

PHSE and RSE Curriculum Progression- (key elements and key vocabulary in red)

Agreed aims:

WALT and WILFs to reflect curriculum objectives

Consistency of *vocabulary*, progression and *development* of *knowledge* over time in a sequential journey.

Cross curricular links used where ever possible.

PHSE within Assemblies	<ul style="list-style-type: none"> • <i>Honesty</i> • NSPCC Pantasorus - How to <i>report</i> if you <i>feel unsafe</i> • Sense of <i>Justice</i> - Right to Vote (Linked to school council) • <i>Integrity</i> • <i>Courage</i> • <i>Humility</i> • <i>Kindness</i> • <i>Generosity</i> 	<ul style="list-style-type: none"> - <i>Trustworthiness</i> - <i>Body Image</i> - <i>Stereo-typing</i> - <i>Self-reflection</i> - <i>Self-worth</i> - <i>Boundaries and Privacy</i> - What does a good <i>friend</i> look like? 	<ul style="list-style-type: none"> - <i>Achieving</i> - <i>Perseverance</i> - Short or Long term <i>goals</i> - <i>Personal</i> Rewards - <i>feeling good</i> - <i>What to do</i> when someone doesn't make you <i>feel</i> good (<i>reporting</i>) - <i>Recognising feelings</i> and how to <i>manage</i> them 	<ul style="list-style-type: none"> - <i>Managing conflict</i> - <i>Friendships</i> have ups and downs - <i>Stereo-typing</i> linked to faith - Islam - <i>Stereo-typing</i> linked to faith - Judaism - WW2 - <i>Mutual Respect</i> <p>Prevent duty - <i>reporting</i> (age appropriate)</p>	<ul style="list-style-type: none"> - <i>Loyalty</i> - <i>Trust</i> - What's ok to do, if a <i>friend</i> asks? - County lines (age appropriate) <p><i>Self-control</i></p>	<ul style="list-style-type: none"> - <i>Self-regulation strategies</i> (linked to yoga) - What makes us <i>physically</i> well? - What makes us <i>mentally</i> well? - Being <i>happy</i> matters - <i>Safe</i> Summer
	<ul style="list-style-type: none"> • Singing - Pushing <i>Boundaries</i> • Keeping <i>Safe</i> online • Gaming Age <i>restrictions</i> • Apps - What to use, what not to use? <i>Online Bullying</i> 	<ul style="list-style-type: none"> - <i>Trolling</i> and what to do - <i>Online Harassment</i> and how to <i>report</i> - What to <i>share</i> and what NOT to <i>share</i> 	<ul style="list-style-type: none"> - How <i>friendship</i> helps us good or not - Snap chat - pros and cons! How to <i>report</i> - You-tube - Good or bad? How to search <i>safely</i> 	<ul style="list-style-type: none"> - Screen <i>Addiction</i> - time <i>restrictions</i> and why - <i>Online grooming</i> (age appropriate) - <i>Sharing</i> pictures (Sexting - age appropriate) 	<ul style="list-style-type: none"> - Keeping <i>safe</i> in the sun - Slip, Slop, Slap - <i>Social media</i> and <i>feeling</i> good and bad - <i>Social media</i> - how do you <i>feel</i> if you 	<ul style="list-style-type: none"> - GPS tracking locations are on - snap chat and other app mapping - Checking your <i>Privacy</i> settings - What does the image make you

					don't get a ping?	think/know? Social media profiling.
EYFS Cycle 1	All About Me	Let's Celebrate	Long, long ago...	On the farm	Nursery Rhymes	Real Life Hero
EYFS Cycle 2	Home Sweet Home	Light and Dark	Go wild	In my garden	Traditional	When I grow up
3 and 4 year olds	Communicati on and Language	Be able to express a point of view and to debate when they disagree with an adult or friend , using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns .				
	Personal, Social and Emotional Development	Select and use activities and resources , with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community . Become more outgoing with unfamiliar people , in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries . For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules , understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts . Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling . Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.				
	Physical Development	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.				
	Understandin g the World	Begin to make sense of their own life-story and family's history. Show interest in different occupations . Continue developing positive attitudes about the differences between people . Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				

Reception	Communication and Language	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.
	Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships . Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge . Identify and moderate their own feelings socially and emotionally . Think about the perspectives of others. Manage their own needs. personal hygiene Know and talk about the different factors that support their overall health and wellbeing : regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
	Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes
	Understanding the World	Talk about members of their immediate family and community . Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language (Listening, Attention and Understanding, Speaking)	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Personal, Social and Emotional Development (Self-regulation), Managing Self (Building Relationships)	<ul style="list-style-type: none"> • 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. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 				
	Physical Development (Gross Motor)	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. 				
	Understanding the World (Past and Present)	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 				
Year 1	Where in the World is Barnaby Bear?	Mary Poppins	Into the woods - Percy the Park keeper	Fire Fire!	Growth and Green Fingers	Summer is here!
	KSI Teams - R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do	In relation to Jane and Michael getting lost; what do we do if we get lost ? Where do we go? What would you do? Who would it be safe to talk to? KSI -	Looking after the woods and the world around us. Keeping the environment safe for the animals; being considerate near the badger's sett. How is Percy a good friend to the animals?	Staying safe around fire. Stop Drop Roll. Calling 999 and how it can help . KSI - Be Yourself H12. how to recognise and name different feelings	My food diary (homework) How can we live a healthy life through our diet ? Why is it important to eat healthily ? KSI - It's my body.	Science link - How to care for creatures we find in rock pools at Flamborough; recognising that animals need to be treated with care and sensitivity to keep them alive and healthy .

	<p>to help them feel cared for</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a Trusted adult</p> <p>R21. about what is kind and unkind behaviour; and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p><u>Think Positively</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings; to help calm themselves down and/or change their mood when they don't feel</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H23. to identify what they are good at, what they like and dislike</p>	<p><u>KS1 – Diverse Britain</u></p> <p>R21. about what is kind and unkind behaviour; and how this can affect others</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. different things they can do to manage big feelings; to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all</p> <p>H23. to identify what they are good at, what they like and dislike</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p><u>KS1 – Aiming High</u></p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money; to pay for things</p> <p>L16. different jobs that people they know or people who work in the community</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>
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	<p>R24. how to <i>listen</i> to other <i>people</i> and play and work <i>cooperatively</i></p> <p>H23. to <i>identify</i> what they are good at, what they like and dislike</p> <p>L4. about the <i>different</i> groups they belong to L14. that everyone has <i>different strengths</i></p>	<p>H24. how to <i>manage</i> when finding things difficult</p> <p>R7. about how to <i>recognise</i> when they or someone else <i>feels lonely</i> and <i>what to do</i></p> <p>R21. about what is <i>kind</i> and <i>unkind behaviour</i>; and how this can affect others</p> <p>R25. how to <i>talk</i> about and <i>share</i> their <i>opinions</i> on things that matter to them</p>		<p>R25. how to <i>talk</i> about and <i>share</i> their <i>opinions</i> on things that matter to them</p>	<p>H10. about the <i>people</i> who <i>help</i> us to stay <i>physically healthy</i></p> <p>H29. to <i>recognise risk</i> in simple everyday situations and what action to take to minimise harm</p> <p>H31. that <i>household products</i> (including <i>medicines</i>) can be <i>harmful</i> if not used correctly</p> <p>H37. about things that <i>people</i> can put into their <i>body</i> or on their <i>skin</i>; how these can affect how <i>people feel</i></p> <p>R16. about <i>how to respond</i> if <i>physical contact</i> makes them <i>feel uncomfortable</i> or <i>unsafe</i></p> <p>R17. about <i>knowing</i> there are <i>situations</i> when they should ask for <i>permission</i> and also when their <i>permission</i> should be sought</p> <p>R18. about the <i>importance</i> of not keeping <i>adults' secrets</i> (only <i>happy</i> surprises that others will find out about eventually)</p> <p>20. <i>what to do</i> if they <i>feel unsafe</i> or <i>worried</i> for themselves or others; who to ask for <i>help</i> and <i>vocabulary</i> to use when asking for <i>help</i>;</p>	
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					importance of keeping trying until they are heard	
Year 2	To infinity and beyond...	Victorians	Once upon a time...	Fairtrade	Disappearing	Splash
	<p><u>KSI VIPs</u></p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H23. to identify what they are good at; what they like and dislike</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their</p>	<p>Bonfire night safety.</p> <p><u>KSI Safety First</u></p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p>	<p>Explore problems through traditional stories - what would you do if...</p> <p>Through daily story - reading of traditional tales and discussing the moral behind them</p> <p><u>KSI One World</u></p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L2. how people and other living things have</p>	<p><u>KSI Digital Wellbeing</u></p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a Trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a Trusted adult</p> <p>R14. that sometimes people may behave</p>	<p><u>KSI Money Matters</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<p><u>KSI Growing Up</u></p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>

	<p>family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a Trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R21. about what is kind and unkind behaviour;</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R13. to recognise that some things are private and the importance of respecting Privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do</p>	<p>different needs; about the responsibilities of caring for them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>		<p>R13. to recognise that some things are private and the importance of respecting Privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p>
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	<p>and how this can affect others</p> <p>R24. how to <i>listen</i> to other <i>people</i> and play and work <i>cooperatively</i></p> <p>R25. how to <i>talk</i> about and <i>share</i> their <i>opinions</i> on things that matter to them</p>	<p>and which may make them <i>unsafe</i></p> <p>R20. <i>what to do</i> if they <i>feel unsafe</i> or <i>worried</i> for themselves or others;</p> <p>who to ask for <i>help</i> and <i>vocabulary</i> to use when asking for <i>help</i>;</p> <p><i>importance of keeping trying</i> until they are heard</p>				
Year 3	World War II	What that coming over the hill?	Warrior or worker?	I speak for the Trees	How Cromford Changed the world	Food, Glorious food!
	<p><u>LKS2 TEAM</u></p> <p>H18. about everyday things that affect <i>feelings</i> and the <i>importance of expressing feelings</i></p> <p>H19. a <i>varied vocabulary</i> to use when <i>talking</i> about <i>feelings</i>; about how to <i>express feelings</i> in <i>different ways</i></p> <p>H24. <i>problem-solving strategies</i> for dealing with <i>emotions</i>, <i>challenges</i> and <i>change</i>, including the <i>transition</i> to new schools</p> <p>H36. <i>strategies</i> to <i>manage transitions</i> between classes and key stages</p> <p>R11. what <i>constitutes</i> a <i>positive healthy friendship</i> (e.g. <i>mutual respect</i>, <i>Trust</i>,</p>	<p><u>LKS2 Think Positive</u></p> <p>H3. about <i>choices</i> that support a <i>healthy lifestyle</i>, and <i>recognise</i> what might <i>influence</i> these</p> <p>H4. how to <i>recognise</i> that <i>habits</i> can have both <i>positive</i> and <i>negative effects</i> on a <i>healthy lifestyle</i></p> <p>H15. that <i>mental health</i>, just like <i>physical health</i>, is part of daily life; the <i>importance of taking care of mental health</i></p> <p>H16. about <i>strategies</i> and <i>behaviours</i> that support <i>mental health</i> – including how <i>good quality sleep</i>; <i>physical exercise/time outdoors</i>; being involved in <i>community groups</i>; <i>doing</i>,</p>	<p><u>LKS2 Diverse Britain</u></p> <p>H25. about <i>personal identity</i>; what <i>contributes</i> to who we are (e.g. <i>ethnicity</i>, <i>family</i>, <i>gender</i>, <i>faith</i>, <i>culture</i>, <i>hobbies</i>, <i>likes/dislikes</i>)</p> <p>R21. about <i>discrimination</i>; what it means and how to <i>challenge</i> it</p> <p>R31. to <i>recognise</i> the <i>importance of self-respect</i> and how this can affect their <i>thoughts</i> and <i>feelings</i> about themselves; that everyone, including them, should expect to be <i>treated politely</i> and with <i>respect</i> by others (including when <i>online</i> and/or <i>anonymous</i>) in school and in wider <i>society</i>; <i>strategies</i> to</p>	<p><u>LKS2 Be Yourself</u></p> <p>H17. to <i>recognise</i> that <i>feelings</i> can <i>change</i> over time and range in <i>intensity</i></p> <p>H18. about everyday things that affect <i>feelings</i> and the <i>importance of expressing feelings</i></p> <p>H19. a <i>varied vocabulary</i> to use when <i>talking</i> about <i>feelings</i>; about how to <i>express feelings</i> in <i>different ways</i></p> <p>H20. <i>strategies</i> to <i>respond to feelings</i>, including <i>intense</i> or <i>conflicting feelings</i>; how to <i>manage</i> and <i>respond to feelings appropriately</i> and <i>proportionately</i> in <i>different situations</i></p> <p>H23. about <i>change</i> and <i>loss</i>, including <i>death</i>, and</p>	<p><u>LKS2 It's My Body</u></p> <p>H1. how to make <i>informed decisions</i> about <i>health</i></p> <p>H2. about the elements of a <i>balanced, healthy lifestyle</i></p> <p>H3. about <i>choices</i> that support a <i>healthy lifestyle</i>, and <i>recognise</i> what might <i>influence</i> these</p> <p>H4. how to <i>recognise</i> that <i>habits</i> can have both <i>positive</i> and <i>negative effects</i> on a <i>healthy lifestyle</i></p> <p>H5. about what <i>good physical health</i> means; how to <i>recognise</i> early signs of <i>physical illness</i></p> <p>H6. about what <i>constitutes a healthy diet</i>; how to plan <i>healthy</i></p>	<p><u>LKS2 Aiming High</u></p> <p>H27. to <i>recognise</i> their <i>individuality</i> and <i>personal qualities</i></p> <p>H28. to <i>identify personal strengths, skills, achievements</i> and <i>interests</i> and how these <i>contribute to a sense of Self-worth</i></p> <p>H29. about how to <i>manage setbacks/perceived failures</i>, including how to <i>re-frame unhelpful thinking</i></p> <p>L9. about <i>communities</i>; how they can <i>negatively influence behaviours</i> and <i>attitudes</i> towards others; <i>strategies</i> for <i>challenging communities</i></p> <p>L25. to <i>recognise positive things</i> about themselves</p>

	<p>truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork,</p>	<p>things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing; and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss</p>	<p>improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other</p>	<p>how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and</p>	<p>and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L27. about communities in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
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	<p>communication and negotiation</p>	<p>feelings with a Trusted adult</p> <p>H23. about change and loss; including death; and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change; including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth</p> <p>H29. about how to manage setbacks/perceived failures; including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about communities; how they can negatively influence behaviours and attitudes towards others; strategies for challenging communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support</p>	<p>immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>H46. about the risks and effects of legal drugs common to everyday life</p>	<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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				<p>courteous, respectful relationships</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>(e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H4.8. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret; when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to; and when it is right to break a confidence or share a secret</p>	
Year 4	Powerful Earth	Brilliant minds.	Treasure Island	The Empire strikes	Mesoamerica	Swinging 60s.

				back!		
	<p>LKS2 VIPs</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty,</p>	<p>LKS2 Safety First</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital</p>	<p>Enrichment - First aid: Understand the skill and how it could be put it into practice. Understand that they have choices. Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. Demonstrate that they know the process for decision making.</p> <p>LKS2 One World</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion</p>	<p>The children learn about the invasion of the Romans. Compare the rules, laws and ways of life with present day democracy and society in Britain. Children to learn about the importance of rules. They are to reflect on those that are in our classrooms, school and within our society, learning to recognise how this helps our world get along.</p> <p>LKS2 Digital Wellbeing</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online,</p>	<p>LKS2 Money Matters</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health,</p>	<p>How attitudes have changed towards social class, women and technology since 1960.</p> <p>LKS2 Growing Up</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p>

	<p>Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>devices when out and about</p> <p>H4.3. about what is meant by first aid; basic techniques for dealing with common injuries?</p> <p>H4.4. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H4.6. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H4.7. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H4.8. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H4.9. about the mixed messages in the media about drugs, including</p>	<p>towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>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)</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about communities; how they can negatively influence behaviours and attitudes towards others; strategies for challenging communities</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns; inappropriate content and contact</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choices; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty; the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone</p>
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	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret; when this should (e.g. a birthday surprise that others will find out about) or should not be</p>	<p>alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's</p>		<p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used</p>		<p>emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p>
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	<p>agreed to, and when it is right to break a confidence or share a secret</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	personal safety (including online)		<p>both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>R8. to recognise other shared characteristics of healthy, family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>
Year 5	Sun God	The Outback	Shakespeare Whodunnit	Let Battles Commence!	Out of this World	#hashtag

	<p>P4C: Stimulus-First two verses of 'I think just how my shape will rise' BY Emily Dickinson</p> <p><u>UKS2 TEAM</u></p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded;</p>	<p>P4C:Stimulus - Harmony Day in Australia - Tolerance and Respect</p> <p><u>UKS2 Growing Up</u></p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>P4C: Stimulus - is the way we deal with crime today, better than in the past? History link</p> <p><u>UKS2 Diverse Britain</u></p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and</p>	<p>P4C:Stimulus - Story of the Lindisfarne invasions/raids</p> <p><u>UKS2 Be Yourself</u></p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H28. to identify personal strengths, skills, achievements and</p>	<p>P4C: Stimulus - Laika the dog and her doomed space mission.</p> <p><u>UKS2 It's My Body</u></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</p>	<p>P4C: Stimulus (Animation - The Scarecrow)</p> <p>https://www.literacyshed.com/a-shed-full-of/animations.html</p> <p>Food and Cultivation issues</p> <p><u>UKS2 Aiming High</u></p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L27. about communities in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family, connections to certain trades or businesses, strengths and qualities, ways in which</p>
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	<p>strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with</p>	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life</p>	<p>lifestyle are different to their own</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>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)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of</p>	<p>interests and how these contribute to a sense of Self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile</p>	<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices,</p>	<p>stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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	<p>respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things;</p>	<p>cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information; help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family, relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available</p>	<p>living in a diverse community; about valuing diversity within communities</p> <p>L9. about communities; how they can negatively influence behaviours and attitudes towards others; strategies for challenging communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally;</p>	<p>differences positively and safely</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	
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	<p>how to show care and concern for others</p> <p>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)</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together; but may also live apart</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>L9. about communities; how they can negatively influence behaviours and attitudes towards others; strategies for challenging communities</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>			<p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission</p>	
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					<p>(consent) in different situations</p> <p>R27. about keeping something <i>confidential</i> or <i>secret</i>, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a <i>confidence</i> or <i>share a secret</i></p> <p>R28. how to <i>recognise pressure</i> from others to do something <i>unsafe</i> or that makes them <i>feel uncomfortable</i> and <i>strategies</i> for <i>managing</i> this</p> <p>L9. about <i>communities</i>; how they can <i>negatively influence behaviours</i> and <i>attitudes</i> towards others; <i>strategies</i> for <i>challenging communities</i></p> <p>L16. about how <i>text</i> and <i>images</i> in the <i>media</i> and on <i>social media</i> can be <i>manipulated</i> or <i>invented</i>; <i>strategies</i> to <i>evaluate the reliability of sources</i> and <i>identify misinformation</i></p>	
Year 6	Survival	Man in the Mirror	Meet the REAL Flintstones	A Plastic Ocean	Greek Legacy	Magic, Mystery and Mayhem
	P4C Stimulus: Daily Mail story about man who ate his dog to	P4C Stimulus: Book: An Angel just like me (Mary Hoffman)	P4C Stimulus: The Hunter - Should we hunt animals?	P4C Stimulus: Why are we still producing plastic if it's causing so much damage?	P4C Stimulus: Information an examples of <i>democracy</i> and	<u>UKS2 Think Positive</u> H1. how to make <i>informed decisions</i> about <i>health</i>

	<p>survive Canadian Wilderness</p> <p>http://www.dailymail.co.uk/news/article-2483950/Hiker-forced-eat-dog-stranded-Canadian-wilderness-3-months.html</p> <p><u>UKS2 VIPs</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family</p>	<p><u>UKS2 Safety First</u></p> <p>H14. how and when to seek support; including which adults to speak to in and outside school; if they are worried about their health</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><u>UKS2 One World</u></p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>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)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><u>UKS2 Digital Wellbeing</u></p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns; inappropriate content and contact</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>Dictatorship – stem from Ancient Greece</p> <p><u>UKS2 Money Matters</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how</p>
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	<p>members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile</p>	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>		<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and</p>	<p>activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a Trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R30. that personal behaviour can affect</p>
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	<p>differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret; when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to; and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's</p>			<p>strategies for managing this</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>other people; to recognise and model respectful behaviour online</p>
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	<p>personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>					
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