep?
- What can be the positive impact of failure?
- How can setting long term, medium term and short-term goals help me?
- Why is it important to take responsibility for our feelings and actions?
- What does a healthy meal plan look like?
- What are the risks associated with sun exposure and what can I do to keep myself protected in the sun?

End point assessment: I can about how to keep healthy and happy using relaxation techniques, using failure in a positive way, setting

- What are some risks associated with money?
- How do we put together a weekly budget?
- Do stereotypes exist in the workplace, and do they affect a person’s career aspirations?
- ★ Extend the unit or try and get some parents/ members of the community to speak about their careers, especially those who challenge common stereotypes. Someone from a local bank could also visit to discuss how their children’s bank accounts work.

End point assessment: I can talk about keeping track of money, budgeting and risks associated with spending and borrowing choices.

TERM 4 - CITIZENSHIP

- What happens when we break the law?
- What link are there between rights and responsibilities?
- How will reducing our use of materials and energy will help the environment?
- How do we recognise and value the contribution people make to the community?
- What is the role of pressure groups?
- How does parliament work?
- ★ Extend the unit, or spend time looking at the activities in the Parliament booklets available to order here.

End point assessment: I can talk about the law, why we have laws and what happens if I break the law.

- What are some of the issues relating to online relationships and how can my actions impact on them?
- How do I stay safe online?
- What are the physical changes during puberty?
- What are the menstruation cycle and wet dreams?
- What are the emotional changes during puberty?
- How do I help someone who is bleeding?
- What influence can others have on us and how can we make our own decisions?

End point assessment: I can talk about how my body will change during puberty and how to keep myself safe on and offline.

Year 6

- What are the risks with alcohol?
- How can I become a discerning consumer of information online?
- Why should online relationships be treated in the same way as face-to-face relationships?
- What are the physical and emotional changes that happen during puberty?
- What happens at conception? **(Parents can withdraw from all or part of this lesson)**
- How does a baby develop during pregnancy? **(Parents can withdraw from all or part of this lesson)**
- How do I help someone who is choking?
- How do I help someone who is unresponsive?

	<p>achievable goals and taking responsibility for my actions.</p>		<p>End point assessment: I can talk about how human babies are made and born.</p> <p>TERM 6 – TRANSITION Year 5 – What roles and responsibilities might we take on Year 6? End point assessment: I can talk about some of the roles and responsibilities Year 6 will offer.</p> <p>Year 6 – How does a big change bring both opportunities and worries? End point assessment: I can talk about both the opportunities and worries the move to Year 7 will bring.</p> <p>TERM 6 – IDENTITY</p> <ul style="list-style-type: none"> • What is identity? • What factors contribute to identity? • How do the media manipulate images? <p>End point assessment: I can talk about body image.</p>
	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 1 - FAMILIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ➤ Know the characteristics of healthy positive friendships ➤ Know how important friendships are in helping us to feel happy and secure and that friendships have their ups and downs ➤ Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 3 – ECONOMIC WELL BEING</p> <ul style="list-style-type: none"> ➤ To know that when money is borrowed it needs to be paid back, usually with interest. ➤ To know that it is important to prioritise spending. ➤ To know that income is the amount of money received and expenditure is the amount of money spent. ➤ To know some ways that people lose money. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 5</p> <ul style="list-style-type: none"> ➤ Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ➤ Know 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.

- know the importance of self-respect and how this links to their own happiness
- Know that other children's family may look different to theirs but we should respect this
- Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Know 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.
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

TERM 2 - HEALTH AND WELL-BEING

- Know 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.
- Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- Know how to recognise positive things about themselves and their achievements; set goals to help achieve personal outcome
- Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in

TERM 4 – CITIZENSHIP

- Know the reasons for rules and laws; consequences of not adhering to rules and laws. (non-statutory)
- Know the waste hierarchy
- Know about the relationship between rights and responsibilities. (non-statutory)
- Know PSHE Association's Programme of Study for PSHE: Living in the wider world > L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (non-statutory)
- PSHE Association's Programme of Study for PSHE: Living in the wider world > L7. Know how to value the different contributions that people and groups make to the community. (non-statutory)
- PSHE Association's Programme of Study for PSHE: Living in the wider world > to know about the role of voluntary, community and pressure groups (DfE National Framework for Citizenship 2015). (non-statutory)
- Democracy is not included in the statutory guidance, however the DfE National Framework for Citizenship 2015 says schools should teach what democracy is and about the basic institutions that support it locally and nationally.
- Democracy is also one of the fundamental British values.
- Know that parliament is made up of the House of Commons, the House of Lords and the Monarch.

- Know how to stay safe online
- Know how the adolescent body changes and key facts about puberty, particularly from age 9 through to age 11, including physical and emotional changes.
- Science: Y5 > Know that animals including humans change as they develop to old age.
- Know about menstrual wellbeing including the key facts about the menstrual cycle.
- Know how to make a clear and efficient call to emergency services if necessary.
- Know the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking – including aerosols

Year 6

- Know that online relationships should be treated in the same way as face-to-face relationships.
- Know where to get help with online problems.
- Know the risks associated with drinking alcohol.
- Know the physical and emotional changes of puberty
- Know how a baby is conceived and develops
- Know how to conduct a primary survey (using DRSABC).


TERM 6 – TRANSITION

YEAR 5

<p>relation to different experiences and situations.</p> <ul style="list-style-type: none"> ➤ Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate ➤ What constitutes a healthy diet (including understanding calories and other nutritional content) ➤ The principles of planning and preparing a range of healthy meals ➤ 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) ➤ Know about Health and prevention > about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 	<ul style="list-style-type: none"> ➤ Know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. ➤ Know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<ul style="list-style-type: none"> ➤ Know some of the skills needed for future careers ➤ Know how to recognise positive things about themselves ➤ Know about the opportunities and responsibilities that increasing independence might bring ➤ Know some strategies that they might need when transitioning between class or key stages <p>YEAR 6</p> <ul style="list-style-type: none"> ➤ Know that a big change can bring opportunities but also worries. ➤ Know who to ask for help and support <p>TERM 6 -YEAR 6 ONLY – IDENTITY</p> <ul style="list-style-type: none"> ➤ Know what identity is ➤ What the factors that contribute to identity ➤ Know how the media manipulate images
<p>VOCABULARY: TERM 1 - FAMILIES AND RELATIONSHIPS LESSON 1 - Friend, Friendships, Skills, Good friend LESSON 2 – Friendship, Problem, Ups and downs, Solution, Strengthened LESSON 3- Wedding, Marriage, Choice, Religion Legal, Lifelong LESSON 4 – Attributes, Proud, Skill, Self-respect LESSON 5 – Family, Positive, Problem, Help, Support LESSON 6 – Bullying, Bystander, Cyberbullying Victim, Unkind LESSON 7 – Gender, Stereotype, Equality, Change LESSON 8- Race, Religion, Stereotype, Discrimination, Racism</p>	<p>VOCABULARY: TERM 3 - ECONOMIC WELL BEING LESSON 1- Lend, Borrow, Interest, Repayment LESSON 2- Income, Expenditure, Earn, Save Spend LESSON 3 – Lose, Stolen, Risk, Chance LESSON 4- Want, Need, Income LESSON 5 – Stereotype, Assumption</p> <p>TERM 4 – CITIZENSHIP LESSON 1- rule, consequence, law, magistrates' court, Crown Court, police, trial, fair, judge, jury prosecution lawyer, defence lawyer, defendant LESSON 2 – freedom of expression, right responsibility LESSON 3 – reduce, environment, energy Materials, government, company, businesses LESSON 4 – contribution, community, society</p>	<p>VOCABULARY: TERM 5/6 - SAFETY AND THE CHANGING BODY YEAR 5 LESSON 1 – online, friend, acquaintance, trust LESSON 2 – appropriate, sharing, risk, danger private LESSON 3 – puberty, change, cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, opening, vaginal opening, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts nipples, menstruation LESSON 4 – menstruation/period, egg, ova, ovaries, fallopian tube, uterus, womb, bleeding Lining, sanitary products, towels, tampons, reusable products (period pants, cups) voice breaking, erections, wet dreams ejaculation LESSON 5 – attraction, puberty, change, feelings</p>

	<p>TERM 2 - HEALTH AND WELL-BEING</p> <p>LESSON 1- Yoga, Relaxation, Meditation, Thoughts</p> <p>LESSON 2- Quantity, Sleep, Rest, Relax, Quality</p> <p>LESSON 3- Fail, Failure, Succeed, Try, Overcome Experience</p> <p>LESSON 4- Goal, Achieve, Plan, Steps</p> <p>LESSON 5 – Destiny, Choice, Feeling, Emotion</p> <p>LESSON 6- Calories, Healthy diet, Food groups Recommended daily intake (RDI), Serving Portion, Obesity</p> <p>LESSON 7- Responsibility, Risk, Weather, UV rays</p> <p>Sunburn, Skin cancer, Slip, Slop, Slap</p>	<p>Recognition, media</p> <p>LESSON 5 - pressure group, change, charity Campaign, celebrities</p> <p>LESSON 6 – Parliament, monarch, Government House of Commons, House of Lords, Prime Minister, Opposition, Speaker</p>	<p>LESSON 6 – arteries, heart, severe, minor, veins Positioning, shock, oxygen, red blood cells, reassuring, circulating, white blood cells, infection</p> <p>bandaging, safety</p> <p>LESSON 7 – influence, choice, for, against, decision, pressure, peer pressure, peer acceptance</p> <p>Year 6</p> <p>LESSON 1 – excessive, alcohol, choice, risk short term, long term, responsible</p> <p>LESSON 2 – fake news, reliable sources</p> <p>LESSON 3 – internet trolling, bullying, cyberbullying, negative, anonymous, identity respect</p> <p>LESSON 4 – puberty, change, cervix, ovary fallopian tube, uterus, vagina, vulva, clitoris vaginal opening, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples</p> <p>LESSON 5 – sperm, egg, erection, fertilise conception, sexual intercourse, relationship</p> <p>LESSON 6 – sperm, egg, erection, fertilise Conception, sexual intercourse, relationship</p> <p>Pregnancy, development, commitment baby, love, care</p> <p>LESSON 7 – airway, inhale, breathing obstruction, trachea, windpipe, epiglottis stomach, back blows, abdomen ribcage, exhale, lungs, oesophagus</p> <p>LESSON 8 – unresponsive, alert, primary survey respiratory rate, heart rate, pulse DRsABC, C.P.R (cardiopulmonary resuscitation) recovery position, monitor, resuscitate conduct, airway, breathing, circulation compressions, rescue breaths</p> <p>TERM 6 – TRANSITION LESSON</p>
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			<p>Year 5 - ROLES AND RESPONSIBILITIES Skill, Responsibility, Role achievement</p> <p>Year 6 – DEALING WITH CHANGE Change, Worry, Stress, Anxious, Opportunity</p> <p>Year 6 ONLY – IDENTITY LESSON 1 – Identity LESSON 2 – Manipulation, Media, Images, Change</p>
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	PSHE – CYCLE B		
	AUTUMN	SPRING	SUMMER
EYFS	<p>TERM 1 BIG IDEA: MY FEELINGS Self-regulation</p> <p>PRIOR LEARNING: ELG Increasingly learn how to identify feelings and associate feelings with different colours. Remember that it is ok to express their feelings and develop coping strategies to help to regulate emotions. Develop ability to describe feelings using appropriate vocabulary. Explore different facial expressions and what they mean.</p> <p>FUTURE LEARNING:</p>	<p>TERM 3 BIG IDEA: LISTENING AND FOLLOWING INSTRUCTIONS Self-regulation</p> <p>PRIOR LEARNING: ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>	<p>TERM 5 BIG IDEA: MY WELLBEING Managing self</p> <p>PRIOR LEARNING: ELG Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>

<p>KS1 – HEALTH AND WELLBEING – Keeping our minds healthy</p> <p>LKS2 –HEALTH AND WELLBEING – Supporting good mental health</p> <p>UKS2 – HEALTH AND WELLBEING – Importance of relaxation and coping with failure</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to identify their feelings • Use feelings jars to identify and express feelings • Explore coping strategies to help regulate feelings • Use adjectives to name their feelings • Ready facial expressions and match them to feelings • How to moderate behaviour socially and emotionally <p>VOCABULARY: Emotions, feelings, happy, sad, angry, calm, scared, loved, happy, cheerful, positive, delighted, smiley, sad, unhappy, upset, gloomy, miserable, angry, cross, annoyed, frustrated, furious, loving, caring, supportive affectionate, friendly, calm, peaceful, quiet, still, relaxed, scared, nervous, anxious, worried, unsure, worried, excited, surprised, tired, proud, shy, bored, sorry</p> <p>End point assessment: Can I name feelings and ways to manage them?</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>FUTURE LEARNING:</p> <p>KS1 – HEALTH AND WELLBEING – Identify our strengths and qualities</p> <p>LKS2 – HEALTH AND WELLBEING -celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.</p> <p>UKS2 – HEALTH AND WELLBEING -the impact of technology on mental health and wellbeing; creating resilience strategies;</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to listen carefully – recall games • Listen to a story • Tell the truth and have an awareness of others’ feelings • Follow instructions and be determined when things get difficult • Follow and give simple instructions • Listen and respond to phrases and instructions 	<p>FUTURE LEARNING:</p> <p>KS1 – HEALTH AND WELLBEING- Learning why we wash our hands and how to do so effectively, learning about the importance of sleep</p> <p>LKS2 – HEALTH AND WELLBEING -learning how to stay healthy and how our diet affects our bodies and our teeth,</p> <p>UKS2 – HEALTH AND WELLBEING -Learning about the importance of relaxation and sleep; living a healthy lifestyle; the impact of technology on mental health and wellbeing;</p> <p>KNOWLEDGE:</p> <p>Children will know:</p> <ul style="list-style-type: none"> • The importance of exercise and how it affects different parts of the body • Explore yoga, guided meditation and relaxation • Importance of taking care of ourselves • How to be a safe pedestrian • What it means to eat healthily • Importance of healthy food choices in a balanced diet <p>VOCABULARY: Exercise, breathing, heart-rate, health, relaxation, independence, pedestrian, movement, healthy, heart, lungs, brain, bones, muscle, yoga, meditate, pose, care, wellbeing, routine, balanced,</p>
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	<p>TERM 2 BIG IDEA: SPECIAL RELATIONSHIPS Building relationships</p> <p>PRIOR LEARNING: ELG</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>FUTURE LEARNING:</p> <p>KS1 – FAMILIES AND RELATIONSHIPS – Characteristics of positive friendships</p> <p>LKS2 – FAMILIES AND RELATIONSHIPS – Dealing with friendship issues</p> <p>UKS2 – FAMILIES AND RELATIONSHIPS – Physical and emotional boundaries in friendships</p> <p>KNOWLEDGE:</p>	<p>TERM 4 BIG IDEA: TAKING ON CHALLENGES Managing self</p> <p>PRIOR LEARNING: ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>FUTURE LEARNING:</p> <p>KS1 – CITIZENSHIP – Knowing the rules and the consequences of not following the rules</p> <p>LSK2 – CITIZENSHIP- Understand the need for rules and the reason for having consequences when rules are broken.</p>	<p>TERM 6</p> <p>BIG IDEA: MY FAMILY AND FRIENDS</p> <p>Building relationships</p> <p>PRIOR LEARNING: ELG</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others’ needs.</p> <p>FUTURE LEARNING:</p> <p>KS1 - FAMILIES AND RELATIONSHIPS -Exploring how families can be different</p> <p>LKS2 – FAMILIES AND RELATIONSHIPS - Exploring how families can be different, but they support each other</p> <p>USK2 – FAMILIES AND RELATIONSHIPS -Learning that families are varied, and differences must be respected;</p>

Children will know:

- That all families are valuable and special
- Who the special people are in their lives
- How to share and cooperate
- That it is ok to like different things
- How to share their interests with others
- Explore diversity through similarities and differences

VOCABULARY: Family, love, friend, share, unique, interests and hobbies, similar, different, diversity, value, special, take turns, timer, passion, like, dislike, enjoy, special, individual, same

End point assessment: Can I talk about who is special to me and name how I am special too?

UKS2 – CITIZENSHIP - Understand what happens when someone breaks the law

KNOWLEDGE:

Children will know:

- Why we have rules
- How to persevere to solve problems
- Work to communicate effectively to overcome challenges as a team
- Grounding strategies as coping mechanisms
- Perseverance in the face of challenges
- Show resilience and perseverance to overcome challenges

VOCABULARY: Rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trial and error, collaboration, communication, difficulty, worries, anxious, panicked, frustrated, upset, calm, relaxed, happy, try, stronger, reason, right, wrong, safe, confident, comfortable, fair, equal, enjoyable, orderly

End point assessment: Can I show resilience and determination when faced with challenge?

KNOWLEDGE:

Children will know:

- About how different beliefs celebrate special times
- Why sharing is important
- Characteristics of a good friend
- Support others by being kind
- How to persevere as part of a team
- Celebrate special friendships within the class

VOCABULARY: festival, special event, religion, culture, beliefs, tradition, share, sharing, friend, take turn, friendly, kind, polite, emotions, compliment, support, loved, appreciated, happy, team, teammate, teamwork, collaborate, work together, listen, support, encourage, classmates, celebrate, celebration, friendship, relationship, party, classroom

End point assessment: Can I talk about and respect similarities and differences in people?

- What the internet is
- What you can do on the internet
- That not all things are safe on the internet
- What to do when they see something on the internet that makes them feel unsafe/unhappy/worried
- Who will listen to them and help them

KS1 CYCLE B	TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RESPECTFUL RELATIONSHIPS NC: STATUTORY RELATIONSHIPS EDUCATION	TERM 3 – ECONOMIC WELLBEING BIG IDEA: FINANCIAL EDUCATION NC: NON-STATUTORY	TERM 5/6 – SAFETY AND THE CHANGING BODY BIG IDEA: GROWING UP SAFELY NC: STATUTORY HEALTH EDUCATION
	TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: STATUTORY HEALTH EDUCATION	TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: STATUTORY LIVING IN THE WIDER WORLD	TERM 6 – TRANSITION BIG IDEA: CHANGE NC: STATUTORY MENTAL HEALTH
	TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: EYFS – Respecting ourselves and others FUTURE LEARNING: LKS2 – Varied families and stereotyping UKS2 – Challenging stereotyping, conflict and resolution and loss TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING: EYFS – Mental wellbeing FUTURE LEARNING: LKS2 – Know everyone fails – it is not the end of the process – Growth mind-set UKS2 – Mindfulness to manage emotions	TERM 3 – ECONOMIC WELLBEING PRIOR LEARNING: EYFS – Good choices FUTURE LEARNING: LKS2 – Why is it important to keep track of money? UKS2 – How do bank accounts keep money safe? TERM 4 – CITIZENSHIP PRIOR LEARNING: EYFS – Belonging to a community FUTURE LEARNING: LKS2 – Know that some rules are made to be followed by everyone and are known as ‘laws’ UKS2 – To know that human rights are specific rights that apply to all people.	TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING: EYFS – Keeping safe outside school FUTURE LEARNING: LKS2 — What is meant by privacy and what is the difference between secrets and surprises? UKS2 — How can I become a discerning consumer of information online? TERM 6 – TRANSITION PRIOR LEARNING: EYFS – Managing change FUTURE LEARNING: LKS2 – Goals and challenges with moving on UKS2 – Big changes bring both opportunities and worries.
LINES OF ENQUIRY: TERM 1 – FAMILIES AND RELATIONSHIPS <ul style="list-style-type: none"> • What role does my family play in my life? • What range of families will I come across now and in the future? • How do people show their feelings and how can I respond? • What should I do if a friendship makes me feel unhappy? • What are the agreed rules of manners and courtesy? • How can change and loss affect us? 	LINES OF ENQUIRY: TERM 3 – ECONOMIC WELLBEING <ul style="list-style-type: none"> • Where does money come from? • What is the difference between needs and wants? • How does saving help us to buy what we want? • What do banks do and how do they help us look after our money? 	LINES OF ENQUIRY: TERM 5 – SAFETY AND THE CHANGING BODY <ul style="list-style-type: none"> • How do I respond to adults safely and politely? • What are the ways to keep safe near roads? • What are the dangers at home and how can I avoid them? • What is safe to put into my body? • What do I do if I get lost? 	

<ul style="list-style-type: none"> • What are stereotypes and how might they affect someone’s jobs or career? <p>End point assessment: I can talk about different types of families and the roles they play in our lives.</p> <p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • What feelings do I have and how can I manage them? • What are the benefits of physical activity? • What are the benefits of breathing exercises to relax? • What are my strengths and how can I use them to set achievable goals? • What is growth mind set? • What does it mean to have a healthy diet? • What are the ways we should look after our teeth? <p>End point assessment: I can talk about how to live my life in a positive way – referencing activity, breathing exercises and diet.</p>	<ul style="list-style-type: none"> • How do our skills and interest help us with our decisions about the job we would like to do? • ★ Extend the unit or ask some parents/ members of the community to come in to talk about their jobs. <p>End point assessment: I can talk about how jobs give us money and how banks and building societies look after it for us.</p> <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> • What are rules and why are they important? • How can we look after the environment? • What role do people play in looking after the environment? • What are the roles people have in the community? • What are the similarities and differences between people in the local community? • How does democracy works in school (e.g. school council) • ★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning) <p>End point assessment: I can talk about the contributions I can make to the environment, my school and wider community.</p>	<p>End point assessment: I can talk about how to keep myself safe and what to do in an emergency.</p> <p>TERM 6 – SAFETY AND THE CHANGING BODY</p> <ul style="list-style-type: none"> • What is the difference between acceptable and unacceptable physical contact? • What is privacy and what are the correct names for body parts? - separate year groups • Why is my body important and how do I make sure it belongs to me? • How do I stay safe on the internet? (may have been covered by John Jefferies) <p>End point assessment: I can talk about keeping my body safe from harm.</p> <p>TRANSITION</p> <ul style="list-style-type: none"> • Why does change cause mixed feelings and how can I deal with them? <p>End point assessment: I can talk about some of the feelings associated with change.</p>
<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 1 – FAMILY AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ➤ Know that families can be made up of different people. ➤ Know that families may be different to my family. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> ➤ Know some of the ways in which adults get money. ➤ Know the difference between a ‘want’ and ‘need’. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 5 – SAFETY AND THE CHANGING BODY</p> <ul style="list-style-type: none"> ➤ Know who works in my school ➤ Know how to speak to adults (Y1)

- Know some problems which might happen in friendships.
- Know that some problems in friendships might be more serious and need addressing.
- Know some ways people show their feelings.
- Know what good manners are.
- Know some stereotypes related to jobs.
- Know that there are ways we can remember people or events.

TERM 2 – HEALTH AND WELLBEING

- Know 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.
- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Know 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.
- Know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Know that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Know what they are good at, what they want to get better at and know how to identify goals in small achievable steps
- Know that everyone fails and that it is not the end of the process
- Know how to use growth mindset

- Know some of the features to look at when selecting a bank account.

TERM 4 – CITIZENSHIP

- Know some of the different places where rules apply.
- Know that some rules are made to be followed by everyone and are known as 'laws'.
- Know some of the jobs people do to look after the environment in school and the local community.
- Know how democracy works in school through the school council.
- Know that everyone has similarities and differences.

- Know what to do if I am worried about anything an adult says or does in school (Y1)
- Know some places I meet adults outside of school (Y2)
- Know what to do if I am worried about something an adult says or does outside school (Y2)
- Know some rules to keep safe near traffic (Y1)
- Know why we need these rules (Y1)
- Know how to cross a road safely (Y2)
- **Road safety is not included in the statutory guidance.** However, it is still an important area for children to learn about and features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)
- Know hazards in the home.
- Know I can make things safer by following simple rules
- Know what to do if there is an accident at home.
- Know what is safe to go in my body (Y1)
- Know why I should never put some things in my body. (Y1)
- Know I should only take medicines if a trusted grown up gives it to me. (Y2)
- Know what to do if I get lost.
- Know I need to tell someone my mum/dad/carer's name.
- Know how to stay safe when using the internet

TERM 6 – SAFETY AND THE CHANGING BODY

- Know that some types of physical contact are never appropriate (Y1)
- Know that some types of physical contact are appropriate (Y1)

<ul style="list-style-type: none"> ➤ Know some of the benefits of a health, balanced diet ➤ Know what a poor diet looks like ➤ Know what improvements can be made to an unbalanced diet ➤ Know how food and drink can affect my teeth ➤ Know how to keep my teeth and gums healthy 		<ul style="list-style-type: none"> ➤ Know that my relationship with a person is linked to the physical contact I may feel is appropriate (Y2) ➤ Know what private means (Y1) ➤ Know the names of private parts (Y2) ➤ Know who I can talk to if I am worried about something (Y2) ➤ Know I can choose what happens to my body ➤ Know I can give permission and take it away when I choose ➤ Know who to talk to if I feel uncomfortable <p>TERM 6 – TRANSITION</p> <ul style="list-style-type: none"> ➤ Know the positive and challenges of change ➤ Know that everyone has different strengths (Y1) ➤ Know some of the skills I have developed in Y1 (Y1) ➤ Know questions I can ask to help me deal with change (Y2) ➤ Know who can help me to deal with change (Y2)
<p>VOCABULARY:</p> <p>TERM 1 – FAMILY AND RELATIONSHIPS</p> <p>LESSON 1 – Family, Relation, Care, Support, Love</p> <p>LESSON 2 – Family, Love, Care, Different, Same Similar</p> <p>LESSON 3- Feeling, Emotion</p> <p>LESSON 4 – Happy, Unhappy, Good friendships, Bad friendships</p> <p>LESSON 5 – Manners, Behaviour, Please, Thank you, Taking turns, Table manners, Quiet Respect</p> <p>LESSON 6 – Change, Remember, Happy, Sad Upset, Death</p>	<p>VOCABULARY:</p> <p>TERM 3 – ECONOMIC WELLBEING</p> <p>LESSON 1 – Money, Wages, Earn, Benefits Prizes, Presents, Coins, Notes</p> <p>LESSON 2 – Need, Want, Survive</p> <p>LESSON 3 – Want, Need, Essential, Save Priority</p> <p>LESSON 4 – Bank, building society, Saving account Regular saver, Interest, Online banking</p> <p>LESSON 5 – Job, Skill, Earn, Money</p> <p>TERM 4 – CITIZENSHIP</p>	<p>VOCABULARY:</p> <p>TERM 5 – SAFETY AND THE CHANGING BODY</p> <p>LESSON 1 -Adult, job, manners, polite, visitor, stranger, worry, hurt</p> <p>LESSON 2 – pedestrian, road, safe, walking, pavement, holding hands, car park, traffic</p> <p>LESSON 3 – safe, unsafe, accident, hazard, danger</p> <p>LESSON 4 – into, onto, adult, danger, ill, damage, medicine</p> <p>LESSON 5 – lot, safe, adult</p> <p>TERM 6 – SAFETY AND THE CHANGING BODY</p>

	<p>Lesson 7 – Male, Female, Stereotype, Career Job</p> <p>TERM 2 – HEALTH AND WELLBEING LESSON 1- Feeling, Emotion, Different LESSON 2- Sport, Activity, Physical, Exercise Health, Feeling LESSON 3- Exercise, Relax, Relaxation, Breath LESSON 4- Goal, Skill, Achieve, Steps LESSON 5 – Try, Fail, Frustrating, Challenge Growth mindset LESSON 6 – Immune system, Healthy diet, Balanced meal, Portion, Nutrients, Weight Tooth decay LESSON 7 – Tooth, Teeth, Sugary drink, Healthy Brush</p>	<p>LESSON 1- Rule, Reason, Different LESSON 2- Environment, Responsibility, Problems LESSON 3- Environment, Pleasant, Job Volunteer, Look after LESSON 4- Job, Role, Community LESSON 5 – Identity, Same, Similar, Different Community LESSON 6 - School council, Representative, Meeting, Democracy, Vote, Election LESSON 7 – Opinion, Idea, Improve School council</p>	<p>Year 2 LESSON 1 – physical, contact, like, dislike, kind, unkind, hurt PANTS RULE LESSON 2- penis, vulva, arm. Leg, hand, wrist, neck, head, knee, foot, ankle, elbow LESSON 3 – surprise, safe touch, unsafe touch LESSON 4 – internet, online, danger, safe, kind, unkind, bullying</p> <p>TERM 6 – TRANSITION Strengths, skills, move (Y1) Change, feelings, emotions (Y2)</p>
LKS2 CYCLE B	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RESPECTFUL RELATIONSHIPS NC: STATUTORY RELATIONSHIPS EDUCATION</p> <p>TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: STATUTORY HEALTH EDUCATION</p>	<p>TERM 3– ECONOMIC WELLBEING BIG IDEA: FINANCIAL EDUCATION NC: NON-STATUTORY</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: STATUTORY LIVING IN THE WIDER WORLD</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY BIG IDEA: GROWING UP SAFELY NC: STATUTORY HEALTH EDUCATION</p> <p>TERM 6 – TRANSITION BIG IDEA: CHANGE NC: STATUTORY MENTAL HEALTH</p>
	<p>TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: EYFS – Respecting ourselves and others KS1 – What are the agreed rules of manners and courtesy? FUTURE LEARNING: UKS2 - What is a respectful two way relationship?</p> <p>TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING:</p>	<p>TERM 3 – ECONOMIC WELLBEING PRIOR LEARNING: EYFS – Good choices KS1 – Why is it important to keep track of money? FUTURE LEARNING: UKS2 – How do bank accounts keep money safe?</p> <p>TERM 4 – CITIZENSHIP</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING: EYFS – Keeping safe outside school KS1 – People sometimes behave differently online, including by pretending to be someone they are not. FUTURE LEARNING: UKS2 – Online relationships be treated in the same way as face-to-face relationships?</p>

	<p>EYFS – Mental wellbeing KS1 – Managing feelings FUTURE LEARNING: UKS2 – How technology can impact mental health</p>	<p>PRIOR LEARNING: EYFS – Living in a community KS1 – Roles people have in the community? FUTURE LEARNING: UKS2 – Diversity and how can I value what different people bring to a community?</p>	<p>TERM 6 -TRANSITION PRIOR LEARNING: EYFS – Managing change KS1 - Strengths and how they will help me in a new class. FUTURE LEARNING: UKS2 - Big changes bring both opportunities and worries.</p>
	<p>LINES OF ENQUIRY: TERM 1 – FAMILIES AND RELATIONSHIPS Introduction: Recap learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons</p> <ul style="list-style-type: none"> • How do we use courtesy and manners in a range of situations? • What are the physical and emotional boundaries in friendships? • How does my behaviour affect others? • What is the impact of bullying and the responsibility of bystanders to help? • What stereotypes are there in fictional characters and how might these might influence us? • What factors so stereotypes relate to? • How varied are families in this country and across the world? • How we can help following a bereavement? <p>End point assessment: I can talk about how I should behave in a range of situations – referencing manners</p> <p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • How should we keep our teeth healthy? • What relaxation techniques make us feel calm and where can we use them? • How can we develop a growth mind-set and how can mistakes help us? 	<p>LINES OF ENQUIRY: TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> • What makes something good value for money? • Why is it important to keep track of money? • In what ways can money be lost and how does this make people feel? • What things influence people’s decisions about their careers? • Why do many people will have more than one job or career? <p>End point assessment: I can discuss value for money.</p> <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> • What is the Human Rights Convention? • How does reusing items benefit the environment? • What is the role of groups in our wider community? • What contribution do groups make to a community? • What is the value of diversity in a community? • What is the role of local government? • ★ Extend the unit, or ask a local councillor to come and speak to the class about their role 	<p>LINES OF ENQUIRY: TERM 5 – SAFETY AND THE CHANGING BODY Year 3/4</p> <ul style="list-style-type: none"> • How can we identify fake emails? • What are age restrictions and why do we have them? • What information do we consume online? • What are the risks with tobacco/vaping? What are choices and influences? • First Aid – What is asthma and how does it affect the body? • How do I call for help in an emergency? <p>End point assessment: I can talk about my safety and helpful choices and how these could affect others.</p> <p>TERM 6 - SAFETY AND THE CHANGING BODY</p> <ul style="list-style-type: none"> • YEAR 4 ONLY What is puberty? YEAR 3 ONLY – Road safety • YEAR 4 ONLY – What will happen to my body as I grow up? YEAR 3 ONLY – recap of first aid <p>End point assessment: YEAR 4 I can talk about the physical changes I will experience while growing up and the risks online and offline.</p>

	<ul style="list-style-type: none"> • What are my own strengths and how can they affect others? • What's important to me and how can I take responsibility for my own happiness? • What is a normal range of emotions? • What mental health is and who can help if I need it? <p>End point assessment: I can talk about how to keep a healthy body and mind and who I can ask for help if I feel unhappy or worried/</p>	<p>End point assessment: I can talk about the values and benefits of a diverse community.</p>	<p>End point assessment - YEAR 3 I can talk about how to keep myself and others safe on and offline</p> <p>TRANSITION</p> <p>Year 3 What are the strategies people use to cope with change?</p> <p>End point assessment: I can talk about the strategies I can use to cope with change.</p> <p>Year 4 What goals and challenges can I set myself before I go into Year 5?</p> <p>End point assessment: I can talk about my goals and challenges for Year 5.</p>
	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 1 – FAMILIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ➤ Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ➤ Know the importance of permission-seeking and giving in relationships with friends, peers and adults. ➤ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ➤ Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ➤ Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> ➤ To know that money can be lost in a variety of ways. ➤ To understand the importance of tracking money. ➤ To know that many people will have more than one job or career in their lifetimes. ➤ Exploring ways to overcome stereotypes in the workplace <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> ➤ To know that human rights are specific rights that apply to all people. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE:</p> <p>TERM 5/6 – SAFETY AND THE CHANGING BODY</p> <p>Year 3</p> <ul style="list-style-type: none"> ➤ Know how to recognise fake emails and what to do if I think an email is fake ➤ Know some age restrictions and why they are put in place ➤ Know how a search engine works and when information is and isn't relevant ➤ Know some of the laws and risks of smoking/vaping and the benefits of being a non-smoker ➤ Know that i make some choices and some decisions are made for me and by whom ➤ Know what an asthma attack looks like and how to help ➤ Know what to do in an emergency

	<p>(primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> ➤ Know what a stereotype is, and how stereotypes can be unfair, negative or destructive ➤ Know 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. ➤ Know 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. ➤ Know 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. ➤ Know 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. ➤ Know 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. <p>TERM 2 – HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> ➤ To know some of the people who protect our human rights such as police, judges and politicians. ➤ To know that reusing items is of benefit to the environment. ➤ To understand that councillors have to balance looking after local residents and the needs of the council. ➤ To know that there are a number of groups that make up the local community. 	<ul style="list-style-type: none"> ➤ To understand the physical changes to both male and female bodies as people grow from children to adults. ➤ Y4 - Know how to look after my own personal hygiene ➤ Know the basic rules for road safety ➤ Y4 - Know how i have changed already adn how I will continue to change as I grow up <p>TERM 6 – TRANSITION</p> <p>Year 3</p> <ul style="list-style-type: none"> ➤ Know the strategies can we use to help with the changes to Year 4? <p>Year 4</p> <ul style="list-style-type: none"> ➤ Know the goals I want to achieve before entering Year 5?
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	<ul style="list-style-type: none">➤ Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist➤ Note: Although the statutory guidance mentions flossing, the Oral Health Foundation do not recommend flossing under the age of 12. They stress the importance of children having the dexterity to floss effectively and recommend individuals seeking advice from their dentist.➤ Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.➤ Know that mental wellbeing is a normal part of daily life, in the same way as physical health.➤ Know the importance of self-respect and how this affect my own happiness➤ Know 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.➤ Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.➤ Know 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).➤ Know it is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right		
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	<p>support is made available, especially if accessed early enough.</p>		
	<p>VOCABULARY: TERM 1 – FAMILIES AND RELATIONSHIPS LESSON 1 – Good manners, Bad manners, Rude Respect, Different situations, Authority Position of authority LESSON 2- Respect, Permission, Boundary Expectations, Consent LESSON 3 – Happiness, Impact, Act of kindness Helping, Kind LESSON 4 – Bullying, Witness, Bystander, Involved LESSON 5 – Gender, Stereotype, Reinforce, Character, Negative LESSON 6 – Disability, Stereotype, Discrimination LESSON 7 – Similarity, Difference, Same, Respect Culture LESSON 8 – Unhelpful, Death, Loss, Bereavement Sympathy, Helpful</p> <p>TERM 2 – HEALTH AND WELLBEING LESSON 1 – Tooth, Teeth, Sugary drink, Healthy Brush, Dentist, Fluoride, Toothpaste LESSON 2- Relax, Place, Calm, Visualise, Imagine LESSON 3 – Mistake, Learn, Resilience, Growth mindset LESSON 4 – Job, Skill, Role, Strength LESSON 5 – Feelings, Emotions, Happy LESSON 6 – Emotions, Feelings, Physical health, Mental health, Negative emotions LESSON 7 – Emotions, Feelings, Physical health Mental health, Negative emotions</p>	<p>VOCABULARY: TERM 3 – ECONOMIC WELLBEING LESSON 1 – Job, Career, Skills, Interests LESSON 2- Debit card, Bank account, Track, Bank Statement LESSON 3 – Debit card, Bank account, Track, Bank Statement LESSON 4 – Influence, Choice, Positive, Negative LESSON 5 – Change, Career</p> <p>TERM 4 – CITIZENSHIP LESSON 1 – Human rights, United nations, Protect MP, Judges, Politicians LESSON 2- Environment, Benefit, Waste hierarchy Recycling, Reusing LESSON 3 – Community, Group LESSON 4 – Community group, Volunteer, Making a difference LESSON 5 – Benefit, Community, Group, Diversity Difference, Same LESSON 6 – Local government, Council, Councillor Surgery, Resident</p>	<p>VOCABULARY: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 3 LESSON 1 – emergency, hazard, 999 / 112 emergency services, emergency operator, location, injuries LESSON 2- anaphylaxis, allergic, airways Breathing, reddening, puncture, swelling Infection, venom, reaction, auto injector LESSON 3 – positive, email, kind, identity LESSON 4 – password, intended, cyberbullying LESSON 5 – phishing, fake, real LESSON 6 – decision, rather, choice LESSON 7 – influence, choice, decision LESSON 8 – distraction, rules, safety</p> <p>Year 4 LESSON 1 – social media, age restriction, law, legal, point of view, reason, for, against, debate digital age of consent LESSON 2- share aware, sharing, internet, social media LESSON 3 – airways, trachea, triggers, inhaler Lungs, medicine, larynx, inhale, exhale, inflate deflate LESSON 4 – private, public, Surprise, secret, uncomfortable, worried LESSON 5 – sorting, search engine LESSON 6 – child, adult, change, grow, develop physical changes LESSON 7 – change, exciting, worries, physical Height, breasts, genitals, penis, testicles, hips Waist, shoulders, chest hair, puberty, hygiene LESSON 8 – non-smoker, tobacco, smoke, choice risks</p>

			<p>TERM 6 – TRANSITION</p> <p>Year 3 Opportunity, Responsibility, Change, Cope, Strategies</p> <p>Year 4 Goal, Achievement, Change</p>
<p>UKS2 CYCLE B</p>	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RESPECTFUL RELATIONSHIPS NC: STATUTORY RELATIONSHIPS EDUCATION</p> <p>TERM 2 – HEALTH AND WELLBEING BIG IDEA: PHYSICAL AND MENTAL WELLBEING NC: STATUTORY HEALTH EDUCATION</p>	<p>TERM 3 – ECONOMIC WELLBEING BIG IDEA: FINANCIAL EDUCATION NC: NON-STATUTORY</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: BEING PART OF A COMMUNITY NC: STATUTORY LIVING IN THE WIDER WORLD</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY BIG IDEA: GROWING UP SAFELY NC: STATUTORY HEALTH EDUCATION</p> <p>TERM 6 – TRANSITION BIG IDEA: CHANGE NC: STATUTORY MENTAL HEALTH</p>
	<p>TERM 1 – FAMILIES AND RELATIONSHIPS PRIOR LEARNING: KS1 – What are the agreed rules of manners and courtesy?</p>	<p>TERM 3 – ECONOMIC WELLBEING PRIOR LEARNING: KS1 – Where money comes from. LKS2 – Keeping track of money</p>	<p>TERM 5/6 – SAFETY AND THE CHANGING BODY PRIOR LEARNING:</p>

<p>LKS2 – Varied families and stereotyping FUTURE LEARNING: KS3 - Familial relationships and identify the features of healthy, unhealthy and abusive familial relationships</p> <p>TERM 2 – HEALTH AND WELLBEING PRIOR LEARNING: KS1 - Managing feelings LKS2 - Know everyone fails – it is not the end of the process – Growth mind-set FUTURE LEARNING: KS3 - Making well-informed, positive choices for themselves</p>	<p>FUTURE LEARNING: KS3 - Manage emotions in relation to money</p> <p>TERM 4 – CITIZENSHIP PRIOR LEARNING: KS1 – Roles people have in the community? LKS2 –Some rules are made to be followed by everyone and are known as ‘laws’ FUTURE LEARNING: KS3 - Living in the wider world</p>	<p>KS1 – People sometimes behave differently online, including by pretending to be someone they are not. LKS2 –Privacy and what is the difference between secrets and surprises? FUTURE LEARNING: KS3 - Identify harmful behaviours online</p> <p>TERM 6 – TRANSITION PRIOR LEARNING: KS1 – Managing change LKS2 – Goals and challenges with moving on FUTURE LEARNING: KS3 - about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p>
<p>LINES OF ENQUIRY: TERM 1 – FAMILIES AND RELATIONSHIPS Introduction: Recap learning in PSHE from previous years and how can we help everyone learn effectively in these lessons?</p> <ul style="list-style-type: none"> • What are the ups and downs of friendships? • What is a respect? • How can we resolve disputes and conflict? • What parts of family life can make us feel unhappy? • What is stereotyping? • How can we challenge stereotyping? • What is the process and emotions relating to grief? - Term 2 <p>End point assessment: I can discuss respectful relationships and how to challenge stereotyping in society.</p> <p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • What are my long-term goals and how can I work to achieve them? 	<p>LINES OF ENQUIRY: TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> • What attitudes and feelings do people have about money? • How do bank accounts keep money safe? • What are stereotypes in the workplace • What are the risks associated with gambling? • What jobs are there available to me? • What are the different routes into careers? <p>End point assessment: I can explain some of the risks associated with spending choices and talk about the different career options and paths into them.</p> <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> • What are pressure groups and how can they bring about change? 	<p>LINES OF ENQUIRY: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 5</p> <ul style="list-style-type: none"> • How can I become a discerning consumer of information online? • How can I identify fake news? • Why should online relationships be treated in the same way as face-to-face relationships? • How do I help someone who is bleeding? • What do I do if I find someone who is unresponsive? • What are the physical changes during puberty? • What is the menstruation cycle and nocturnal emissions? • What are the emotional changes in puberty? <p>End point assessment: I can talk about the physical and emotional changes of puberty and how to manage them safely.</p>

	<ul style="list-style-type: none"> • How can I use mindfulness to manage my emotions? • What can I do to plan for a healthy lifestyle? • What is the potential impact of technology on physical and mental health? • How will the skills I have developed help me to identify and respond to difficult situations? • What steps can I take to help prevent ourselves and others becoming ill? • How can habits be good or bad for our health? • What happens when we are ill and where can we seek support? <p>End point assessment: I can talk about how good habits, mindfulness and long-term goals can help me with a positive outlook on life.</p>	<ul style="list-style-type: none"> • What is diversity and how can I value what different people bring to a community? • What are some of the environmental issues relating to food and food production? • How can I show care and concern for others? • What are human rights, including the right to education? • How does government work? <p>End point assessment: I can talk about prejudice and discrimination and how this can be challenged.</p> <p>2023/24 citizenship needs to be finished before the changing body</p>	<p>Year 6</p> <ul style="list-style-type: none"> • What are the risks associated with alcohol, drugs and tobacco? - (Workshop) • How can I become a discerning consumer of information online? • How can I identify fake news? • Why should online relationships be treated in the same way as face-to-face relationships? • How do I help someone who is bleeding? • What do I do if I find someone who is unresponsive? • What are the physical and emotional changes that happen during puberty? YEAR 6 ONLY • What happens at conception? (Parents can withdraw from all or part of this lesson) YEAR 6 ONLY • How does a baby develop during pregnancy? (Parents can withdraw from all or part of this lesson) YEAR 6 ONLY <p>End point assessment: I can talk about how human babies are made and born</p> <p>TERM 6 – TRANSITION</p> <p>Year 5 – What roles and responsibilities might we take on Year 6?</p> <p>End point assessment: I can talk about some of the roles and responsibilities of Year 6.</p> <p>Year 6 – How does a big change bring both opportunities and worries?</p> <p>End point assessment: I can talk about how I will manage the opportunities and worries that the move to Year 7 will bring.</p>
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	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 1 – FAMILIES AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ➤ Know how to manage the ups and downs of friendships ➤ Know what respect is and why it is important. ➤ Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. ➤ Know how to share information about and challenge stereotypes ➤ Know that friendships have their ups and down and how friendships can be strengthened ➤ Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ➤ Know 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. ➤ Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 	<p>DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 3 – ECONOMIC WELLBEING</p> <ul style="list-style-type: none"> ➤ Know attitudes to money ➤ Know that there are certain rules to follow to keep money safe in bank accounts. ➤ Know stereotypes in the workplace ➤ Know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. ➤ Know that different jobs have different routes into them. ➤ Know that people change jobs for a number of reasons. ➤ Know that banks and organisations such as Citizens’ Advice can help with money-related problems <p>TERM 4 – CITIZENSHIP</p> <ul style="list-style-type: none"> ➤ Know that pressure groups can bring about change ➤ Know that prejudice is making assumptions about someone based on certain information. ➤ Know that our food choices can affect the environment. 	<p>. DECLARATIVE/PROCEDURAL KNOWLEDGE: TERM 5/6 – SAFETY AND THE CHANGING BODY Year 5</p> <ul style="list-style-type: none"> ➤ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ➤ 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. ➤ Know how to stay safe online ➤ Know how the adolescent body changes and key facts about puberty, particularly from age 9 through to age 11, including physical and emotional changes. ➤ Science: Y5 > Know that animals including humans change as they develop to old age. ➤ Know about menstrual wellbeing including the key facts about the menstrual cycle. ➤ Know how to make a clear and efficient call to emergency services if necessary. ➤ Know the concepts of basic first aid, for example dealing with common injuries, including head injuries.

	<p>TERM 2 – HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> ➤ Know own individual qualities and how their skills, achievements, interest and talents contribute to their self-worth. ➤ Know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ➤ Know that mental wellbeing is a normal part of daily life, in the same way as physical health. ➤ Know that mental wellbeing is a normal part of daily life, in the same way as physical health. ➤ Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ➤ Know 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). ➤ Know 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. ➤ Know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing ➤ Know why social media, some computer games and online gaming, for example, are age restricted 	<ul style="list-style-type: none"> ➤ Know that we all have shared responsibilities for caring for others and living things ➤ Know that education is an important human right. ➤ Know that the prime minister appoints ‘ministers’ who have responsibility for different areas, such as healthcare and education. 	<ul style="list-style-type: none"> ➤ Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Year 6</p> <ul style="list-style-type: none"> ➤ Know that online relationships should be treated in the same way as face-to-face relationships. ➤ Know where to get help with online problems. ➤ Know the risks associated with drinking alcohol. ➤ Know the physical and emotional changes of puberty ➤ Know how a baby is conceived and develops ➤ Know how to conduct a primary survey (using DRSABC). <p>TERM 6 – TRANSITION</p> <p>Year 5</p> <ul style="list-style-type: none"> ➤ Know some of the skills needed for future careers ➤ Know how to recognise positive things about themselves ➤ Know about the opportunities and responsibilities that increasing independence might bring ➤ Know some strategies that they might need when transitioning between class or key stages <p>YEAR 6</p> <ul style="list-style-type: none"> ➤ Know that a big change can bring opportunities but also worries. ➤ Know who to ask for help and support <p>TERM 6 -YEAR 6 ONLY – IDENTITY</p>
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	<ul style="list-style-type: none"> ➤ Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. ➤ Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ➤ Know the facts and science relating to allergies, immunisation and vaccination. Know the risks associated with an inactive lifestyle (including obesity) ➤ Know the characteristics and mental and physical benefits of an active lifestyle ➤ Know 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). ➤ Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ➤ Know how and when to seek support including which adults to speak to in school if they are worried about their health. 		<ul style="list-style-type: none"> ➤ Know what identity is ➤ What the factors that contribute to identity ➤ Know how the media manipulate images
	<p>VOCABULARY: TERM 1 – FAMILIES AND RELATIONSHIPS LESSON 1 – PSHE, safe, rule, learn, unsafe, unhappy, suggestion LESSON 2 – Friendship, Problem, Ups and downs, Solution, Strengthened LESSON 3-respect, earn, lose, courtesy, disrespect, consent, personal boundaries LESSON 4 – conflict, argument, disagreement, solve, resolve, apology LESSON 5 – family, positive, problem, help, support</p>	<p>VOCABULARY: TERM 3 – ECONOMIC WELLBEING LESSON 1 – Spend, Save, Attitude, Influence LESSON 2 – PIN – Personal Identification Number Safe, Password LESSON 3- Gambling, Risk, Loss, Gain, Win, Luck Chance, Likely, Unlikely LESSON 4 – Job, Job seeker, Career LESSON 5 – College, University, Work experience Apprenticeship, Qualifications</p>	<p>VOCABULARY: TERM 5/6 – SAFETY AND THE CHANGING BODY YEAR 5 LESSON 1 – online, friend, acquaintance, trust LESSON 2 – appropriate, sharing, risk, danger private LESSON 3 – puberty, change, cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, opening, vaginal opening, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts nipples, menstruation LESSON 4 – menstruation/period, egg, ova, ovaries, fallopian tube, uterus, womb, bleeding</p>

	<p>LESSON 6 – Gender, stereotype, equality, change, race, religion, racism, discrimination, Protected characteristics</p> <p>LESSON 7 – stereotype, message, challenge, change, gender</p> <p>LESSON 8 - Feelings, Grief, Grieving, Change, Loss, Death, Emotions</p> <p>TERM 2 – HEALTH AND WELLBEING</p> <p>LESSON 1 – Future, Skills, Values</p> <p>LESSON 2- Yoga, Stress, Worry, Relaxation, Technique, Progressive muscle, Stretches, Visualisation</p> <p>LESSON 3 – Responsibility, Health, Physical Mental</p> <p>LESSON 4 – Try, Resilience, Resilient, Overcome</p> <p>LESSON 5/6 – Immunisation, Vaccine, Illness Disease, World Health Organisation, NHS</p> <p>LESSON 7 – Habit, Good, Bad, Consequence, Positive, Negative</p> <p>LESSON 8 – Puberty, Healthy, Well, Unwell Illness, Change, Doctor</p>	<p>TERM 4 – CITIZENSHIP</p> <p>LESSON 1 – pressure group, change, charity, campaign, celebrities</p> <p>LESSON 2 –Environmental issues, Food miles, Seasonality</p> <p>LESSON 3- Care, Responsibility, Concern, Issue Cause</p> <p>LESSON 4 – Prejudice, Discrimination, Segregation, Tackling, Overcoming Homosexual/ gay</p> <p>LESSON 5 – Equality Act, Protected characteristics, freedom of expression, right responsibility</p> <p>LESSON 6 – Parliament, Monarch, government, House of Commons, House of Lords, Prime Minister opposition, Speaker</p>	<p>Lining, sanitary products, towels, tampons, reusable products (period pants, cups) voice breaking, erections, wet dreams ejaculation</p> <p>LESSON 5 – attraction, puberty, change, feelings</p> <p>LESSON 6 – arteries, heart, severe, minor, veins Positioning, shock, oxygen, red blood cells, reassuring, circulating, white blood cells, infection</p> <p>bandaging, safety</p> <p>LESSON 7 – influence, choice, for, against, decision, pressure, peer pressure, peer acceptance</p> <p>Year 6</p> <p>LESSON 1 – excessive, alcohol, choice, risk short term, long term, responsible</p> <p>LESSON 2 – fake news, reliable sources</p> <p>LESSON 3 – internet trolling, bullying, cyberbullying, negative, anonymous, identity respect</p> <p>LESSON 4 – puberty, change, cervix, ovary fallopian tube, uterus, vagina, vulva, clitoris vaginal opening, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples</p> <p>LESSON 5 – sperm, egg, erection, fertilise conception, sexual intercourse, relationship</p> <p>LESSON 6 – sperm, egg, erection, fertilise Conception, sexual intercourse, relationship Pregnancy, development, commitment baby, love, care</p> <p>LESSON 7 – airway, inhale, breathing obstruction, trachea, windpipe, epiglottis stomach, back blows, abdomen ribcage, exhale, lungs, oesophagus</p> <p>LESSON 8 – unresponsive, alert, primary survey respiratory rate, heart rate, pulse</p> <p>DRsABC, C.P.R (cardiopulmonary resuscitation)</p>
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