

National Curriculum 2022

Scheme of Work

PSHE



Statutory Requirements
and school
curriculum

	NC Programme of study	Additional school curriculum	Photos
EY FS (N & R)	<p>Early Years Framework characteristics of effective learning:</p> <p><u>Self-Regulation</u></p> <p>Nursery (Three and Four-Year-Olds)</p> <p>Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests.</p> <p>•Can select and use activities and resources with help. To help achieve a goal they have chosen</p> <p>•Develop their sense of responsibility and membership of a community</p> <p>•Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks.</p> <p>• Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>•Confident to talk to other children when playing (one or more), and will communicate freely about own home and community. Extending and elaborating play ideas</p> <p>•Increasing following rules and understanding why they are important</p> <p>•Remembering rules without adults reminding them</p> <p>•Shows confidence in asking adults for help.</p> <p>Reception</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>• Can describe self in positive terms and talk about abilities.</p> <p>•Express their feelings and consider the feelings of others</p> <p>•Show resilience and perseverance in the face of challenge</p> <p>•Identify and moderate their own feelings socially and emotionally</p> <p>•Think about the perspective of others</p> <p>Early Learning Goal</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Show an understanding to their own and others feelings, begin to regulate their own behaviour accordingly</p> <p>Set and work towards simple goals., wait for what they want and control their immediate impulses</p> <p>Give focused attention to what the teacher says, respond appropriately even when they are engrossed in an activity, show an ability to follow instructions involving several ideas or actions.</p>	<p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Milk and fruit time • PE Coach • Dance Coach • Toothbrushing at BClub • Reward systems • Behaviour system • Respect Week • Circle time • Wash hands posters • Assemblies • Theatre company • Feelings chart • Buddies • Stories • National occasions – Mother's Day, Valentines Day, Father's Day etc • Displays, artwork, • Reading corners, Library time • Sensory room time • Turn taking, borrowing items (library) • Church visits, local library visits, local area visits • Forest school, looking after play yard • Enterprise week • School Nurse workshops • Food Studies from Newcastle University • Road Safety • Constant provision • In Harmony music project • Balance Bikes • Zones of Regulation • Commando Joe • OPAL 	  

Building Relationships

Nursery:

- Interested in others' play and starting to join in.
 - Seeks out others to share experiences.
 - Shows affection and concern for people who are special to them.
 - May form a special friendship with another child. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 - Initiates play, offering cues to peers to join them.
 - Keeps play going by responding to
 - Shows solution to conflicts and rivalries.
 - Shows solution to conflicts and rivalries.
- Understand gradually how others might be feeling
Develop appropriate ways of being assertive
- Shows solution to conflicts and rivalries.
- Understand gradually how others might be feeling

Reception

- Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
 - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Early Learning Goal Children
play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
- Builds constructive and respectful relationships
- Think about the perspective of others
ELG's
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

Managing Self



Nursery:

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
 - Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
 - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Be increasingly independent in meeting their own care needs eg. brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy choices about food, drink, activity and toothbrushing.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine and being a safe pedestrian

Reception



- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
 - Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Early Learning Goal
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different



	<p>situations, and take changes of routine in their stride.</p> <ul style="list-style-type: none">•See themselves as a valuable individual•Manage their own needs: personal hygiene <p>Be confident to try new activities and show resilience and perseverance in the face of new challenge</p> <p>Explain the reasons for rules, to know right and wrong and to behave accordingly</p> <p>Manage their own basic hygiene and understand the importance of healthy food choices</p>		
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<p>Y1</p>	<p>KS1 NC Objectives:</p> <p>Health and Wellbeing</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>H10. about the people who help us to stay physically 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>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>PSHE Association scheme of work:</p> <p>What helps us stay healthy?</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p> <ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>Discovery Education:</p> <p>Healthy Bodies, Healthy Minds - Amazing Bodies</p> <p>They will learn how all bodies are different and that some body parts are private. They will learn the correct names for these parts and know that we use these names at school.</p> <p>Who helps to keep us safe?</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p> <ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - 	 <p>Forest school/circle time</p> 
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<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 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 unique</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>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>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>the jobs they do and how they help people</p> <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Discovery Ed: Caring and Responsibility module - Our Special People - Keeping Safe lesson 3 Identifying who our special people are and how they keep us safe.</p> <p>Discovery Ed: Coping with Change Module - Growing and Changing</p> <ul style="list-style-type: none"> • Growing from young to old and how we have changed since we were born. • children will explore the needs that babies have and they will consider how they have changed since they were born. They will explore and celebrate their abilities, and they will share ideas of what they hope to be like in the future. 	
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	<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>H33. about the people whose job it is to help 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>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>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Milk and fruit time • PE Coach • Dance Coach • Tooth brushing at BClub • Achievers • Reward systems • Respect Week • Circle time • Wash hands posters • Behaviour system • Assemblies • Theatre company • Feelings chart • Buddies • Stories • In Harmony Music • School Nurse workshops 	
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<p>Relationships</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 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 do</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>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>PSHE Association scheme of work:</p> <p>What is the same and different about us?</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common <p>Discovery Ed:</p> <p>Similarities and Differences Module - Recognising Strengths and Respecting Differences</p> <p>Similarities and differences between people and how to respect and celebrate these</p> <p>Discovery Ed:</p> <p>Healthy and Happy Friendships module - Making friends and getting along</p> <p>how to form friendships and how kind or unkind behaviours impact other people. They help children understand that even though we may not be friends with everyone, we can still work together and be kind to one another.</p> <p>Who is special to us?</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p> <ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, 	 
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<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>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</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 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>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>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>friends, clubs</p> <ul style="list-style-type: none"> about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features - what is the same and different about them about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Discovery Ed:</p> <p>Caring and Responsibility module - Our Special People Lessons 1 and 2</p> <ul style="list-style-type: none"> Identifying who our special people are and how they keep us safe. Identify the special people in our lives and how they care for us. Children will learn about how our special people set rules that keep us safe and how they can help us if we are feeling worried, scared or nervous. <p>Discovery Ed:</p> <p>Families and committed relationships - The Importance of Family</p> <ul style="list-style-type: none"> What a family is (including difference and diversity between families), and why families are important and special. 	 
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		<ul style="list-style-type: none">• children will explore the importance of family and the stability and love that a family brings. They will look at similarities and differences between different family units and think about all the things that their families do to love, support and help them.	
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		<p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Circle time - pass on something nice , feeling chart, sharing toys • Case studies, assemblies, circle time • Behaviour system, reward system and circle time. • Discussing what they have done at the weekend/holidays, sharing opinions about choices • Wellbeing Officer • Ad-hoc lessons following on from playground disputes. 	
	<p><u>Living in the wider world</u></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>PSHE Association scheme of work:</p> <p>What can we do with money?</p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about 	

<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>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>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>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 do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>what to do with money, including spending and saving</p> <ul style="list-style-type: none"> the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this <p>How can we look after each other and the world?</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group <p>Additional coverage in school:</p> <ul style="list-style-type: none"> National occasions - Mother's Day, Valentines Day, Father's Day etc Circle time, playtimes. Friendship Week Local Area Studies Themed weeks: Spanish week, Chinese New Year, Christmas Week, Christmas around the world. Setting up links with other schools: Trust School Council Setting up links with schools in other countries e.g. Baghdad, China and Africa 	 
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		<ul style="list-style-type: none">• Enterprise Week• Misty• Careers Education	
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Y2	<p>KS1 NC Objectives:</p> <p>Health and Wellbeing</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>H10. about the people who help us to stay physically 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>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>PSHE Association scheme of work:</p> <p>What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>What can help us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their 	
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<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 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 unique</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>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>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>health, including dental health</p> <ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun <p>Discovery Ed: Healthy Bodies, Healthy Minds module - Staying Safe and Healthy</p> <ul style="list-style-type: none"> • children will investigate different ways of staying healthy. They will explore a range of emotions, learn about the safe and unsafe use of medicines and household products and find out how to help someone who is feeling physically or emotionally poorly. • ways to stay healthy, including safe and unsafe use of household products and medicines. <p>How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good 	
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	<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>H33. about the people whose job it is to help 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>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>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<ul style="list-style-type: none"> • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust <p>Discovery Ed: Families and committed relationships – The Diversity of Our Families</p> <ul style="list-style-type: none"> • Children explore the diversity of families. They will learn that other families may look different from theirs, but to respect those differences and know that other children's families are also characterised by love and care. They will investigate ways of caring for each other within a family. • The different people in our families, and how families vary <p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Milk and fruit time • PE Coach • Dance Coach 	
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		<ul style="list-style-type: none">• Tooth brushing at BClub• Achievers• Reward systems• Respect Week• Circle time• Wash hands posters• Behaviour system• Assemblies• Theatre company• Feelings chart• Buddies• Stories• In Harmony Music• School Nurse workshops	
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<p>Relationships</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 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 do</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>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>PSHE Association scheme of work:</p> <p>What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>Discovery Ed:</p> <p>Healthy and Happy Friendships module: What Makes a Happy Friendship?</p> <ul style="list-style-type: none"> • Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations. • Pupils focus on the characteristics of a happy friendship. They continue to explore personal boundaries and recognising safe and unsafe situations. They will practise how to respond to unwanted touch and reaching out to someone they can trust whenever they feel worried or unsafe. <p>What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to 	
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	<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>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</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 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>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>respond if physical contact makes them uncomfortable or unsafe</p> <ul style="list-style-type: none"> • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>Discovery Ed: Similarities and Differences module - Strengths, abilities and stereotypes</p> <ul style="list-style-type: none"> • children reflect on how different people have different strengths and abilities. They are introduced to the concept of stereotypes and why these are unhelpful and unfair, with a particular focus on gender stereotypes and how these can be challenged. • Exploring different strengths and abilities. Understanding and challenging stereotypes.
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	<p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Circle time - pass on something nice , feeling chart, sharing toys • Case studies, assemblies, circle time • Behaviour system, reward system and circle time. • Discussing what they have done at the weekend/holidays, sharing opinions about choices • Wellbeing Officer • Ad-hoc lessons following on from playground disputes. 	
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<p>Living in the wider world</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>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>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>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 do</p> <p>L17. about some of the strengths and interests someone might need to do</p>	<p>PSHE Association scheme of work:</p> <p>What jobs do people do?</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life <p>Discovery Ed:</p> <p>Coping with Change Module- Growing up and Setting Goals</p> <ul style="list-style-type: none"> • lessons focus on growth and change, celebrating achievements and setting goals. Children will explore how they develop in terms of their abilities and their likes and dislikes. They will discuss their future aspirations and how to achieve them. • Exploring how our bodies and needs change as we grow older. Aspirations and goal setting <p>Discovery Ed: Caring and Responsibility Module - Special People in Our Communities</p>	
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	different jobs	<ul style="list-style-type: none"> • focus on the communities that children belong to and who helps us in those communities. Children will reflect on their own role in the community and how they can offer help and support, as well as where to turn for help. • The different communities and groups we belong to and how we help and support one another within these. 	
		<p>Additional coverage in school:</p> <ul style="list-style-type: none"> • National occasions - Mother's Day, Valentines Day, Father's Day etc • Circle time, playtimes. • Friendship Week • Local Area Studies • Themed weeks: Spanish week, Chinese New Year, Christmas Week, Christmas around the world. • Setting up links with other schools: Trust School Council • Setting up links with schools in other countries e.g. Baghdad, China and Africa • Enterprise Week Misty 	
Y3	<p>KS2 NC Objectives</p> <p>Health and Wellbeing</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>PSHE Association scheme of work:</p> <p>What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or 	

<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); 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>injury and what they should do to reduce risk and keep themselves (or others) safe</p> <ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services <p>Discovery Ed: Caring and Responsibility module:</p> <p>Responsibilities and Boundaries</p> <ul style="list-style-type: none"> • children will begin to explore their own responsibilities towards others and why it is important to act responsibly. They will learn about the importance of showing empathy and recognising and respecting personal boundaries. 	
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	<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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</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>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</p>	<ul style="list-style-type: none"> • Our responsibilities and ways we can care and show respect for others. <p>Why should we eat well and look after our teeth?</p> <p>Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <p>Discovery Education: Healthy Bodies, Healthy Minds module: Sleep, Food and Hygiene</p> <ul style="list-style-type: none"> • Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. • children will learn about different ways of keeping healthy, including sleeping and eating well, and how to get rid of germs by 	
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<p>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 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>washing and by brushing their teeth regularly. Children will consider how to develop good routines and habits that support their wellbeing.</p> <p>Why should we keep active and sleep well? Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Circle Time, RE lessons - morals, story books • Young Leaders • Science • Making their own choices at lunch time • Food displays in the hall • Healthy lifestyle choices • Smoothie Friday 	
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<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>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 cycle; how babies are conceived and born (and that there are ways to prevent a</p>	<ul style="list-style-type: none"> • Achievers • Videos, theatre company, case studies • Wellbeing officer, feeling fans, quiet spaces to go to, sensory room • Forest School • Childline workshops • Circle time, videos, case studies. • Bikeability • Toast • Fruit and Milk • Roots of Empathy (Y3) • School Nurse Workshops • Trips to CLC • Peer massage • Jellyfish PSHE 	
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	<p>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>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</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 to 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 devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for</p>	
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	<p>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>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>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> <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>		
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<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>Relationships</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 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>R6. that a feature of positive family life is caring</p>	<p>PSHE Association scheme of work:</p> <p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p>Discovery Ed:</p> <p>Healthy and Happy Friendships</p> <p>module: Being a Good Friend</p> <ul style="list-style-type: none"> • Being a good friend and 	 

<p>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, step-parents, blended families, foster parents); that families of all types can give family 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>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>R12. to recognise what it means to 'know someone online' and how this differs</p>	<p>respecting personal space. Strategies for resilience.</p> <ul style="list-style-type: none"> pupils to reflect on how they can be good friends to others, exploring the concept of personal space and what to do when someone's space is being invaded. They introduce the idea of resilience, helping children develop strategies for being resilient. <p>What are families like?</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p> <ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe <p>Discovery Education: Families and</p>	
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<p>from knowing someone face-to-face; risks of communicating online with others not known face-to-face</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; 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>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</p>	<p>Committed Relationships module: Different Types of Committed Relationships:</p> <ul style="list-style-type: none"> • children will learn about different kinds of committed relationships. They will explore the meaning of the word commitment and consider the characteristics of a happy relationship. They will also explore feelings around changes in relationships, including the breaking-up of family structures, and develop the skills to know when and how to seek support if they are feeling unhappy. • Different types of committed relationships and the basic characteristics of these <p>Discovery education: Coping with Change module: Coping with Feelings When Things Change</p> <ul style="list-style-type: none"> • explore feelings around the changes in our lives. Children will explore how changes can affect us in different ways and to different degrees. They will learn about ways of showing empathy and dealing with sad feelings, and ways to help themselves feel happier and more positive if they 	
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<p>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>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> <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>are experiencing challenges.</p> <ul style="list-style-type: none"> • coping with feelings around the changes in our lives <p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Wellbeing officer • Reward system, behaviour system • Assemblies, circle time, RE lessons • Break time, peer massage • Theatre companies, drama • Peer marking and voting • Friendship week, posters, e-safety, theatre companies, drama production companies. • Play in a Day • Ad-hoc lessons following on from playground disputes. • School Nurse workshops • Book Week: Author visits • Peer Marking 	
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	<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 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>		
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<p><u>Living in the wider world</u></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 living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate</p>	<p>PSHE Association scheme of work:</p> <p>What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them <p>Discovery Education: Similarities and Differences module: Valuing and respecting one another</p> <ul style="list-style-type: none"> • Children explore differences that can or cannot be seen and the importance of respecting and valuing these differences. They look at the different communities they belong to in order to further understand the similarities and shared values. • Respecting and valuing differences. Shared values of communities • 	
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<p>against others; ways of responding to it if witnessed or experienced</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>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</p>	<p>Additional coverage in school:</p> <ul style="list-style-type: none"> • School council, debating in English, London visit • Visits from the police, assemblies, behaviour systems, school council making new school rules • Circle time, wellbeing officer • Respect week, reward system • Local area studies and visits, assemblies by local people, success stories. • Geography and history • Enterprise week, aspirations for jobs • ICT, e-safety 	
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	<p>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, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</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 stereotypes 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.</p>		
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	<p>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> <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>Y4</p>	<p>KS2 NC Objectives</p> <p>Health and Wellbeing</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); 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</p>	<p>PSHE Association scheme of work:</p> <p>What strengths, skills and interests do we have?</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>Discovery Ed:</p> <p>Healthy Bodies, Healthy Minds</p> <p>module: Influences and Personal Choices</p> <ul style="list-style-type: none"> • Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices. • children will learn about the choices they can make in relation to their health and wellbeing. They will explore the external influences that can affect their choices, the consequences of the choices they make and the 	 
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<p>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, 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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</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>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>importance of recognising and managing feelings.</p> <p>How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23</p> <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings <p>Discovery Ed: Coping with Change Module: Puberty and Hygiene</p> <ul style="list-style-type: none"> • explore how our bodies start to change as we enter puberty, including girls starting their periods. Children will learn how these changes affect their hygiene needs, how to take responsibility for maintaining good hygiene and the products that are available. • How our bodies change as we enter puberty, including 	
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<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>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 feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings;</p>	<p>hygiene needs and menstruation.</p> <p>How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p> <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online • content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	
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<p>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>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</p>	<p><u>Additional coverage in school:</u></p> <ul style="list-style-type: none"> • Circle Time, RE lessons - morals, story books • Young Leaders • Science • Making their own choices at lunch time • Food displays in the hall • Healthy lifestyle choices • Smoothie Friday • Achievers • Videos, theatre company, case studies • Wellbeing officer, feeling fans, quiet spaces to go to, sensory room • Forest School • Childline workshops • Circle time, videos, case studies. • Bikeability • Toast • Fruit and Milk • Seeds4Life (Y4) • School Nurse Workshops • Peer massage • Hoops4Health 	
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	<p>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 for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</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 to 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>		
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	<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>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>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>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>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><u>Relationships</u></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</p>	<p>PSHE Association scheme of work: How do we treat each other with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p> <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and 	 

<p>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>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, step-parents, blended families, foster parents); that families of all types can give family 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>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,</p>	<p>when to tell (e.g. if someone is being upset or hurt)*</p> <ul style="list-style-type: none"> the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns <p>Discovery Ed:</p> <p>Healthy and Happy Friendships module: Solving Friendship Difficulties</p> <ul style="list-style-type: none"> solving friendship difficulties. How to act if someone invades your privacy or personal boundaries build on what children already know about good friends by picking out qualities and values. Children will investigate the skills needed to manage and solve issues that arise between friends and understand what to do if someone doesn't respect their privacy or personal boundaries. <p>Discovery Ed: Families and Committed Relationships module:</p>	
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<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>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>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; 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>Families and Other Relationships</p> <ul style="list-style-type: none"> • children will explore what it means to belong to a family or other group, and what people in that unit have in common. They will also learn about setting boundaries for safe and appropriate behaviour and discuss the relationship between caring and rules within a family or other group. • The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter <p>Additional coverage in school:</p> <ul style="list-style-type: none"> • Wellbeing officer • Reward system, behaviour system • Assemblies, circle time, RE lessons • Break time, peer massage • Theatre companies, drama • Peer marking and voting • Friendship week, posters, e-safety, theatre companies, drama production companies. • Ad-hoc lessons following on from playground disputes. • School Nurse workshops • Book Week: Author visits • Peer Marking 	
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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>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>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</p>	
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	<p>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 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 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>	
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	<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>Living in the wider world</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 living in a diverse community; about valuing diversity within communities</p>	<p>PSHE Association scheme of work:</p> <p>How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way <p>Discovery Ed: Similarities and Differences module: Identity and Diversity</p> <ul style="list-style-type: none"> • examine similarities and differences within society. They focus on the 	  

<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</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>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>importance of valuing and respecting everybody equally and explore the dangers of making judgements based on appearance. Children will learn to see that people have different perspectives and ways of looking at the world.</p> <ul style="list-style-type: none"> • identity and diversity. Seeing different perspectives and not making judgements based on appearance. <p>Enterprise:</p> <p>Discovery Ed: Caring and Responsibility module: Rights and Responsibilities</p> <ul style="list-style-type: none"> • explore the links between rights and responsibilities. Children will learn about the UN Convention on the Rights of the Child and consider the roles and responsibilities held within a family. • Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child. <p>Additional coverage in school:</p> <ul style="list-style-type: none"> • School council, debating in English, London visit • Visits from the police, assemblies, behaviour systems, school council making new school rules • Circle time, wellbeing officer 	
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	<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, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</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;</p>	<ul style="list-style-type: none"> • Respect week, reward system • Local area studies and visits, assemblies by local people, success stories. • Geography and history • Enterprise week, aspirations for jobs • ICT, e-safety 	
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	<p>that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes 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> <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>		
Y5	<p><u>KS2 NC Objectives</u></p> <p><u>Health and Wellbeing</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>PSHE Association scheme of work:</p> <p>What makes up our identity?</p> <p>Identify; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H26, H27, R32, L9</p> <ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they 	

<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); 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>have in common with others</p> <ul style="list-style-type: none"> that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others ow to challenge stereotypes and assumptions about others <p>Discovery Ed:</p> <p>Healthy and Happy Friendships</p> <p>module: Changing Friendships</p> <ul style="list-style-type: none"> explore the concept of 'identity' and how we use it to define us. Pupils will explore how peer pressure can affect us in real life an online, and how to make informed choices. The lessons also highlight the importance of positive emotional health and wellbeing, including where to turn for support. identity and peer pressure off- and online. Positive emotional health and 	
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<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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</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>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</p>	<p>wellbeing.</p> <p>Discovery Ed:</p> <p>Coping with Change module:</p> <p>Puberty and Emotions</p> <ul style="list-style-type: none"> • children will continue to learn about the changes that occur during puberty. They will explore the emotional impact of puberty and work out their own strategies for managing well. • How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. <p>How can we help in an accident or emergency?</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services <p>Discovery Ed:</p>	
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<p>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 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>Caring and Responsibility module: Caring in the Community</p> <ul style="list-style-type: none"> ways of and reasons for caring. Children will explore how our care needs change as we grow older, find out about the effects of isolation and loneliness, and investigate what we, as members of a community, can do to help and support others, including through volunteering. how our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community <p>How can drugs common to everyday life affect health?</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p> <ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal 	
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<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>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 cycle; how babies are conceived and born (and that there are ways to prevent a</p>	<p>how laws surrounding the use of drugs exist to protect them and others</p> <p>why people choose to use or not use different drugs</p> <ul style="list-style-type: none"> • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>Discovery Ed:</p> <p>Healthy Bodies, Healthy Minds module: Valuing Our Bodies and Minds:</p> <ul style="list-style-type: none"> • children will continue to explore ways of maintaining their mental and physical wellbeing. They will explore the connections between self-image, feelings and behaviour, and practise describing themselves using positive attributes. They will learn about the risks associated with legal and illegal harmful substances, and find out about viruses, bacteria, vaccinations and immunisation. • Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their 	
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<p>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>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</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 to 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 devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for</p>	<p>effects on wellbeing.</p>	
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	<p>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>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>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> <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>		
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<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>Relationships</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 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>R6. that a feature of positive family life is caring</p>	<p>PSHE Association scheme of work:</p> <p>How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p> <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or 	 

<p>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, step-parents, blended families, foster parents); that families of all types can give family 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>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>R12. to recognise what it means to 'know someone online' and how this differs</p>	<p>concerns about personal safety</p> <p>Discovery Ed:</p> <p>Families and Committed Relationships module: Healthy, Committed Relationships</p> <ul style="list-style-type: none"> • children will continue to explore the characteristics of healthy, happy families and committed relationships. They will learn more about the diversity of families and to respect children who come from family backgrounds different to their own. They will consider the values that make people want to commit to one another and what makes a stable, caring family life, including spending time together and giving each other support. • The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. <p>Additional coverage in school:</p> <ul style="list-style-type: none"> • Wellbeing officer • Reward system, behaviour system • Assemblies, circle time, RE lessons • Break time, peer massage • Theatre companies, drama • Peer marking and voting • Friendship week, posters, e-safety, theatre companies, drama production companies. 	
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	<p>from knowing someone face-to-face; risks of communicating online with others not known face-to-face</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; 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>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</p>	<ul style="list-style-type: none"> • Play in a Day • Ad-hoc lessons following on from playground disputes. • School Nurse workshops • Book Week: Author visits • Peer Marking 	
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	<p>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>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> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	
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	<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 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>	
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<p>Living in the wider world</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 living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate</p>	<p>PSHE Association scheme of work:</p> <p>What decisions can people make with money?</p> <p>Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions <p>What jobs would we like?</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31,, L32</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be • voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and 	 
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<p>against others; ways of responding to it if witnessed or experienced</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>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</p>	<p>careers, including college, apprenticeships and university</p> <ul style="list-style-type: none"> • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions <p>Discovery Ed: Similarities and Differences module: Celebrating Strengths and Setting Goals</p> <ul style="list-style-type: none"> • children will investigate what strengths and abilities are, appreciating how these are different for different people. They will have explore their own future goals and aspirations. In lesson three they will discuss and reflect on the risks and benefits of the internet and how they can keep themselves safe. • Celebrating strengths, setting goals and keeping ourselves safe online. <p>Additional coverage in school</p> <ul style="list-style-type: none"> • School council, debating in English, London visit • Visits from the police, assemblies, behaviour systems, school council making new school rules • Circle time, wellbeing officer • Respect week, reward system 	
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	<p>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, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</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 stereotypes 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.</p>	<ul style="list-style-type: none"> • Local area studies and visits, assemblies by local people, success stories. • Geography and history • Enterprise week, aspirations for jobs <p>ICT, e-safety</p>	
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	<p>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> <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>		
Y6	<p>KS2 NC Objectives</p> <p>Health and Wellbeing</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</p>	<p>PSHE Association scheme of work:</p> <p>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ➤ how to plan a healthy meal • how to stay physically active 	  

	<p>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 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</p>	<ul style="list-style-type: none"> • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on healthy choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support <p>Discovery Ed: Healthy Bodies, Healthy Minds module: Being the Best Me</p> <ul style="list-style-type: none"> • children to further explore mental wellbeing, 	
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<p>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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</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>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>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>including ways to maintain it and the factors that can affect it. They will learn about the importance of self-respect and how social media and other online experiences can impact our personal feelings and our sense of self-worth. They will learn that it is common for people to experience mental ill-health and that there is help and support available.</p> <ul style="list-style-type: none"> • being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. <p>Additional coverage in school:</p> <ul style="list-style-type: none"> • Circle Time, RE lessons - morals, story books • Young Leaders • Science • Making their own choices at lunch time • Food displays in the hall • Healthy lifestyle choices • Smoothie Friday • Achievers • Videos, theatre company, case studies • Wellbeing officer, feeling fans, quiet spaces to go to, sensory room 	
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	<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 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>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>	<ul style="list-style-type: none"> • Forest School • Childline workshops • Circle time, videos, case studies. • Bikeability • Toast • Fruit and Milk • NSPCC workshop (Y6) • School Nurse Workshops • 1:1 Tuition (Y6) • Trips to CLC • Y6 resilience rock climbing • Peer massage • Safety Works 	
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	<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>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 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>	
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<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</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 to 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 devices when out and about</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</p>		
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	<p>and contact</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>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> <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>		
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Relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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

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

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

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

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-

PSHE Association scheme of work:

What will change as we become more independent?

How do friendships change as we grow?

Different relationships, changing and growing, adulthood, independence, moving to secondary school

PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16

- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made²
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how





<p>parents, blended families, foster (parents); that families of all types can give family 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>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>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>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>to ask for support or where to seek further information and advice regarding growing up and changing</p> <p>Discovery Ed: Healthy and Happy Friendships module: Relationships and Feelings</p> <ul style="list-style-type: none"> • pupils will explore how relationships evolve as they grow, and develop skills for coping with changes and managing a wider range of emotions. There is also a focus on recognising risks and staying safe. • how relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions <p>Discovery Ed: Caring and Responsibility module: Respectful Behaviour As We Get Older</p> <ul style="list-style-type: none"> • focus on the ways in which we can start to take more responsibility for self-care, including our physical health, our mental wellbeing and our money. It also explores the people who are there to help and support us as we move on to secondary school. • How we can take more responsibility for selfcare and who cares for us as we grow older, including at secondary school 	
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<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>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>Discovery Ed: Coping with Change Module: Coping with Emotional Effects of Life Changes</p> <ul style="list-style-type: none"> • children will explore the increase in their level of responsibility and the emotional effects of life changes as they grow older. They will explore things that can influence how they view themselves and how close relationships can change as they grow and go through puberty. Finally, they will look back at their time in Year 6, and they will share their hopes and concerns as they prepare to move on to secondary school. • ways to manage the increasing responsibilities and emotional effects of life changes. <p>Additional coverage in school:</p> <ul style="list-style-type: none"> • Wellbeing officer • Reward system, behaviour system • Assemblies, circle time, RE lessons • Break time, peer massage • Theatre companies, drama • Peer marking and voting • Friendship week, posters, e-safety, theatre companies, drama production companies. • Play in a Day • Ad-hoc lessons following on from playground disputes. • School Nurse workshops • Book Week: Author visits • Peer Marking 	
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	<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>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> <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>		
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	<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 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>	
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<p>Living in the wider world</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 living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate</p>	<p>PSHE Association scheme of work:</p> <p>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information 	 
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<p>against others; ways of responding to it if witnessed or experienced</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>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</p>	<p>viewed online which is upsetting, frightening or untrue</p> <ul style="list-style-type: none"> to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints <p>Discovery Ed: Similarities and Differences module:</p> <p>Respectful Behaviour Online and Offline</p> <ul style="list-style-type: none"> children will consider their own and others' online identities and behaviour, including how to identify and respond to bullying. Pupils will also reflect on how people feel when they don't 'fit in'. identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. <p>Additional coverage in school:</p> <ul style="list-style-type: none"> School council, debating in English, London visit Visits from the police, assemblies, behaviour systems, school council making new school rules Circle time, wellbeing officer Respect week, reward system Local area studies and visits, assemblies by local people, success stories. Geography and history Enterprise week, aspirations for jobs 	
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<p>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, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</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 stereotypes 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.</p>	<ul style="list-style-type: none"> • ICT, e-safety 	
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	<p>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> <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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