

### **PSHE Curriculum Statement**

#### Quotes that guide us:

'It is vital that when educating our children's brains, we do not neglect to educate their hearts.' Dalai Lama

'Do not judge me by my successes, judge me by how many times I fell down and got back up.' Nelson Mandela

#### Why is it important to teach **PSHE**? (Intent)

The purpose of teaching PSHE is to enable all of our children to become a healthy, happy, independent and responsible member of society. It is important not just to help children develop academically but as people. School has a huge role to play in this. PSHE aims to help children understand and explore how they are developing personally and socially. It tackles many of the moral, social and cultural issues that are part of growing up.

#### **Key Concepts:**

- We need to respect ourselves and others
- We need to express our views confidently, listening to and respecting the views of others
- We are aware of different types of relationships
- We are aware of our feelings and emotions and know some techniques for dealing with them
- We can identify ways to cope with new challenges
- We develop a growth mindset
- We can make choices about how to develop a healthy lifestyle

#### **Curriculum Design (Implementation)**

Our PSHE curriculum provides a clear and comprehensive document that will show progression of skills and knowledge across all key stages. The coverage of the PSHE curriculum is implemented through the Question-based Model from the PSHE Association, Teachers also use cross-curricular links when possible.

Our PSHE curriculum gives children the opportunity to:

- Work collaboratively to explore and develop understanding of: relationships, health and well-being and living in the wider world.
- Utilise themed national initiative days to raise awareness and encage with rich experiences

#### **Knowledge Focused**

To ensure clear sequences of learning we use the PSHE Association Question-based Model of learning to plan lessons. Development and progression is ensured across each Key Stage.

#### What we do well as a Trust (Impact)

As well as discrete lessons and being taught through topics, PSHE weaves through all that we do and is at the heart of our Trust ethos and culture. For example, PSHE is regularly taught through well prepared and planned assemblies which focus on such topics as having a Growth Mindset, how to be resilient, emotional literacy, self-regulation, diversity and bullying. PSHE is also taught through whole class Circle Times and discussions and even through other means such as class novels and poetry. As a Trust we have display boards which celebrate hard work and effort. We have regular Mindfulness activities throughout the day, this includes things such as yoga, meditation, colouring and massage. The school gets involved in a variety of fundraising events throughout the year. The Trust also engages with national days such as Odd Sock Day and anti-bullying week.

The wellbeing and happiness of our children is a priority. The Trust is trauma informed and mental health aware. All staff have received TIS training and there are specially trained TIS practitioners. When appropriate 1:1 sessions are provided by staff to children who are suffering from anxiety or other mental health issues, this sometimes happens in our schools' HUT (Helping Us Thrive) rooms. The Trust has a Relationship Policy which guides and articulates how everyone treats everyone else. Our Managing & Supporting Positive Behaviour policy also compliments this policy. We also share information about PSHE topics with parents, for example things such as values discussed in assemblies are also added to the weekly newsletters.

Our children are also encouraged to develop their self-worth by contributing to school life and the wider community, for example charity events, providing community donations (Harvest festival).



### **PSHE Curriculum**

#### AIMS

The aims of Personal, Social & Health Education at Discovery Multi-Academy Trust are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills which they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum, and to prepare children to be global citizens now and in their future roles within the global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE strands: health and wellbeing, relationships and living in the wider world. See the Relationship and Sex Education Policy.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding.
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE is an essential part of our everyday learning across the Trust. It is incorporated into everything that we do and relates closely to our vision of ensuring that every child is able to thrive and achieve their full potential, through quality learning experiences. We also ensure that our children are safe, secure and happy during their time with us and endeavour to fully prepare them for their secondary school education and beyond. We also enjoy working with and amongst our community and strongly believe that this supports our pupils' moral values.

#### STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it which we are required to teach. We must teach Relationships and Sex Education (RSE) under the Children and Social Work Act 2017 (legislation.gov.uk) in line with the terms set out in the statutory guidance: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) We must teach Health Education under the same statutory guidance.

#### WHAT WE TEACH

As stated above, we're required to cover the content for Relationships and Sex Education, as set out in the statutory guidance (linked to above). Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on each of our school's websites, or through our school offices.

#### HOW WE TEACH IT

Personal, Social and Emotional Development is a prime area within the Early Years Foundation Stage Framework. The prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. There are 3 strands within the area.

Building relationships: Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own needs and those of others. Self-regulation: Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing self: Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

The Trust uses the PSHE Association Question-Based model to support teaching and learning. PSHE themes are mapped onto long terms plans for each year group from EYFS - to Year 6 and lessons may be taught weekly, or blocked into a series of lessons. EYFS, PSHE also forms part of the Early Learning Goals learning and a more integrated approach to teaching this subject also occurs daily in the EYFS. Individual learning for PSHE is recorded in books, where appropriate, and whole class work may be recorded and shared in a class PSHE book e.g. whole class mind-mapping/annotations from discussions. Other evidence of curriculum learning for PSHE (and SMSC) is recorded in whole school/year group/class portfolios e.g. visitor experiences, trips, charity work/events.

PSHE is also taught in a cross curricular way and links with other subjects e.g. focusing in PE on how exercise makes us feel mentally as well as our bodies, promoting healthy lifestyles in Science and internet safety is taught through Computing.

Through the teaching of PSHE we are able to develop and actively promote the Fundamental British Values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is supported by the spiritual, moral, social and cultural (SMSC) aspects of school life.

Any trips taking place over the school year always make the most of any teaching and learning opportunities, so that pupils are able to develop many aspects of their lives. Throughout the year, we may arrange visits into the schools across the Trust from health care professionals or local community members who support our children in making safe and healthy choices. We also work with charities including the NSPCC and more locally with Junior Life Skills.

RSHE and PSHE should be accessible for all pupils. As a Trust we promote inclusion for all and celebrate difference. Every child and family have a right to feel included and valued in our school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender, gender identify, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take a positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities. Our Managing and Supporting Behaviour Policy also prioritises restorative practice to ensure social skills are developed at every opportunity. We also teach an NSPCC PANTS lesson in every year group, and have accesses to the resources at all points of the year if needed.

All staff across the Trust teach pupils, and are aware, of both conscious and unconscious basis and how their attitudes and personal beliefs could affect the pupils in their care. Controversial and difficult questions are always dealt with rather than avoided. As part of being a Mentally Healthy Organisation (TISUK) relationships and social interactions are key as well as acting with empathy and compassion. We have worry boxes/'I wish my teacher knew' boxes set up around the



schools/classes in the Trust, which children can use to put any concerns in. Our Helping Us Thrive (HUT) team empty these daily and provide support to pupils, or groups of pupils, with any worries or concerns. The HUT also offers interventions for children struggling with their SEMH.

Anything beyond the knowledge taught as part of our PSHE school or RSHE scheme is referred back to parents, so that we are not influencing pupils in any way.

The children across the Trust contribute to well-being surveys and pupil voice interviews. Assessment is also on-going, through feedback from the children. As with all of our learning in school, progress is reported to parent's day-day through formal and informal meetings, through written reports, emails and telephone conversations and scheduled annual parents' meetings.



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#### Level expected at the end of EYFS

Personal, Social and Emotional Development (Making Relationships) 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.	Physical Development (Health and Self-Care) Children know the importance for good health of healthy diet, and talk about ways to keep healthy a
Personal, Social and Emotional Development (Self-Confidence and Self- Awareness) 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.	Understanding the World (People and Communities) Children talk about past and present events in their of family members. They know that other children do same things, and are sensitive to this. They know abo differences between themselves and others, and an communities and traditions.
<b>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</b> 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 situations, and take changes of routine in their stride.	Understanding the World (Technology) Children know the importance for good health of pl healthy diet, and talk about ways to keep healthy a

### Understanding the World (Technology)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

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physical exercise, and a and safe.



PSHE Progression Map (PSHE Association Question-Based model) and the Christopher Winter Project 'Relationships and Sex Education' lessons.

		F	SHE - Curriculum T	opic Overview		
	Term I	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	(All About Me) What is a community?	(Woodland Explorers) How can I show I am a good listener? CWP: Family & Friendship I	(To Infinity and Beyond) Can I share and celebrate differences between each other?	(Things that Grow) How can I look after my body? CWP: Family & Friendship 2 PANTS age 4-5	<mark>(Trains, Planes and Cars)</mark> Can I name and explain my emotions?	(On the Seven Seas) What makes a good friend? CWP: Family & Friendship 3
ΥI	<mark>(Amazing Me)</mark> What is the same and different about us?	(Weather Watchers) Who is special to us? CWP: Growing & Caring for Ourselves I	<mark>(What's in the Toy Box?)</mark> What helps us stay healthy?	(Our Local Area) What can we do with money? CWP: Growing & Caring for Ourselves 2	(Women in History) Who helps to keep us safe? PANTS age 5-7	(Kenya: Too Hot to Handle!) How can we look after each other and the world? CWP: Growing & Caring for Ourselves 3
¥2	(Our Great Britain) What makes a good friend?	(British Bridges) What is bullying? CWP: Differences I	<mark>(Greenland: Below Zero)</mark> What jobs do people do?	(UK Climate) What helps us to stay safe? CWP: Differences 2	<mark>(World Explorers)</mark> What helps us grow and stay healthy?	(Commotion in the Ocean) How do we recognise our feelings? CWP: Differences 3 PANTS age 5-7
Y3	(Prehistoric Britain) How can we be a good friend?	(Master of Disaster) What keeps us safe? CWP: Valuing & Difference and Keeping Safe I PANTS age 7-9	<mark>(Dinosaurs and Fossils)</mark> What are families like?	(Food and Farming) What makes a community? CWP: Valuing & Difference and Keeping Safe 2	<mark>(Egyptians)</mark> Why should we eat well and look after our teeth?	(Plymouth Hoe: Our City!) Why should we keep active and sleep well? CWP: Valuing & Difference and Keeping Safe 3
¥4	<mark>(Shang Dynasty)</mark> What strengths, skills and interests do we have?	(Journey Through North America) How do we treat each other with respect? CWP: Growing Up! I PANTS age 7-9	<mark>(Ancient Greece)</mark> How can we manage our feelings?	(Australia) How will we grow and change CWP: Growing Up! 2	(Ancient Rome) How can our choices make a difference to others and the environment?	(Inventions Which Changed the World) How can we manage risk in different places? CWP: Growing Up! 3
¥5	(Romans in Britain/ Anglo Saxons) What makes up a person's identity?	(Space: Out of this World) What decision can people make with money CWP: Puberty I	<mark>(Vikings)</mark> How can we help in an accident or emergency?	(Our Changing World) How can friends communicate safely? CWP: Puberty 2 PANTS age 9-11	(Ancient Maya) How can drugs common to everyday life affect health?	(Amazon Rainforest) What jobs would we like? CWP: Puberty 3
¥6	(Dartmoor) How can we keep healthy as we grow? PANTS age 9-11	(Tudors: Port of Plymouth) How can we keep healthy as we grow? CWP: Puberty. Relationships & Reproduction 1 & 2	(British Empire & Industrial) How can the media influence people?	(Biomes of the World) How can the media influence people?	(20th Century Conflict) What will change as we become more independent? How do friendships change as we grow? CWP: Puberty. Relationships & Reproduction 3 & 4	

Key – Overriding Theme		
	Relationships	
	Health and wellbeing	
	Living in the wider world	



			Relat	cionships			
PSHE Strand	EYFS	Year I	Year 2	Year 3	Year 4	Year 5	Year 6
Families & Friendships	Autumn 2 How can I show that I am a good listener? C&L ELG: Listening, Attention and Understanding Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and- forth exchanges with their teacher and peers. <u>Summer 2</u> <u>What makes a good friend?</u> PSED ELG: Building Relationships Children at the expected levelopment	Autumn 2 Who is special to us? Relationships Ourselves and others; people who care for us; groups we belong to; families: • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • 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	Autumn I What makes a good friend? Relationships Friendship; feeling lonely; managing arguments: • 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	Autumn I How can we be a good friend? Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments: • 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			
	<ul> <li>will:</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with</li> </ul>			<u>Spring 1</u> <u>What are families like?</u> Relationships Families; family life; caring for each other:			
	<ul> <li>Show sensitivity to their own and to others' needs.</li> </ul>			<ul> <li>how families differ from each other (including that not every family has the same family</li> </ul>			



		Autumn 2 What is bullying?	<ul> <li>structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>how people within families should care for each other and the different ways they demonstrate this</li> <li>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	Spring 2 How can friends communicate safely?	Summer I & 2 What will change as we become more
		Relationships Behaviour; bullying; words and actions; respect for		Relationships Friendships;	<u>independent?</u> How do friendships
		<ul> <li>others</li> <li>how words and actions can affect how people</li> </ul>		relationships; becoming independent; online safety:	<u>change as we grow?</u> Relationships Different
Safe Relationships		<ul> <li>feel</li> <li>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable</li> <li>how to respond if this happens in different situations</li> <li>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>		<ul> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face- to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>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</li> <li>how to respond if a friendship is making</li> </ul>	<ul> <li>relationships, changing and growing, adulthood, independence, moving to secondary school:</li> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>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</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> </ul>



them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

- 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 made<sup>2</sup>
- 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 to ask for support or where to seek further information and advice regarding growing up and changing



	<u>Soring 2</u>	<u>Autumn I</u>		<u>Autumn 2</u>
	Can I share and	What is the same and		<u>How do we treat</u>
	celebrate difference	different about us?		<u>each other with</u>
	between each other?			<u>respect?</u>
		Ourselves and others;		
		similarities and		<b>Relationships Respect for</b>
	UW	differences; individuality;		self and others;
	ELG: People, Culture	our bodies:		courteous behaviour;
	and Communities	• what they like/dislike and		safety; human rights:
Respecting	Children at the expected	are good at		<ul> <li>how people's behaviour</li> </ul>
<b>Ourselves &amp;</b>	level of development	• what makes them special		affects themselves and
	will:	and how everyone has		others, including online
Others	Describe their	different strengths		<ul> <li>how to model being</li> </ul>
	immediate environment	how their personal		polite and courteous in
	using knowledge from	features or qualities are		different situations and
	observation, discussion,	unique to them		recognise the respectful
	stories, non-fiction texts	• how they are similar or		behaviour they should
	and maps.	different to others, and		receive in return
	<ul> <li>Know some similarities</li> </ul>	what they have in		<ul> <li>about the relationship</li> </ul>
	and differences between	common		between rights and
	different religious and	• to use the correct		responsibilities
	cultural communities in	names for the main parts		<ul> <li>about the right to</li> </ul>
	this country, drawing on	of the body, including		privacy and how to
	their experiences and	external genitalia; and		recognise when a
	what has been read in	that parts of bodies		confidence or secret
	class.	covered with underwear		should be kept (such as a
	<ul> <li>Explain some similarities</li> </ul>	are private		nice birthday surprise
	and differences between			everyone will find out
	life in this country and			about) or not agreed to
	life in other countries,			and when to tell (e.g. if
	drawing on knowledge			someone is being upset
	from stories, non-fiction			or hurt)*
	texts and – when			<ul> <li>the rights that children</li> </ul>
	appropriate – maps			have and why it is
				important to protect
				these*
				<ul> <li>that everyone should</li> </ul>
				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



PSHE Strand         EVFS         Year I         Year 2         Year 3         Year 4         Year 4           Bit Strand         How can I look after muck bedy         Spring 1 how lates to provide the strand sectors         Spring 1 how dates to provide the strand sectors         Year 4         Year 4         Year 4         Year 4           PSED         Bit Strand Bit Strand Strand Strand Health ad Method Strand				Health an	nd Wellbeing		
How can Liok after Medical     What help bus tat halt     How do we recognize und feeling     Muse do we recognize und feeling     Muse feeling       PSED ELG: Managing Self Children at the expector twill:     Health and wellbeing Being healty: hygiene means and who the self sen people at the the free does well being     Health and wellbeing Feeling; mood, times of the self sen people people in the bodies and decrohe a range of the the self sen people people in the bodies and decrohe a range of the the the self sen people people in the bodies and decrohe a range of the the the self sen people people in the bodies and decrohe a range of the the the self sen people people in the bodies and decrohe a range of the the the self sen people people in the bodies and decrohe a range of the the the self sen people people in the bodies and their between or moving on to a new that heigh senters and new simple people put in the imperator of the at thing people put in the imperator of the the the senter in the sector framewing people in the bodies and their between or moving on to a new that the people in the bodies and their between or moving on to a new that the people in the bodies and their between or moving on to a new that the people in the bodies and their between or moving on to a new that the people in the bodies and their between or moving on to a new the medicines record in the to be record in	<b>PSHE Strand</b>	EYFS	<u>Year I</u>	Year 2	Year 3	Year 4	
Physical Health & Mental Weilbeing     PSED ELG: Managing Self Children at the expected will.     Health and weilbeing Being healthy: please index after our testh?     Health and weilbeing Being healthy: please theag of development.     Health healthy: flease theag of development.     Healthy: flease theag of development.     Healthy: flease theag of development.		Soring 2	<u>Spring I</u>	Summer 2	<u>Summer I</u>		
Physical Health &       PSED ELG: Maraging Sef Children at the expected well of development will:       Health and wellbeing Being healthy; tygiene; twill:       Health and wellbeing Being healthy; tygiene; the due to story health the story health (e.g. zarm, or constraints); the brow in the story health (e.g. zarm, or constraints); the due to story health (e.g. zarm, or constraints); the brow in the story health (e.g. zarm, or constraints); the brow in the story health (e.g. zarm, or constraints); the brow in constraints constraints; the importance of the brow in constraints; the importance of the brow in the inter constraints; the importance of the importance		<u>How can I look after</u>	<u>What helps us stay</u>				How ca
Physical Health & Wellbeing     Els: Managing Seif Children at the expected will.     Being healthy: hysican redicines: propher who help us with health:     Feelings: mood; times of breakenest; growing:     Being healthy: eating well dental care:     Health Drugs; loss and breakenest; growing:       Physical Health & Mental Wellbeing     Be confident tory new activities and show independence, resilience and perseverance in the face of chalenge.     Being healthy: hysican breakenest; growing:     I health breakenest; growing:     I health breakenest; growing:     I how to care healthy det and decribe a range; loss and breakenest; growing:     I how to care healthy det and decribe a range; loss and breakenest; growing:     I health breakenest; growing:     I health breakenest; growing:       I health field mountsation?     I how to file mountsation?     I how to care healthy det and decribe a range; loss and decribe a range; loss and healthy (cg. parch, dents; people and theig good     I how to care healthy det and decribe a range; loss of the loss of regular bruing and theig good     I how to care theig good       I how to make theigs and mountsation?     I how to health into or mount on to a care defining the importance of healthy food choices.     I how to health into or mount on to a care of themselves on a daily basis, explaining the finite or what they and how single hysican core of themselves on a daily basis, explaining the importance of the mathy mathy mathy range from being passed on the washow of they rust, mount at the expected washow and control their immediate inpulses.     I health induces they they want and ownort their immediate inpulses.       PSED ELG: Self-Regulation Children at the expected to the wark towards th		<u>my body?</u>	<u>healthy?</u>	our feelings?	and look after our teeth?		to ev
Physical Health & Wellbeing     Els: Managing Seif Children at the expected will.     Being healthy: hysican redicines: propher who help us with health:     Feelings: mood; times of breakenest; growing:     Being healthy: eating well dental care:     Health Drugs; loss and breakenest; growing:       Physical Health & Mental Wellbeing     Be confident tory new activities and show independence, resilience and perseverance in the face of chalenge.     Being healthy: hysican breakenest; growing:     I health breakenest; growing:     I health breakenest; growing:     I how to care healthy det and decribe a range; loss and breakenest; growing:     I how to care healthy det and decribe a range; loss and breakenest; growing:     I health breakenest; growing:     I health breakenest; growing:       I health field mountsation?     I how to file mountsation?     I how to care healthy det and decribe a range; loss and decribe a range; loss and healthy (cg. parch, dents; people and theig good     I how to care healthy det and decribe a range; loss of the loss of regular bruing and theig good     I how to care theig good       I how to make theigs and mountsation?     I how to health into or mount on to a care defining the importance of healthy food choices.     I how to health into or mount on to a care of themselves on a daily basis, explaining the finite or what they and how single hysican core of themselves on a daily basis, explaining the importance of the mathy mathy mathy range from being passed on the washow of they rust, mount at the expected washow and control their immediate inpulses.     I health induces they they want and ownort their immediate inpulses.       PSED ELG: Self-Regulation Children at the expected to the wark towards th		PSED	Health and wellbeing	Health and wellbeing	Health and wellbeing		
Physical Health & Mental Wellbeing     chalage, loss and beg with healts: new activities and show independence, resilience and perseverance in the face of chalage, Explain the reason for rules, now right row worg and ry to behave perseverance in the from worg and ry to behave person aneeds, including dressing, going to the toilet and work towards the ant the spectration of the importance of healthy food choices.     chalage loss and begin to core to the belavic to an affect both why fell including dressing, going to the toilet and work towards to be to the the of the reason from begin spectration what he person here the importance of healthy food choices.     chalage loss and begin to core of the behave to the medican serve to the medican serve the more of the serve to the medican serve the more of the serve the more of the serve the more of the serve the serve to many serve the more of the serve the serve to many serve the more of the serve the serve to many				-	-		Health
Physical Health & Mental Wellbeing     ibe velor development will:     help us with health: wats being healthy ensar and who helps help them to say healthy (e.g. parent. dottst, dottor)     bereavement; growing up:     • how to eat a healthy die and discribe a range of help them to say healthy (e.g. parent. dottst, dottor)     • how to eat a healthy die and discribe a range of healthy (e.g. parent. dottst, dottor)     • how to eat a healthy die and discribe a range of healthy (e.g. parent. dottst, dottor)     • how to eat a healthy die and discribe a range of healthy (e.g. parent. dottst, dottor)     • how to eat healthy die and discribe a range of healthy (e.g. parent. dottst, dottor)     • how to eat healthy die and discribe a range of healthy (e.g. parent. dottst, dottor)     • how to eat healthy die and discribe a range of healthy (e.g. parent. dottst, and points) (an help parent accordingly.     • how to eat healthy die and discribe a range of healthy (e.g. parent. dottst, and points) (an help pace is thy healthy wists to the densits     • how to eat healthy discription (an healthy importance of regular visits to the densits     • how the importance of sharing range discription (an healthy eople in healthy the prophen hale choices about what to eat and discribe a range the importance of healthy food choices.     • how with they can do to bai can a first healthy the reings with someone they with meed it     • how when and where to and kor healthy eating and donal care     • how with eathy eat and how inhibiting the reings with someone they with eed it       PSED ELG: Sick/Regulation Children a the expected level of development withis on with a prophisal cover a down to wat importance of sharing a chow to beatany eating and healthy beage and discribe a range of thealthy thealthy with they and work towat a discribe a range of the							
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<ul> <li>Explain the reasons from wrong and try to behave accordingly.</li> <li>Marage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Marame 1</li> <li>Summer 1</li> <li>Can I name and explain the expected for their own being able understanding of their own being able understanding the importance of healthy food choices.</li> <li>Marage and beravehave accordingly.</li> <li>Show an understanding of their own being and that some people needs and understanding the store and bair, hand washing</li> <li>Store and understanding of their own being passed on the able when appropriate.</li> <li>Show an understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding the store and bair, hand washing</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour</li> <li>Store and understanding of their own feelings and their behaviour accordingly.</li> <li>Store and understanding to their own feelings and their behaviour accordingly.</li> <li>Store and understanding of their own feelings and their behaviour accordingly.</li> <li>Store and work trowards simple basis behaves and begin to regulate their behaviour accordingly.</li> <li>Store and work trowards simple basis behaves and begin to regulate their behaviour accordingly.</li> <li>Store and work trowards simple to behave and heir behavis to behave and heir behavis to behave and behave to be active</li></ul>	•• endering	-	<b>.</b>	<b>S</b>	<b>G</b> ,		
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<ul> <li>accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and hair, hy hygiene is importance of healthy food choices.</li> <li>Summer 1. Can I name and explain my emotions?</li> <li>PSED</li> <li>ELG: Self Regulation Children at the expected level of development will:</li> <li>Show an understanding to start of their own feelings and their behaviour accordingly.</li> <li>Show an understanding to their own feelings and their behaviour accordingly.</li> <li>Show an understanding to the router can store and begin to regulate their behaviour accordingly.</li> <li>Show an understanding to the router of their own feelings and their behaviour accordingly.</li> <li>Stortmert i will:</li> <li>Show an understanding to their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behaviour accordingly.</li> <li>Set and work towards simple basis of their own feelings and their behavioura cordingly.</li> <li>Set and work towards simple basis o</li></ul>			immunisations) can help	e e	health, including the		are i
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going to the toilet and understanding the importance of healthy food choices.and how simple bygien routines can stop germs routines can stop germs of what they can do to talk care of themselves on a daily basis, e.g. brushing test hand hair, hand washingpeople in their bodies and their behaviour.eat and drink, including who or what influences these of sharing their feelings with somene they trust.eat and drink, including who or what influenceseat and drink, including who are influenceseat and drink, including who are influenceseat and drink, including who or what influenceseat and drink, including who are influenceseat and drink, including who are or and at and careeat and drink, including who are influenceseat and drink, including who are influenceseat and drink, including who are influenceseat and drink at arePSED ELG: Self-Regulation Children at the expected level of development will:Summer 1 at and feelingsSummer 2 Why should we keep active, takin		personal needs,	day to stay healthy	class/year group)	<ul> <li>how people make</li> </ul>		• why
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the importance of healthy food choices.from being passed on what they can do to take care of themselves on daily basis, e.g. brushing teeth and hair, hand washing• ways to manage big feelings and the someone they trust• how, when and where to asso the tare of themselves on there feelings with someone they trust• how, when and help about healthy eating and they might need help with feelings and how to ast for help when they need it• these or m asso• how, when and help about healthy eating and dental care• how asso or how asso or how, when and help about healthy eating and they might need help with feelings and how to ast for help when they need it• ways to manage big feelings and help about healthy eating and they should we keep active and sleep well?• how or m asso or how or addental care• how asso or help when they need it• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they went and control their immediate impulses when appropriate.• Show to make choices about physical activity, including what and who including what and who including what and who• how to make choices about physical act			and how simple hygiene	people in their bodies	eat and drink, including		drug
healthy food choices.• what they can do to take care of themselves on a daily basis, e.g. brushing teet hand hair, hand washing• how tation take importance of sharing their feelings with someone they trust• how, when and where to ask for advice and help ak for advice and help thoir feelings with someone they trust• how, when and where to ask for advice and help abut healthy eating and dental care• how the someone they trustPSED ELG: Self-Regulation Children at the expected level of development will:• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Someone they can be to be active and sleep well?• how went and control their immediate impulses when appropriate.• on a wat for advice and help add their advice and help to wait for what they want and control their immediate impulses when appropriate.• how to be active on a dialy and weekly basis - how to balance time online with other activities• how to be active on a dialy and weekly basis - how to balance time online with other activities• how to be active on a dialy and weekly basis - how to balance time online with other activities• how to balance time online with other activities• how to balance time online with other activities• Give focused attention• Give focused attention• How to balance time online with other <b< th=""><th></th><th></th><th></th><th>and their behaviour</th><th>who or what influences</th><th></th><th>how</th></b<>				and their behaviour	who or what influences		how
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ELG: Self-Regulation       Introduction       Intrediate       Introduction		PSED		. ,			
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<ul> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention</li> <li>Set and work towards daily and weekly basis - how to balance time online with other activities</li> <li>how to make choices about physical activity, including what and who</li> </ul>					, , , , , , , , , , , , , , , , , , ,		
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<ul> <li>immediate impulses when appropriate.</li> <li>Give focused attention</li> <li>Immediate impulses when appropriate.</li> <li>Give focused attention</li> </ul>							
when appropriate.     about physical activity,       • Give focused attention     including what and who		immediate impulses					
Give focused attention     including what and who		•					
		Give focused attention					
		to what the teacher says,			-		
		· · ·	•	•	•		-

#### Year 5

Summer 1 v can drugs common everyday life affect health?

#### th and wellbeing gs, alcohol and cco; healthy habits:

ow drugs common to veryday life (including moking/vaping icotine, alcohol, caffeine

nd medicines) can affect ealth and wellbeing hat some drugs are legal but may have laws or estrictions related to hem) and other drugs re illegal

ow laws surrounding he use of drugs exist to rotect them and others why people choose to se or not use different lrugs

ow people can prevent or reduce the risks ssociated with them hat for some people, lrug use can become a

abit which is difficult to reak

ow organisations help eople to stop smoking nd the support available o help people if they ave concerns about any lrug use

ow to ask for help from trusted adult if they ave any worries or oncerns about drugs

#### <u>Year 6</u>

<u>Autumn I & 2</u> <u>How can we keep</u> <u>healthy as we grow?</u>

Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility:

- 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:
  - how to plan a healthy meal
  - how to stay physically active
  - 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 health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one



responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		<ul> <li>how the lack of physical activity can affect health and wellbeing</li> <li>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	

•	how legal and illegal
	drugs (legal and illegal)
	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
1	adult
	that mental health
•	
	difficulties can usually be
	resolved or managed
	with the right strategies
	and support PSHE
	Association – Mental
	health and wellbeing
	(KS2 – Y5/6), lessons I
	and 2 PSHE Association
	and - The sleep factor
	(KS2) Rise Above –
	Sleep (KS2) Rise Above
	– Social media (KS2)
	*The PSHE Association
1	will be releasing a drug
	and alcohol education
1	programme in summer
1	2020
	that FGM is illegal and
Ī	goes against human
1	rights; that they should
	tell someone
1	immediately if they are
	worried for themselves
	or someone else <sup>1</sup>
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1	
1	
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	Summer I	Spring 2 Autumn I	
	What help us grow and	How will we grow and What makes up a	
	stay healthy?	change? person's identity?	
	Health and wellbeing	Health and wellbeing Health and wellbeing	
	Being healthy: eating,	Growing and changing; Identity; personal	
	drinking, playing and	puberty: attributes and	
	sleeping:	about puberty and qualities; similarities	
Growing &	that different things	how bodies change and differences;	
Changing	help their bodies to be	during puberty, individuality;	
Changing	healthy, including food	including menstruation stereotypes:	
	and drink, physical	and menstrual       how to recognise and	
	activity, sleep and rest	wellbeing, erections respect similarities and	
	<ul> <li>that eating and</li> </ul>	and wet dreams differences between	
	drinking too much	how puberty can affect people and what they	
	sugar can affect their	emotions and feelings have in common with	
	health, including dental	how personal hygiene others	
	health	routines change during • that there are a range	
	how to be physically	puberty of factors that	
	active and how much	how to ask for advice contribute to a	
	rest and sleep they	and support about person's identity (e.g.	
	should have everyday	growing and changing ethnicity, family, faith,	
	that there are different	and puberty culture, gender,	
	ways to learn and play;	hobbies, likes/dislikes)	
	how to know when to	how individuality and	
	take a break from	personal qualities	
	screen-time	make up someone's	
	<ul> <li>how sunshine helps</li> </ul>	identity (including that	
	bodies to grow and	gender identity is part	
	how to keep safe and	of personal identity	
	well in the sun	and for some people	
		does not correspond	
		with their biological	
		sex)	
		<ul> <li>about stereotypes and</li> </ul>	
		how they are not	
		always accurate, and	
		can negatively	
		influence behaviours	
		and attitudes towards	
		others	
		how to challenge	
		stereotypes and	
		assumptions about	
		others.	



		• • •		<b>_</b>		
	Summer I	<u>Spring 2</u>	Autumn 2	Autumn I	Spring I	
	Who helps to keep us	What helps us to stay	What keeps us safe?	What strengths,	How can we help in an	
	<u>safe?</u>	<u>safe?</u>		skills and interests	accident or	
			Health and wellbeing	<u>do we have?</u>	emergency?	
	Health and wellbeing	Health and wellbeing	Keeping safe; at home			
	Keeping safe; people	Keeping safe;	and school; our bodies;	Health and wellbeing	Health and wellbeing	
	who help us:	recognising risk; rules:	hygiene; medicines and	Self-esteem: self-	Basic first aid,	
	<ul> <li>that people have</li> </ul>	<ul> <li>how rules and</li> </ul>	household products:	worth; personal	accidents, dealing with	
Keeping Safe	different roles in the	restrictions help them	<ul> <li>how to recognise</li> </ul>	qualities; goal setting;	emergencies:	
	community to help	to keep safe (e.g. basic	hazards that may cause	managing setbacks:	<ul> <li>how to carry out basic</li> </ul>	
	them (and others)	road, fire, cycle, water	harm or injury and	how to recognise	first aid including for	
	keep safe - the jobs	safety; in relation to	what they should do	personal qualities and	burns, scalds, cuts,	
	they do and how they	medicines/ household	to reduce risk and	individuality	bleeds, choking,	
	help people	products and online)	keep themselves (or	• to develop self-worth	asthma attacks or	
	<ul> <li>who can help them in</li> </ul>	<ul> <li>how to identify risky</li> </ul>	others) safe	by identifying positive	allergic reactions	
	different places and	and potentially unsafe	how to help keep their	things about	<ul> <li>that if someone has</li> </ul>	
	situations; how to	situations (in familiar	body protected and	themselves and their	experienced a head	
	attract someone's	and unfamiliar	safe, e.g. wearing a	achievements	injury, they should not	
	attention or ask for	environments,	seatbelt, protective	<ul> <li>how their personal</li> </ul>	be moved	
	help; what to say	including online) and	clothing and stabilizers	attributes, strengths,	when it is appropriate	
	<ul> <li>how to respond safely</li> </ul>	take steps to avoid or	<ul> <li>that their body</li> </ul>	skills and interests	to use first aid and the	
	to adults they don't	remove themselves	belongs to them and	contribute to their	importance of seeking	
	know	from them	should not be hurt or	self-esteem	adult help Red Cross -	
	• what to do if they feel	• how to resist pressure	touched without their	• how to set goals for	Life. Live it Help save	
	unsafe or worried for	to do something that	permission; what to do	themselves	lives / Emergency	
	themselves or others;	makes them feel	and who to tell if they	• how to manage when	action	
	and the importance of	unsafe or	feel uncomfortable	there are set-backs,	• the importance of	
	keeping on asking for	uncomfortable,	• how to recognise and	learn from mistakes	remaining calm in an	
	support until they are	including keeping	respond to pressure	and reframe unhelpful	emergency and	
	heard	secrets	to do something that	thinking	providing clear	
	<ul> <li>how to get help if</li> </ul>	<ul> <li>how not everything</li> </ul>	makes them feel		information about	
	there is an accident	they see online is true	unsafe or		what has happened to	
	and someone is hurt,	or trustworthy and	uncomfortable		an adult or the	
	including how to dial	that people can	(including online)	<u>Spring I</u>	emergency services	
	999 in an emergency	pretend to be	• how everyday health	How can we manage		
	and what to say	someone they are not	and hygiene rules and	our feelings?		
	,	• how to tell a trusted	routines help people			
		adult if they are	stay safe and healthy	Health and wellbeing		
		worried for	(including how to	Feelings and emotions;		
		themselves or others,	manage the use of	expression of feelings;		
		worried that	medicines, such as for	behaviour:		
		something is unsafe or	allergies and asthma,	• how everyday things		
		if they come across	and other household	can affect feelings		
		something that scares	products, responsibly)	how feelings change		
		or concerns them	<ul> <li>how to react and</li> </ul>	over time and can be		
			respond if there is an	experienced at		
			accident and how to	different levels of		
			deal with minor	intensity		
			injuries e.g. scratches,	<ul> <li>the importance of</li> </ul>		
			grazes, burns	expressing feelings and		
			<ul> <li>what to do in an</li> </ul>	how they can be		
			emergency, including			



	calling for help and speaking to the emergency services	<ul> <li>expressed in different ways</li> <li>how to respond proportionately to, and manage, feelings in different circumstances</li> <li>ways of managing feelings at times of loss, grief and change</li> <li>how to access advice and support to help manage their own or others' feelings</li> </ul>
		Summer 2 How can we manage risk in different places? Health and wellbeing Keeping safe; out and about; recognising and managing risk: • 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



				_
			<ul> <li>is appropriate to share or not share online</li> <li>how to report concerns, including about inappropriate online content and contact</li> <li>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</li> </ul>	
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			Living in the	Wider World			
PSHE Strand	<u>EYFS</u>	<u>Year I</u>	Year 2	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
PSHE Strand Belonging to a Community	EYFS Autumn I What is a community? UW ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. PSED ELG: Managing Self Children at the expected level of development will: • Explain the reasons for rules, know right from wrong and try to behave accordingly. UW ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in	Year I Summer 2 How can we look after each other and the world? Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing: • 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		-	Year 4 Summer I How can our choices make a difference to others and the environment? Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions: • 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	<u>Year 5</u>	Year 6



Media/Literacy/ Digital Resilience			

<u>Spring I &amp; 2</u> <u>How can the media</u> <u>influence people?</u>
Living the wider world Media literacy and digital resilience; influences and decision- making; online safety:
<ul> <li>how the media,</li> </ul>
<ul> <li>now the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>that not everything should be shared online or social media and that there are rules about</li> </ul>
this, including the
distribution of images
<ul> <li>that mixed messages in the media exist (including about health, the news and different</li> </ul>
groups of people) and that these can influence opinions and decisions
<ul> <li>how text and images can be manipulated or invented; strategies to recognise this</li> </ul>
• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
<ul> <li>to recognise unsafe or suspicious content online and what to do about it</li> </ul>
<ul> <li>how information is ranked, selected, targeted to meet the</li> </ul>
interests of individuals and groups, and can be used to influence them
<ul> <li>how to make decisions about the content they view online or in the media and know if it is</li> </ul>
appropriate for their age range
<ul> <li>how to respond to and if necessary, report information viewed</li> </ul>



					<ul> <li>online which is upsetting, frightening or untrue</li> <li>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</li> </ul>
	Spring			Autumn 2	
	What can we	, , ,		What decisions can	
	money	<u>do?</u>		<u>people make with</u> <u>money?</u>	
	Living in the wide	r world Living in the wider world		<u>money.</u>	
	Money; making cl	noices; People and jobs; money;		Living in the wider world	
	needs and wants:	role of the internet:		Money; making	
	what money is -			decisions; spending and	
Money &	money comes ir different forms	, , ,		saving:	
_	how money is o	things they need and want		<ul> <li>how people make decisions about spending</li> </ul>	
Work	(e.g. earned, wo			and saving money and	
	borrowed, pres	•		what influences them	
	how people mal	those done by people		• how to keep track of	
	choices about w			money so people know	
	do with money,	who work in their		how much they have to	
	including spendi			spend or save	
	<ul> <li>saving</li> <li>the difference be</li> </ul>	how people have     different strengths and		<ul> <li>how people make choices about ways of</li> </ul>	
	the difference by needs and wants	C C		paying for things they	
	people may not			want and need (e.g. from	
	be able to have	he jobs		current	
	things they want			accounts/savings; store	
	how to keep mo			card/ credit cards; loans)	
	and the different			<ul> <li>how to recognise what</li> </ul>	
	doing this	everyday life		makes something 'value for money' and what this	
				means to them	
				<ul> <li>that there are risks</li> </ul>	
				associated with money	
				(it can be won, lost or	
				stolen) and how money	
				can affect people's	
				feelings and emotions	
				Summer 2	
				<u>What jobs would we</u>	
				like?	



	Living in the wider world
	Careers; aspirations; role
	models; the future:
	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
	careers, including
	college, apprenticeships
	and university
	<ul> <li>how people choose a</li> </ul>
	career/job and what
	influences their decision,
	including skills, interests
	and pay
	how to question and     shallenge storestypes
	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



			PSHE Key	Vocabulary			
Term/Year Group	EYFS	YI	Y2	Y3	¥4	Y5	Y6
Autumn I	PAST BODY FACE HOUSE SCHOOL	SAME. DIFFERENT, SIMILARITIES	FRIENDSHIP, KINDNESS, BULLYING	KINDNESS, CONSIDERATION, CARING	ATTRIBUTES, HOBBIES, CONFIDENCE	ACCIDENT, EMERGENCY, RESPONSE	NUTRITION, MENTAL HEALTH, PHYSICAL HEALTH, EXERCISE
Autumn 2	PRESENT PAST DIFFERENT GROW	SPECIAL, FAMILY, FRIENDS	BULLYING, UNKIND, REPORT	RISKS, REGULATIONS, INAPPROPRIATE	MUTUAL RESPECT, EMPATHY, PERSPECTIVE	BUDGET, INVESTMENT, GAMBLING	INFLUENCE, CHOICE
Spring I		HEALTHY, UNHEALTHY, FOOD	JOB, VOLUNTEERING, PAID	DIVERSITY, LOVING, SUPPORTIVE	REGULATION, AWARENESS, STRATEGY	TALENTS, DETERMINATION, COMMITMENT	DIGITAL RESILIENCE, BODY DYSMORPHIA, GENDER IDENTITY
Spring 2		MONEY, SAVING, SPENDING	ONLINE, SAFETY, BULLYING	COHESION, COMMUNICATION, ETHOS	PUBERTY, PERSONAL HYGIENE	E-SAFETY, REPORTING, CEOP	MANIPULATED, GAMBLING, CONTENT
Summer I		SAFE, ADULTS, EMERGENCY	GROW, HEALTHY, CARE	DECAY, BACTERIA, ENAMEL	RESPONSIBILITY, CONCERN, COMPASSIONATE	LEGAL, ILEGAL, HABIT	RESPONSIBILITIES, ECONOMIC WELL- BEING, ASPIRATIONS
Summer 2		CARING, PLANET, ENVIRONMENT	HAPPY, SAD, ANGRY, COPING	REJUVINATION, GROWTH, CONCENTRATION	IMPACT, PEER APPROVAL, LAVVS	QUALIFIATIONS, STEREOTYPES, CAREER	SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE

Key – Overriding Theme				
	Relationships			
	Health and wellbeing			
	Living in the wider world			