



PSE SKILLS AND KNOWLEDGE PROGRESSION OVERVIEW 2020-2021

Kingfisher Hall Academy

Ensuring our PSE is a Force for Positive Change

Kingfisher Hall Curriculum Overview 2020-2021 "Be a force for positive change"

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	What makes a healthy and happy relationship?		What are human rights?	How can money affect us?	How can we manage risk?	How can we stay healthy? (to be taught within Science) CWP: Puberty, Relationships and Reproduction
Y5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	CWP: Puberty
Y4	What is diversity?	How can we be a good friend?	How do we grow and change? CWP: Growing Up		How can we keep safe in our local area?	How can we keep safe in our local area?
Y3	What are the rules that keep us safe? CWP: Valuing difference and Keeping Safe	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	How can we eat well?	What jobs would we like?
Y2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us? CWP: Differences	How do we show our feelings?	How can we keep safe in different places?
Y1	How do we decide how to behave	What can we do with money?	How do we keep safe? CWP: Growing and Caring for Ourselves		How do we feel?	What makes us special?
R	Who is important to me? CWP: Family and Friendship	Who and what is in my Community?		How do I change?	What's my place in the World?	
N	What are my favourite things?	How do I look after myself?	How do I keep safe?	How do I grow?		How do I move?

	PSE	
Intent	<p>To nurture and develop responsible and well-rounded human beings and help children develop strategies and skills to have a happy and successful adult life.</p> <p>Our school PSHE curriculum will teach children; life skills, behaviours and attitudes, in order to thrive in the challenges of an ever changing world. Children will be taught about the fundamental building blocks and characteristics of positive relationships and health including puberty.</p> <p>The knowledge and attributes gained will support their own and others' wellbeing and achievements; enabling them to become successful and happy adults who make a meaningful contribution to society.</p>	
Knowledge Threads	The areas of learning in PSHE are sequenced and linked through the study of; Health & Wellbeing, Relationships and Living in the Wider World.	
Curriculum principles	Awe and wonder Enquiry based learning Sustainability Equality of opportunity	
Health & Wellbeing	How to maintain physical, mental and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. About managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing and to recognise sources of help with this.	
Relationships	How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts (in person & online) How to recognise and manage emotions within a range of relationships. How to recognise & respond to risky or negative relationships and ask for help, including all forms of bullying and abuse How to respect equality and diversity in relationships	
Living in the Wider World	Respect for self and others' and the importance of responsible behaviours and actions. Rights and responsibilities as members of families, other groups and ultimately as citizens. To respect diversity & equality and how to be a productive member of a diverse community. The importance of respecting & protecting the environment. Where money comes from, the importance of managing it effectively and a basic understanding of enterprise.	
Child initiated	Asking questions and encouraging children to find links	

PSE: Sequencing Big Ideas	
<i>PSE SKILLS</i>	<i>The Big PSE Ideas</i>
Discussion & Debate	<ul style="list-style-type: none"> ➤ Formulating questions as part of an enquiry based approach to learning. ➤ Presenting opinions and articulating ideas, showing an appreciation of others views and feelings ➤ Know how to talk about something in order to reach a decision or to exchange ideas in a civil manner
Critical thinking	<ul style="list-style-type: none"> ➤ Developing reasoning skills in order to reach a decision or resolution. ➤ Consider the consequences of a proposal, in order to manage or minimise risks.
Coping strategies	<ul style="list-style-type: none"> ➤ Developing resilience, including self-motivation, self-regulation, perseverance and adaptability to manage strong emotions and impulses in a variety of situations.
Collaboration	<ul style="list-style-type: none"> ➤ Developing the necessary skills to work effectively and efficiently as part of a group

Nursery

Knowledge Threads		Autumn 1&2	
Health & Wellbeing	<ul style="list-style-type: none">➤ Pupils identify what makes them feel happy and what they like/dislike.➤ Pupils to learn range of emotions through playing emotion games.➤ Pupils recognise what makes them special.➤ Pupils recognise the ways in which we are all unique➤ Pupils identify what they are good at, what they like and dislike Pupils learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		
Relationships	<ul style="list-style-type: none">➤ Pupils recognise the importance of time spent with friends and families. E.g. Things I do with... Friends/ family➤ Pupils create a family tree and identify common features of family life		
Living in the Wider World	<ul style="list-style-type: none">➤ Recognise the benefits of hobbies and interests. My favourite activities.... (going to the park, cinema, family, hobbies etc)		
Child Initiated	<ul style="list-style-type: none">➤ Asking questions and encouraging children to find link		
Vocabulary	family, friends, favourites, family tree, hobbies, emotions- happiness/ sadness, anger, fear, surprise, nervousness		
Learning intentions			
Autumn 1		Autumn 2	
<p>ELG Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; <p>ELG Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing and going to the toilet; <p>ELG Building Relationships Children at the expected level of development will: Form positive attachments and friendships;</p>		<p>ELG Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly <p>ELG Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing and going to the toilet <p>ELG Building Relationships Children at the expected level of development will: Form positive attachments and friendships</p>	

Knowledge Threads		Spring 1
Health & Wellbeing	<ul style="list-style-type: none">➤ Pupils learn about dental care, visiting the dentist and how to brush teeth correctly➤ Pupils learn simple self- care techniques, including the importance of time to rest/ sleep importance➤ Pupils learn to manage their own basic hygiene, using the toilet, washing hands, getting dressed, brushing teet➤ Pupils learn how to keep safe in the sun and protect skin from sun damage- what to wear in weather – sunglasses, sun cream...	
Relationships	<ul style="list-style-type: none">➤ To identify the people who love and care for them and what they do to help them feel cared for➤ That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried➤ How to ask for help if a friendship is making them feel unhappy	
Living in the Wider World	<ul style="list-style-type: none">➤ 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➤ How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	
Child Initiated	<ul style="list-style-type: none">➤ Asking questions and encouraging children to find links	
Vocabulary	Hygiene, dental care, hand wash, toilet, self-care, unhappy, worried, safe, protect,	
Learning Intentions		
ELG Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none">• Have a positive sense of self and show resilience and perseverance in the face of challenge;		
ELG Managing Self Children at the expected level of development will: <ul style="list-style-type: none">• Explain the reasons for rules and know right from wrong.		
ELG Building Relationships Children at the expected level of development will Form positive attachments and friendships;		

Knowledge Threads		Spring 2 & Summer 1
Health & Wellbeing	<ul style="list-style-type: none"> ➤ Pupils learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. ➤ Pupils learn about foods that support good health and the risks of eating too much sugar ➤ Where does our food come from? What do I Like to eat? What can I grow? ➤ Healthy/unhealthy – things that you can eat a lot of and things that are treats. How often should we have treat? Link to science curriculum/Natural world. ➤ Washing hands and touching animals/keeping safe in farm and garden. ➤ Growing in confidence. 	
Relationships	<ul style="list-style-type: none"> ➤ Pupils know how to ask for help for themselves or others. ➤ Pupils learn to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. NSPCC ➤ My family provide me with _____ to help me to grow ➤ Developing friendships and resolving conflict helps me to grow into a better person. 	
Living in the Wider World	<ul style="list-style-type: none"> ➤ Pupils know who to go to ask for help, police, and school, someone in a uniform. ➤ Pupils learn about the different roles and responsibilities people have in their community ➤ Pupils learn about the people who help us to stay safe. ➤ Stranger danger/tricky people/clever never goes ➤ Where does our food come from? Supermarkets/farms/ ➤ In the community and the wider world. Link to geography/people, culture and communities. 	
Child Initiated	<ul style="list-style-type: none"> ➤ Asking questions and encouraging children to find links ➤ Q& A time with Visitors for PWHU- dentist, nurse, doctor, police..... 	
Vocabulary	Safe, unsafe, family, school, police, firefighters, shop keeper, teacher, privates, underpants, body, body parts- hands, Healthy foods, unhealthy, physical, strong, strength, confidence	

Learning intentions

ELG Self-Regulation

Children at the expected level of development will:

- Pay attention to their teacher and follow multi-step instructions.

ELG Managing Self

Children at the expected level of development will:

- Understand the importance of healthy food choices;

ELG Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;

Show sensitivities to others' needs.

Knowledge Threads		Summer 2
Health & Wellbeing	<ul style="list-style-type: none">➤ Pupils learn about how physical activity helps us to stay healthy and ways to be physically active everyday➤ How do I get to school?➤ How does it make me feel? Physical well being	
Relationships	<ul style="list-style-type: none">➤ Pupils learn how to listen to other people and play and work cooperatively➤ Team building/links to physical development. Sports day – Sporting spirit➤ Working as part of a team/ team building	
Living in the Wider World	<ul style="list-style-type: none">➤ Pupils learn about journeys/moving in different ways – walking to school is better for environment and links geography/people, culture and community➤ Famous athletes	
Child Initiated	<ul style="list-style-type: none">➤ Asking questions and encouraging children to find links	
Vocabulary	Physical activity, sporting spirit, turn taking, fair, team building, teamwork, instructions	
<u>Learning intentions</u>		
<i>ELG Self-Regulation</i> Children at the expected level of development will: <ul style="list-style-type: none">• Have a positive sense of self and show resilience and perseverance in the face of challenge;• Pay attention to their teacher and follow multi-step instructions.		
<i>ELG Building Relationships</i> Children at the expected level of development will: <ul style="list-style-type: none">• Work and play cooperatively and take turns with others; Show sensitivities to others’ needs.		

Reception

Knowledge Threads		Autumn 1
Health & Wellbeing	<ul style="list-style-type: none">➤ Understand that our family keep us safe and look after us.➤ Pupils recognise why each family member is important to them.➤ Pupils recognise that their family is unique and that families can be different	
Relationships	<ul style="list-style-type: none">➤ Pupils know who is in their family and what their relationship is e.g. grandparents➤ Pupils recognise that each family is made up of different members e.g. family tree➤ Pupils learn how to build relationships with teachers/friends	
Living in the Wider World	<ul style="list-style-type: none">➤ Pupils learn about important adults in the wider community e.g. teachers, famous icons/role models➤ Pupils recognise pets as being part of their family.➤ How could you be important to somebody else?	
Child Initiated	➤ Asking questions and encouraging children to find links	
Vocabulary	Mum, dad, sister, brother, family, grandparents, safe, unique, pets, family tree, teacher, teaching assistant, role model CWP Friendship, kindness, happy sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step dad, step mum, foster mum, foster dad.	
Learning intentions		
ELG Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;• Have a positive sense of self and show resilience and perseverance in the face of challenge;		
ELG Building Relationships Children at the expected level of development will: <ul style="list-style-type: none">• Form positive attachments and friendships;		
CWP (SOW) <ul style="list-style-type: none">• Know that friendships can make us feel happy• Know some ways that we can make new friends feel welcome.• Know that arguing with friends and then making up can make friendships stronger• Know that resorting to violence is never right• Identify different members of the family]Understand how member of a family can help each other		

Knowledge Threads	Autumn 2 & Spring1
Health & Wellbeing	Pupils learn about who helps us in our local community Pupils recognise ways in which we can help others in our community, e.g. old peoples home Pupils learn about fresh produce in community- Visit allotment? Pupils learn about what we have in the community to stay healthy, e.g. leisure centres/parks/gyms
Relationships	Pupils learn about who helps us in our local community and the roles that they have e.g. doctors, dentists, police officer, lollypop... Pupils recognise how family help them at home.
Living in the Wider World	Pupils learn about what is in our local community e.g. shops, church and park. Pupils learn about jobs that people have in our community e.g. post office, super market staff. Pupils learn about the diversity of our community. E.g. 'The Smeds and The Smoos'-Julia Donaldson
Child Initiated	Asking questions and encouraging children to find links
Vocabulary	Community, local, shops, post person, police officer, doctor, road safety, church
Learning intentions	
<p><i>ELG Self-Regulation</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; • Have a positive sense of self and show resilience and perseverance in the face of challenge; <p><i>ELG Managing Self</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain the reasons for rules and know right from wrong. <p><i>ELG Building Relationships</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments and friendships; <p>Show sensitivities to others' needs.</p>	

Knowledge Threads	Spring 2
Health & Wellbeing	Pupils recognise how they have changed from babies to now e.g. baby photos Pupils recognise how they have changed developmentally e.g. crawling to walking, babbling to talking. Pupils begin to complete tasks independently e.g. brushing teeth/blowing nose/ putting their shoes on/ hygiene
Relationships	Pupils recognise their own independence e.g. separation from carer/parent. Showing respect and sensitivity to others' changing needs. How do I cope with changes happening to my family/ friendships? E.g. new sibling, moving to Year 1
Living in the Wider World	Pupils recognise how rules can change as they get older-take on more responsibility, e.g. dressing yourself, tidying your bedroom... Pupils recognise what they can do when they are older to help others: donate food/money, charity walks/runs
Child Initiated	Asking questions and encouraging children to find links
Vocabulary	Independence, friendships, rules, baby, child, crawl, walk, talk, babble, cooperation, share, relationships, change, responsibility,
Learning intentions	
<p><i>ELG Self-Regulation</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; • Have a positive sense of self and show resilience and perseverance in the face of challenge; <p><i>ELG Managing Self</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing and going to the toilet; • Understand the importance of healthy food choices; • Explain the reasons for rules and know right from wrong. <p><i>ELG Building Relationships</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Form positive attachments and friendships; • Show sensitivities to others' needs. 	

Knowledge Threads		Summer 1 & 2	
Health & Wellbeing	Pupils understand what they can do for themselves and others- what role they can play at home and at school to support health and wellbeing. E.g. manage risks, follow rules to stay safe, sharing responsibilities for keeping themselves and others safe...		
Relationships	Pupils recognise that some people are born in other countries – where were you born? Where were your parents/carers born? Respecting people and building relationships with people from other cultures / parts of the world. How they can be a good friend/ person in the world.		
Living in the Wider World	Pupils understand where they live and where our school is. Pupils to understand the effects of plastic. To reduce plastic. E.g. not using plastic straws, reusing water bottles-links to science. Pupils can take part in charity walks/fun runs. What can they contribute?		
Child Initiated	Asking questions and encouraging children to find links		
Vocabulary	Culture, country, birthplace, hygiene, born, family, school, Edmonton, London, England, part to play, responsibility, stay safe, help our, follow rules, manage risks, contribution,		
Learning intentions			
ELG Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;• Have a positive sense of self and show resilience and perseverance in the face of challenge;			
ELG Managing Self Children at the expected level of development will: <ul style="list-style-type: none">• Explain the reasons for rules and know right from wrong.			
ELG Building Relationships Children at the expected level of development will: Show sensitivities to others’ needs.			

Year 1

Knowledge Threads		Autumn 1
Health & Wellbeing	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling	
Relationships	R2 R4: To recognise that their behaviour can affect other people: to know what is fair and unfair, kind and unkind, what is right and wrong. R6: To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7: To offer constructive support and feedback to others. R11: To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12 : To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	
Living in the Wider World	L1: How they contribute to the life of the classroom and the school. L2: To help construct and follow group, class and school rules and understand how these rules help them	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Fair, unfair, kind, unkind, right, wrong, feeling, cooperate, argument, body, feelings,	
Learning intentions		
<ul style="list-style-type: none">about group and class rules and why they are importantabout respecting the needs of ourselves and othersabout different types of behaviour and how this can make others feelabout listening to others and playing cooperatively that bodies and feelings can be hurt		

Knowledge Threads		Autumn 2
Health & Wellbeing	That stress over lack of money can cause bad mental health. Physical needs might not be met due to lack of money e.g. food, shelter.	
Relationships	Relationships can be strained due to lack of income.	
Living in the Wider World	L6: That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L7: About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Money, spending, save, spend, stress, income, influence	
Learning intentions		
<ul style="list-style-type: none">about where money comes from and what it is used forabout spending and saving moneyabout how to keep money safe		

Knowledge Threads		Spring 1&2
Health & Wellbeing	H11. Household products, including medicines, can be harmful if not used properly H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. About the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets	
Relationships	R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	
Living in the Wider World	Pupils discuss Road safety- Recap ‘clever never goes’ Safe strangers to approach E-safety - keeping safe online Link to H12 (see above)	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Medicines, harmful, physical contact, secrets, anxious, CWP: friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva	
Learning intentions		
<ul style="list-style-type: none">that household products, including medicines, can be harmful if not used correctlyabout rules for keeping safe (in familiar and unfamiliar situations)how to ask for help if they are worried about somethingabout the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid <p>CWP: (See SOW)</p> <ul style="list-style-type: none">To understand that we are all different but can still be friendsTo discuss how children grow and changeTo explore different types of families and who to ask for helpTo identify who can help when families make us feel unhappy or unsafe		

Knowledge Threads		Summer 1
Health & Wellbeing		H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. H5. About change, loss and the associated feelings (including moving home, losing toys, pets or friends)
Relationships		R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R7. About how to recognise when they or someone else feels lonely and what to do
Living in the Wider World		L2. How people and other living things have different needs; about the responsibilities of caring for them
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Feelings, anger, disappointment, depression, nervous, anxious, overwhelmed
Learning intentions		
<ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss 		

Knowledge Threads		Summer 2
Health & Wellbeing		R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
Relationships		L8. Ways in which they are all unique; understand that there has never been and will never be another 'them' L9. Ways in which we are the same as all other people; what we have in common with everyone else
Living in the Wider World		H21. To recognise what makes them special H22. To recognise the ways in which we are all unique H23. To identify what they are good at, what they like and dislike H24. How to manage when finding things difficult
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Unique, special, common, similarities
Learning intentions		
<ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people 		

Year 2

Knowledge Threads		Autumn 1
Health & Wellbeing		H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
Relationships		R22. About how to treat themselves and others with respect; how to be polite and courteous R24. How to listen to other people and play and work cooperatively
Living in the Wider World		L1. How they can contribute to the life of the classroom and school L2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Privacy, private, co-operate, construct, responsibilities, borrowed, environment, conserving, protect.
Learning intentions		
<ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about looking after the local environment • about privacy in different contexts 		

Knowledge Threads		Autumn 2
Health & Wellbeing		H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. About the ways that pupils can help the people who look after them to more easily protect them H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
Relationships		R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying
Living in the Wider World		L6. To recognise the ways they are the same as, and different to, other people
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Anxious, appropriate, inappropriate, teasing, secret, physical contact, bullying, uncomfortable,
Learning intentions		
<ul style="list-style-type: none"> • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening 		

Knowledge Threads		Spring 1
Health & Wellbeing		H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
Relationships		R22. About how to treat themselves and others with respect; how to be polite and courteous R24. How to listen to other people and play and work cooperatively
Living in the Wider World		L1. How they can contribute to the life of the classroom and school L2. How to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Privacy, private, co-operate, construct, responsibilities, borrowed, environment, conserving, protect.
Learning intentions		
<ul style="list-style-type: none"> • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • about making healthy choices • about basic personal hygiene routines and why these are important 		

Knowledge Threads		Spring 2
Health & Wellbeing		H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
Relationships		R8. to identify and respect the differences and similarities between people
Living in the Wider World		L4. that they belong to different groups and communities such as family and school
Child Initiated		Asking questions and encouraging children to find links
Vocabulary		Independent, respect, communities, challenging, opportunities, similarities, differences, responsibilities CWP: similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
Learning intentions		
<ul style="list-style-type: none"> • to recognise what they are good at and set simple goals <ul style="list-style-type: none"> • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people • about groups and communities that they belong to. <p>CWP: (see SOW)</p> <ul style="list-style-type: none"> • To introduce the concept of gender stereotypes • To identify differences between males and females • To explore some of the differences between males and females and to understand how this is part of the life cycle • To focus on sexual difference and name body parts 		

Knowledge Threads		Summer 1
Health & Wellbeing	H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	
Relationships	R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.	
Living in the Wider World	L2. how people and other living things have different needs; about the responsibilities of caring for them	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Strategies, feelings, change, associated feelings, communicate, responsibilities, respond	
Learning intentions		
<ul style="list-style-type: none">• about different kinds of feelings• simple strategies to manage feelings• about how it feels when there is change or loss• about recognising how other people are feeling• about sharing feelings their own feelings with others		

Knowledge Threads		Summer 2
Health & Wellbeing	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.	
Relationships	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe 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	
Living in the Wider World	L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Familiar, unfamiliar, protect, community, emergency, physically, emotionally, online, environment, attention, responsibility, techniques, emergency.	
Learning intentions		
<ul style="list-style-type: none">• about rules for keeping safe (in familiar and unfamiliar situations)• about the ways that pupils can help the people who look after them to more easily protect them• how to ask for help if they are worried about something• about the people who work in their community and how to get their help, including in an emergency		

Year 3

Knowledge Threads	Autumn 1
Health & Wellbeing	H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy
Relationships	R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
Living in the Wider World	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities
Child Initiated	Asking questions and encouraging children to find links
Vocabulary	Hygiene, bacteria, viruses, emergency, acceptable, unacceptable, physical contact, confidential, emergency, procedures, routine, responsible, consequence, adhering, rights, responsibilities, CWP: stereotypes, gender roles, similar, different,, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship
Learning intentions	
<ul style="list-style-type: none"> • about the importance of school rules for health and safety • that simple hygiene routines can prevent the spread of bacteria and viruses • about how to get help in an emergency • about keeping safe in the local environment • about people who help them stay healthy and safe • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about the concept of keeping something confidential or secret • about when they should or should not agree to keeping a secret <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> • To identify that people are unique and to respect those differences • To explore the differences between male and female bodies • To consider appropriate and inappropriate physical contact and consent • To explore different types of families and who to go to for help and support 	

Knowledge Threads		Autumn 2
Health & Wellbeing	H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	
Relationships	R18. how to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)	
Living in the Wider World	L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Bullying, healthy, abuse, prejudice, social media, positively, negatively, appropriate, distribution	
<u>Learning intentions</u>		
<ul style="list-style-type: none"> • to recognise bullying • how to respond and ask for help • about people who help them stay healthy and safe 		

Knowledge Threads		Spring 1
Health & Wellbeing	R7 that their actions affect themselves and others	
Relationships	L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	
Living in the Wider World	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Rights, responsibilities, actions, affect, responsibilities, rights, duties, community, environment, develop, skills, conflicting, appropriately, situations.	
<u>Learning intentions</u>		
<ul style="list-style-type: none"> • about their responsibilities, rights and duties (home, school and the environment) • how actions can affect ourselves and others 		

Knowledge Threads		Spring 2
Health & Wellbeing	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	
Relationships	R1. to recognise and respond appropriately to a wider range of feelings in others	
Living in the Wider World	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	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Feeling, experience, conflicting, deepen, extend, transitions, separation, divorce, bereavement, respond appropriately, compassion, responsibilities, concern.	
Learning intentions		
<ul style="list-style-type: none">• about a wider range of feelings, both good and not so good• that people can experience conflicting feelings at the same time• about describing their feelings to others		

Knowledge Threads		Summer 1
Health & Wellbeing	H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	
Relationships	Who can you trust to speak to if you are having bad feelings? How can you manage friendship issues/ conflicting feelings at the same time?	
Living in the Wider World	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Balanced lifestyle, relation, balanced diet, opportunities, influences, conflicting, positively, negatively, mental health, emotional health, informed choices, negative consequence, neutral consequence,	
Learning intentions		
<ul style="list-style-type: none">• about what makes a 'balanced lifestyle'• about making choices in relation to health• about what makes up a balanced diet• about opportunities they have to make their own choices about food• about what influences their choices about food• about a wider range of feelings, both good and not so good• that people can experience conflicting feelings at the same time• about describing their feelings to others		

Knowledge Threads		Summer 2
Health & Wellbeing	H15. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	
Relationships	R16. to recognise and challenge stereotypes R11. to work collaboratively towards shared goals	
Living in the Wider World	L16. what is meant by enterprise and begin to develop enterprise skills	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Stereotypes, enterprising, collaboratively, achievements, personal targets, reflect, strengths, improvements, aspirations, goals, develop	
Learning intentions		
Summer 2		
<ul style="list-style-type: none">• about what is meant by ‘stereotypes’• about what it means to be ‘enterprising’• about working collaboratively toward shared goals• to recognise their achievements and set personal targets for the future		

Year 4

Knowledge Threads	Autumn 1
Health & Wellbeing	<p>H42. Learn 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>H24. To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>
Relationships	<p>R16. Recognise and challenge stereotypes.</p> <p>R.16 Explore how friendships can change over time, about making new friends and the benefits of having different types of friends.</p>
Living in the Wider World	<p>L12. Consider the lives of people living in other places, and people with different values and customs</p> <p>L11. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>(Media literacy & digital resilience)</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>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>
Child Initiated	<p>Multicultural day- themes from around the world. - food, culture, clothes, agriculture, industry...</p> <p>Online research- pen pals abroad /ECP online safety</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Diversity, Stereotypes, personal information, inappropriate, appropriate content, report, concerns, values and customs, national, regional, religious identity, ethnic identity, social media, online, appreciate, sources of information</p>
Learning intentions	
<ul style="list-style-type: none"> to appreciate difference and diversity (people living in the UK) about the values and customs of people around the world about what is meant by 'stereotypes' 	

Knowledge Threads	Autumn 2
Health & Wellbeing	H1. To understand what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H10. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
Relationships	R1. Recognise and respond appropriately to a wider range of feelings in others R2. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R12. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give a rich and constructive feedback and support to benefit others as well as themselves.
Living in the Wider World	L8. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L12. Explore differences of beliefs and value systems
Child Initiated	Debates for and against (agree/disagree) to listen and respond respectfully Asking questions and encouraging children to find links
Vocabulary	Ranges of feelings, resolve, disputes, conflicts, negotiation, compromise, strategies, constructive feedback, support, benefit, differences, agreeing, disagreeing, intense, manage, appropriately, proportionately, constitutes, romantically,
<u>Learning intentions</u>	
<ul style="list-style-type: none"> • to recognise a wider range of feelings in others • about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • about resolving differences – agreeing and disagreeing 	

Knowledge Threads	Spring 1 & 2
Health & Wellbeing	<p>H2. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H7. Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. Recognise change, including transitions (between key stages and schools) loss, separation, divorce and bereavement and how these can affect feelings; ways of expressing and managing these.</p> <p>H12. Understand that bacteria and viruses affect health and simple routines reduce their spread.</p> <p>H18. Explore how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; effects of lack of sleep on the body, feelings, behaviour & ability to learn</p> <p>H19. To begin learning about human reproduction</p> <p>H1. To know what positively and negatively affects their physical, mental and emotional health</p>
Relationships	<p>R2. Recognise what constitutes a positive, healthy relationship & develop the skills to form and maintain positive & healthy relationships.</p> <p>R4. Recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>
Living in the Wider World	<p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe- (health professionals, communities, wider society)</p>
Child Initiated	<p>Puberty talks- separated and/ or mixed (boys/ girls)- sharing their points of view.</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Intensity, complex, conflicting, infection, prevention, puberty, changes, transition, responsible, civil partnerships, marriage, constitutes, bacteria, viruses, loss, bereavement, divorce, overcome, separation, approach, routines, acquaintances, contributes, good quality, lifestyle</p> <p>CWP: Puberty, life cycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>
Learning intentions	
<ul style="list-style-type: none"> • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty • how the spread of infection can be prevented • about who is responsible for their health and wellbeing and where to get help advice and support • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship and about the skills to maintain positive relationships <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> • Understand that puberty is an important stage in the human life cycle. • Know some changes that happen during puberty • Know about the physical and emotional changes that happen during puberty. • Understand that children change into adults to be able to reproduce if they use to. • Know that respect is important in all relationships, including online.]Explain how some friendships can make people feel unhappy or uncomfortable. 	

Knowledge Threads		Summer 1 & 2
Health & Wellbeing	H9. Differentiate between the terms, 'risk', 'danger' and 'hazard' H10. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. H15. Learn school rules about health and safety, basic emergency aid procedures, where and how to get help H21. Learn strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H23. Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	
Relationships	R7. Understand that their actions affect themselves and others R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. Recognise and manage 'dares' and learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	
Living in the Wider World	L9. To know what being part of a community means, and about the varied institutions that support communities locally and nationally. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	
Child Initiated	Bikeability, cycle to school initiatives, , School Travel champions Sustainability programmes- eco warriors	
Vocabulary	Differentiate, risks, danger, hazards, predict, assess, physically, emotionally, anxious, build resilience, peer influence, dares, resisting, dangerous, unhealthy, unacceptable, independence, uncomfortable, strategies, effect.	
Learning intentions		
Summer 1&2		
<ul style="list-style-type: none">• about managing risk in familiar situations and keeping safe• about feeling negative pressure and how to manage this• about keeping safe in the local environment• about people who help them stay healthy and safe• how actions can affect ourselves and others• to recognise and manage dares		

Year 5

Knowledge Threads	Autumn 1
Health & Wellbeing	<p>Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced- feeling confident to raise their own concerns.</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. (Resilience)</p> <p>Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
Relationships	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Listen and respond respectfully to a wide range of people</p>
Living in the Wider World	<p>L9. Learn what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. Consider the lives of people living in other places, and people with different values and customs</p>
Child Initiated	<p>L.1 Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Community, voluntary, appreciate, local, pressure groups, national, regional, values, customs, discriminate, respect, stereotypes, source, ethnic identity, institutions</p>
Learning intentions	
<ul style="list-style-type: none"> • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in the UK • about the lives, values and customs of people living in other places 	

Knowledge Threads	Autumn 2
Health & Wellbeing	<p>R7. Recognise that their actions affect themselves and others</p> <p>R14. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18. Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R13. Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) '</p> <p>R16. Recognise and challenge stereotypes.</p> <p>R17. Learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p>
Relationships	<p>Recognise and respect that there are different types of family structures (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>
Living in the Wider World	<p>Respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>Anti-bullying week/ campaign /Pupil voice</p> <p>Asking questions and encouraging children to find links</p>
Child Initiated	<p>Respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>Anti-bullying week/ campaign /Pupil voice</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Discrimination, teasing, bullying, cyber bullying, effect, factors, stereotypes, sex, gender identity, sexual orientation, prejudice, trolling, step parents, blended family, foster</p>
<u>Learning intentions</u>	
<ul style="list-style-type: none"> • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation 	

Knowledge Threads	Spring 1
Health & Wellbeing	<p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <ul style="list-style-type: none"> ➤ Learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (gambling, addiction..) ➤ Learn about risks associated with money (e.g. money can be won, lost or stolen), ways of keeping money safe and the impact on health, wellbeing and future aspirations. ➤ Identify the ways that money can impact on people's feelings and emotions
Relationships	<p>R10. Listen and respond to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' points of view.</p> <ul style="list-style-type: none"> ➤ Learn about some of the different ways information and data is shared and used online, including for commercial purposes ➤ Recognise that people make spending decisions based on priorities, needs and wants ➤ Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
Living in the Wider World	<p>L13. To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer.</p> <p>L1 Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <ul style="list-style-type: none"> ➤ Recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) <p>Learn about the different ways to pay for things and the choices people have about this</p>
Child Initiated	<p>Young enterprise project, Barclays initiatives....</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Budgeting, saving, critical consumer, reflect, reality, habits, commercial, finance, good value, risks, associated</p>
<p><u>Learning intentions</u></p> <ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality 	

Knowledge Threads	Spring 2
Health & Wellbeing	<p>H1. Understand what positively and negatively affects their physical, mental and emotional health</p> <p>H2. Learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H16. Learn what is meant by the term 'habit' and why habits can be hard to change</p> <p>H1. Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>
Relationships	<p>R7. Know that their actions affect themselves and others</p> <p>R10. Listen and respond to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' points of view.</p> <p>Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>
Living in the Wider World	<p>L1 Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>
Child Initiated	<p>Explore the elements of a balanced, healthy lifestyle- healthy school projects... sports champions</p> <p>Pupils make informed decisions about own health....</p> <p>Asking questions and encouraging children to find links</p>
Vocabulary	<p>Balanced lifestyle, habit, affects, physical health, mental health, emotional health, neutral, consequence, restricted, illegal, substances, alcohol, tobacco, energy drinks,</p>
<u>Learning intentions</u>	
<ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about people who help them stay healthy and safe • how actions can affect ourselves and others 	

Knowledge Threads	Summer 1 & 2
Health & Wellbeing	<p>H24. Explore responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. Learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>H22. Learn strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> - Explain the main physical and emotional changes that happen during puberty (Lesson1) - Understand how puberty affects the reproductive organs.(Lesson 1) - Explain how to keep clean during puberty.(Lesson2) - Explain how emotions/ relationships change during puberty(Lesson3) - Know how to get help and support during puberty (Lesson3)
Relationships	<p>R21. Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>R10. Listen and respond to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' points of view.</p> <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> - Learn simple self-care techniques, including the importance of rest, me spent with friends and family and the benefits of hobbies and interests.(lessons 1&3)
Living in the Wider World	<p>L18. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.</p> <p>L1 Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> - That mental wellbeing is a normal part of daily life, in the same way as physical health.(Lesson 3) - Learn the benefits of physical exercise, time outdoors, community, participation, voluntary and service-based activity on mental - wellbeing and happiness.(Lesson 3)
Child Initiated	<p>ECP online safety talks</p> <p>Asking questions and encouraging children to find links (Ask questions about puberty, with confidence)</p>
Vocabulary	Boundaries, privacy, critical, passcode , misrepresented , mislead
Learning intentions	
<ul style="list-style-type: none"> • how to keep safe and well when using a mobile phone • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • about the importance of keeping personal boundaries and the right to privacy • to be critical of what they see and read in the media • to critically consider information they choose to forward to others <p>CWP: (See SOW)</p> <ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty. • To understand male and female puberty changes in more detail • To explore the impact of puberty on the body and the importance of physical hygiene 	

Year 6

Knowledge Threads		Autumn 1&2
Health & Wellbeing	H19. Learn about human reproduction	
Relationships	R2. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. R19. Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	
Living in the Wider World	R6. Learn that civil partnerships and marriage are examples of a public demonstration and a legal declaration of the commitment made between two people who love and care for each other and want to spend their lives together(lifelong) and that marriage is a commitment freely entered into by both people.	
Child Initiated	Explore marriage traditions within different cultures, share experiences.... Asking questions and encouraging children to find links	
Vocabulary	Marriage, civil partnership, constitutes, committed, human reproduction, bullying, online/ offline, acquaintances, relatives, consequences, lifelong	
Learning intentions		
<ul style="list-style-type: none">about different types of relationships (friends, families, couples, marriage, civil partnership)about what constitutes a positive, healthy relationshipabout the skills to maintain positive relationshipsto recognise when a relationship is unhealthyabout committed loving relationships (including marriage and civil partnership)that marriage, arranged marriage and civil partnership is between two people who willingly agreeto learn about human reproduction		

Knowledge Threads	Spring 1
Health & Wellbeing	H20. Learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
Relationships	R20. Understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R9. Understand the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.
Living in the Wider World	L2. Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. L4. Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. L5. Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
Child Initiated	Understand the consequences of hurtful behaviours.... Asking questions and encouraging children to find links
Vocabulary	Laws, rules, crime, human rights, UN, declaration, FGM, forced marriage, illegal, contradiction, confidentiality, inappropriate, strategies, ‘break a confidence’, universal rights,
<u>Learning intentions</u> <ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about confidentiality • about times when it appropriate and necessary to break a confidence 	

Knowledge Threads		Spring 2
Health & Wellbeing	Recognise that people make spending decisions based on priorities, needs and wants	
Relationships	Learn about the different ways to pay for things and the choices people have about this. Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’	
Living in the Wider World	LL13. learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer L14. Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) L15. Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	
Child Initiated	L1. Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Understand that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Sustainability.... Asking questions and encouraging children to find links	
Vocabulary	Finance, critical consumer, interest, loan, debt, managing money, priorities, tax, society, resources, value for money, priorities, VAT, economics, sustainability	
Learning intentions		
<ul style="list-style-type: none">• how finance plays an important part in people’s lives• about being a critical consumer1• about what is meant by ‘interest’, ‘loan’, ‘debt’• about the importance of looking after money, including managing loans and debts• that people pay ‘tax’ to contribute to society• how resources are allocated and the effect this has on individuals, communities and the environment• to research, discuss and debate to discuss and debate issues concerning health and wellbeing		

Knowledge Threads		Summer 1
Health & Wellbeing	H9. Differentiate between the terms, 'risk', 'danger' and 'hazard'. H10. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. Explore how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. Learn strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H25. Learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	
Relationships	R7. Understand that their actions affect themselves and others	
Living in the Wider World	L6. Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	
Child Initiated	Asking questions and encouraging children to find links	
Vocabulary	Managing risks, strategies, personal safety, influences, resist, pressure, media, anti-social, differentiate, risk, danger, hazard, resilience, source,	
Learning intentions		
<ul style="list-style-type: none">• about independence, increased responsibility and keeping safe• strategies for managing risk• about different influences on behaviour, including peer pressure and media influence• how to resist unhelpful pressure and ask for help• about strategies for managing personal safety – online• what to consider before sharing pictures of themselves and others online• how anti-social behaviours can affect wellbeing• how to handle, challenge or respond to anti-social or aggressive behaviours• how actions can affect ourselves and others		

Knowledge Threads		Summer 2
Health & Wellbeing	H2. Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ H1. Recognise what positively and negatively affects their physical, mental and emotional health; recognising warning signs and how to seek support for themselves and others. H23. Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	
Relationships	R10. Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns. Recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view	
Living in the Wider World	➤ Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	
Child Initiated	➤ Healthy schools projects..... ➤ Debate about Vapers.... ➤ Asking questions and encouraging children to find links	
Vocabulary	Balanced lifestyle, substances, drugs, alcohol, tobacco, energy drinks, restricted, illegal, positive, neutral, negative constructive CWP: womb, sperm, egg, contraception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/ private information, internet safety	
Learning intentions		
(To be taught within Science lessons) Pupils learn: <ul style="list-style-type: none">• about positively and negatively affects health and wellbeing (including mental and emotional health)• how to make informed choices that contribute to a ‘balanced lifestyle’• which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others• about who is responsible for their health and wellbeing• where to get help advice and support CWP: (See SOW) <ul style="list-style-type: none">• To consider puberty and reproduction• Exploring the importance of communication and respect in relationships• To consider different ways people might start a family To explore positive and negative ways of communicating in a relationship		