



Year 1 Autumn - PHSE - Relationships



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|--------------|--|------------|--|--|
| Families and friendships To learn about what makes a family. To learn about different types of families. Safe Relationships To learn what it means to ask for permission Respecting our selves and others How behaviour affects others. To be polite, kind and respectful. | family | A group of people (and sometimes pets) who often live together. | support | To help people in your family | Further reading texts- In Our House, In Our Street, One family No Outsiders—"My Family" and "Mummy, Momma and me" |
| | love | A string feeling that you want to be close to and care for another person. | generation | Families are made up of different aged people. | |
| | relationship | The links between how people work and play and help each other | permission | To say yes or no to anything. | |
| | care | Making sure that somebody else is looked after and well. | consent | To say yes to something | |
| | differences | Two things are not the same. | no | I don't want to do that. | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|---|--|
| LO: To learn about what makes a family. | Children will be able to recognise the features of family life including brother and sisters and parents. They can identify the qualities of different family relationships including that some people have two mums or two dads. They can describe positive aspects of family life including going to the park together, eating together. They can explain how families support and care for each other. Children can expect to feel safe in their family but have trusted adults to speak to if they don't feel safe. | To explain how we are feeling about people through discussing family relationships. |
| LO: To learn about different types of families. | Children will learn to recognise the differences between families—they know that not all families are the same. Some families have one mum or dad, some have many mums and dads including step parents. They will be able to describe some differences between different families, identify somethings that families have in common and what they enjoy doing together. | To describe positive feelings and share emotional literacy with other people. To be articulate. |
| LO: To learn what it means to ask for permission | Children to learn what permission is and that it is okay to say no. Children to role play simple phrases to give or deny permission.. Children to learn that they should ask people for things in different situations. Children to know that they should ask others if they can touch them and respect their response. | To be able to celebrate and recognise differences in a kind, curious, respectful way. |
| LO; How behaviour affects others. | Children to learn what kind and unkind behaviour means in and out of school. Children to learn how kind and unkind behaviour can make people feel. | To articulate clear and polite ways of saying no such as no thank you, I don't like that, let's do something else. |
| LO: To be polite, kind and respectful. | Children to be able to describe what being kind means and give examples of when they can be kind or have been kind or unkind. Children to understand that being respectful can mean following class rules, being polite to others, sharing and taking turns. | To know that in some situations it is better to say no than to say yes. |
| | | Develop a bank of trusted adults at home and school. |
| | | Children to articulately describe how they are feeling. |
| | | Children to know that they will feel differently at different times to others. |
| | | Children to ask questions to find out how other people are feeling. |

| Themes | | | | Diversity in the Curriculum |
|---|--|--|--|--|
| <i>relationships</i> | Children understand that relationships are about caring and loving each other. That positive relationships, in families, mean that everyone has a role to play in supporting each other. Children are building on their prior knowledge of how families can be made up of different gender, ethnicity and generations. | | | Look at a nuclear family, mixed race families, families with same gender families, adopted families, https://www.youtube.com/watch?v=r1PnaNIy-04 One family See No Outsiders Books for diversity |
| <i>Living in the wider world</i> | Children understand that families are diverse. Everyone's family is different in terms of race, ethnicity, generations | | | |
| <i>Health and well being</i> | Families help our bodies and minds stay healthy and happy. | | | |
| Outcome | Character Traits | Stickability | WOW | |
| Create a picture of your family or a family tree. Children will understand that families are all | Kind, curious, respectful, articulate | Discuss who is in your family, where do they live? How do you treat each other? Do you have responsibilities in your family? | Look at family photos with lots of generations, different relationships. | |



Year 1 Spring - PHSE - Living in the Wider World



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|------------|--|---|
| <u>Belonging to a community</u> To know what rules are. To know that people have different needs. To care for the environment <u>Media Literacy</u> To use the internet and digital devices online. <u>Money and Work</u> To explain where money comes from | rules | Where people have agreed on the things they are going to do to behave. | Disability | A physical or mental condition that means that people need help to do things or a different way of doing things. | RSE—children to describe how rules keep relationships and people safe. No Outsiders— Max the Champion History—to know that laws have been changed because of discrimination. Geography/Science—key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Computing— https://pshe-association.org.uk/search?queryTerm=BBFC%20watch%20out —children use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| | polite | Saying what we mean in a kind way. | community | A larger group of people living and working in the same place often with a shared purpose. | |
| | different | Things that are not similar | strengths | The things that you are good at. | |
| | environment | The world around us. | different | Things are not the same. | |
| | recycling | Using something again instead of throwing it away. | jobs | The things people do, sometimes for money. | |
| | | | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|--|---|
| LO: To know what rules are. | Children to know about different examples of rules in different situations (games, crossing the road, in the classroom, at home). Children to learn that sometimes rules are changed to make them fair, equal because people are all different. Children to know that when we are in a community or a larger group of people rules help us work together without falling out. | Children to be able to describe how rules keep us safe and identify who can keep |
| LO: To know that people have different needs. | Children to learn that everyone is different. That some children and people have different needs because they might be disabled but that everyone needs caring for. | Children to recognise that some rules are unfair. |
| LO: To care for the environment | Children to learn how to define what the environment is. Children know how to care for the world in which we live in by recycling things that might otherwise go in the bin and be wasted. Children to know that they need to care for animals, the environment and other people. Children to be able to describe that communities work together to keep their local areas safe and clean. | Children to be able to ask questions about caring for the environment. |
| LO: To use the internet and digital devices online. | Children to learn and understand why people use the internet. Children to be able to describe the benefits of using the internet and digital devices. To be able to share how people use the internet to communicate safely with others online. | To explain that digital devices can make our lives easier. To be able to share what |
| LO: to explain where money comes from | That everyone has different strengths, in and out of school, about how different strengths and interests are needed to do different jobs, about people whose jobs and the work people do. That jobs help people to earn money to pay for things. | To be able to ask ethical questions about how they use the internet. |
| | | To understand how they can stay safe on the internet and who they should be |
| | | To understand the difference between IRL. |
| | | Children to be able to name different jobs that people do. Using the knowledge from EYFS about the different jobs people do around school and in the wider community. |
| | | To be ambitious and describe what job they might like to do in the future. |

| Themes | | Diversity in the Curriculum |
|---------------------------|---|---|
| relationships | That groups of people— classes, families, friends—have rules to help them get along and work together. | Children to know that some rules/laws have had to be changed because they were/are not fair. Rosa Parks—sitting on the bus (Horrible Histories) |
| Living in the wider world | Groups of people have rules to help them care for the environment so that we have a beautiful and safe place to live. | |
| Health and well being | Where people have agreed the rules and are keeping them, people generally get along better and are happier, are looked after and are healthier. | |

| Outcome | Character Traits | Stickability | WOW |
|---|----------------------------------|--|--|
| Children draw pictures of the way that they can care for each other, animals and the environment. | Kindness, respectful, resilience | What rules do we have in school? What rules do we have in class? What rules do you have at home? | Play tag and keep changing the rules. Discuss how it make you feel. How could we make it fair? |



Year 1 Summer - PHSE - Physical Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|--|-----------|--------------------------------------|---|
| Physical health and mental well-being Children to know about keeping healthy; food and exercise, hygiene routines; suns safety. Growing and changing To recognise what makes them unique and special; feelings; managing when things go wrong. I know that I am good at different things to others Keeping Safe To know that rules are there to keep us safe. To know how to stay safe online | online | Being connected to the internet | strengths | The things that a person is good at. | Science—children can identify the main food groups and recognise a nutritionally balanced meal is. This gives the children the knowledge to base sun safety and light and shadow learning in Year 3. This introduces vocabulary and that the sun can be dangerous. |
| | internet | Lots of computers linked together to share information | unique | You are an individual. One of a kind | |
| | safety | Free from harm | special | Differences that are positive/good | |
| | IRL | In real life—people that you know in person | feelings | A reaction to someone or something | |
| | | | emotions | Happy, sad, upset, joyful, excited, | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| LO: Children to know about keeping healthy; food and exercise, hygiene routines; suns safety. | Children will be able to describe what it means to stay healthy and why that is important. The children will be able to explain how to take care of themselves and build on hand washing lessons and activities in EYFS. Children learn about healthy and unhealthy foods which strengthens the knowledge that they have gained in science. Children are able to articulate why high sugar intake is unhealthy. Children are able to build on an develop their knowledge from PE about keeping active and being aware of their heart rates. Children learn that physical activity keeps us healthy—this includes play both inside and outdoor and screen based play. Children will recap their learning from the spring term about people's jobs. Which jobs do people do to help us stay healthy—doctor, lunch time assistance, nurses, dentists, optician, personal trainers. Children will learn and lay the foundation for learning about sun safety in Year 3 science unit for light and shadows.. Children to know that being in the sun will damage their skin or make them unwell (heat stroke or sun stroke). Children to draw things they can do to stay safe in the sun e.g. wear long sleeve tops, wear a hat, stay in the shade, wear sun scree... | Children to describe ways in which they can keep healthy. |
| LO: I know that I am good at different things to others | The children will develop their work from no outsiders out being unique (Blue Chameleon) and special including their likes and dislikes and what they are good at. The children will explore how to manage (be resilient) and whom to tell when they are finding things difficult or when things go wrong. Children to look at photos and articulate how the person is feeling and explain why (e.g. little boy looking at the rain throught he window might be sad because he can't go out to play). Children will learn to explore differences. Children will recognise feelings in themselves and others and make the links between how feelings make a person behave. | Children to be able to recognise the difference between healthy and unhealthy food and how this impacts on their well being. |
| LO: To know that rules are there to keep us safe. | How rules can keep us safe. Explore and develop work form media literacy and digital resilience to discuss why some games, videos and social media platforms have age restriction. How can we keep safe on line | Children to build on their knowledge or who can help them and the jobs that people do (spring term) |
| LO: To know how to stay safe online | Children to develop their understanding of how to stay safe online. Children to know who to tell if they see something online that makes them feel unhappy, worried or scared. | Children to make choices and take responsibility for thier own well being through sun safety. |
| | | Children to be able to celebrate differences and strengths. They will learn to be resilient and articulate these. |
| | | Children will be able to share a broad range of emotions. |
| | | Children will have a secure understanding of the adults in school and at home that will keep them safe |
| | | Children to devise alist of trusted adults to speak to when they see something they don't like on the internet. |

| Themes | | Diversity in the Curriculum |
|----------------------------------|--|---|
| <i>relationships</i> | Some people outside our families care for us such as doctors, nurses, dentists, lunch time assistance and help us make healthy choices. Children will understand the development from families caring for us to other adults with specific jobs who care for us. | https://www.yourworldhealthcare.com/uk/news/black-british-history-healthcare-heroes- |
| <i>Living in the wider world</i> | Children will build upon the roles and jobs that people do from the spring term about people doing jobs in areas of their strengths. Some people do specific jobs to help keep us all healthy. | |
| <i>Health and well being</i> | How to stay safe in the sun. Children to understand the development between different types of safety that they look at in EYFS. | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------------------|---|--|
| Children to have drawings of people who keep them healthy, healthy plates, labelled drawings of sun safety, photos of them exercising. | Curious, resilient, articulate | What are your favourite foods? Vocabulary up on learning wall. Photos of healthy and unhealthy foods. | Play an active game on the playground to get their heart rates up and observe how its changed. |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|--------------|--|---|
| Families and friendships To know how to fix arguments with friends Understand what it means to be lonely. Safe relationships To recognise hurtful behaviour To recognise bullying behaviour I know what to do when I feel pressure. Respecting ourselves and others To explore differences and similarities To know how to work together cooperatively | friend | Somebody you like and care for who is not a family member | listening | Hearing the words somebody says and responding to them. | No Outsiders— red rockets and rainbow accepting different (EYFS) Year 1 That's not how you do it. |
| | lonely | Feeling sad about being by yourself | friend | Someone that you care for who isn't part of your family. | |
| | Play | Games and having fun together | similarities | Things that are the same or nearly the same. | |
| | share | Giving some of your things to someone else | differences | Things that are not the same. | |
| | honesty | Always telling the truth | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|--|---|--|
| LO: How you can be a good friend | How to be a good friend e.g kindness, listening, honesty. Children will learn about different ways to meet people and make friends. Children will learn how to stay friends and positive play such as joining in, including others, sharing. Children will explore different situations that might make friends fall out and have arguments. Children will draw on their background knowledge to resolve arguments positively. Children to be able to give a definition of lonely and explain when they might feel it. How can they ask for help when they are lonely or unhappy or to help someone else. Children will learn to recognise hurtful behaviour, including online. Children will be able to explain what to do and whom to tell if they see or experience hurtful behaviour, including online. Children will be able to recognise and define/articulate bullying (Several times on purpose). Children will be able to present thier ideas about how somebody might feel when they are being bullied Children to know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. How to resist pressure to do something that feels uncomfortable or unsafe. Children will develop how to ask for help if they feel unsafe or worried and what vocabulary to use. Children will investigate and compare the things they have in common with their friends, classmates and other people. How friends can have both similarities and differences. Children to learn how to play and work cooperatively in different groups and situations. Children will share their ideas and listen to others, take part in discussions and give reasons for their views. | Children to learn how to be respectful of others feelings. |
| LO: to recognise hurtful behaviour | | Children to develop positive conflict resolution systems. |
| Lo; I know what to do when I feel under pressure | | Children to build confidence articulating their ideas and opinions. |
| LO: To explore differences and similarities | | Children to practise and refine listening to others through small group and whole class discussions. |
| LO: To know how to work together cooperatively. | | Children to recognise that friends don't have to agree on everything. |

| Themes | | | | Diversity in the Curriculum |
|--|---|--|---|--|
| relationships | Develops children's understanding of feelings through the context of friendships. It follows on from their learning in Year 1 in growing and changing—red rockets and rainbow accepting different (EYFS) Year 1 That's not how you do it. | | | Show photos of friends from various races, genders, disabilities |
| Living in the wider world | Friends can share experiences with you. | | | |
| Health and well being | Children to develop their understanding that friends make us feel happy but sometimes they fall out. For their own well being they will develop ways to resolve disputes in a positive manner. | | | |
| Outcome | Character Traits | Stickability | WOW | |
| Children to make a wanted poster for a friend and put on all the character traits that they are looking for in a friend. | Kind and respectful | Who are your friends in school? Make a list of your friends for the learning wall. | Children to stand with their friend. Who are your friends in school? Who are your friends outside of school? What are your favourite memories ? | |



Year 2 Spring - PHSE - Living in the Wider World



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|------------------|--|---|
| <u>Belonging to a community</u> To know that we are all included in different groups. To know our roles and responsibilities within school and the wider community. <u>Media literacy</u> To know that the internet is used in everyday life; online content and information. <u>Money and work</u> To know the difference between wants and needs. | community | A large group of people with the same ideas, thoughts, values or beliefs. | responsibilities | Something you have to do in a group or job. | Forest schools—working in groups to learn about the environment and different parts of nature. Children having responsibilities for looking after the equipment and the nature area. No Outsiders— Year 1 my world your world, Year 2 Blown Away |
| | roles | The different jobs that people do to make a community work. | group | A few individuals with the same ideas, interests or beliefs. | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| LO: To know that we are all included in different groups. | Children will continue to learn about being part of different groups and the role that they play within those groups e.g. teams, faith, class. They will understand that a community can help people from different groups feel included. | Children to listen and agree or disagree with other's opinions. |
| LO: To know our roles and responsibilities within school and the wider community. | Children to explore how in a community we have different rights and responsibilities that they have in school and the wider community. They will recognise that they are all equal and ways in which they are the same and different to other in their community. | Children to articulate their own definitions of community and what they do within them. |
| LO: To know how we use the internet. | Children will learn ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in every day life. They will recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. | Children to understand what it feels like to be included in a group. |
| LO: To understand that the internet gives us information. | The children will build on this understanding understand that some online information might not always be true. | Children to be able to explain how they can stay safe in a variety of situations. |
| LO: To know the difference between wants and needs. | The children will discuss the difference between wants and needs. People use wants and needs to make choices about spending money. That sometimes people may not always be able to have the things they want. | Children to distinguish between fact and non-fact on the internet. To know that they can speak to a trusted adult when something on the internet makes them feel unsafe. |
| LO: to explain what happens when we go shopping | That people make different choices about how to save and spend money. | The children will know the difference between wants and needs. |
| | | The children will build understand they have choices with regards to saving and spending money. |

| Themes | | | |
|--|---|--|---|
| <i>relationships</i> | The children will develop their knowledge and skills about being friends and how they can use relationship skills to work in a group. | | |
| <i>Living in the wider</i> | Children will use what they learnt about rules and caring for the needs of others (Year 1) to see how these can be used in the wider community such as | | |
| <i>Health and well being</i> | Working in groups, with friends and in the wider community help us to develop and maintain happiness and well being. It develops the children's understanding of keeping safe (year 1) following rules. | | |
| Outcome | Character Traits | Stickability | WOW |
| Children to draw a venn diagram e.g. my class, my sports team. Is there anyone in both groups. | Kindness and respect-fulness | What groups are we part of? Families, class, social, sports teams. | Give the children different criteria and children sort themselves into the group—has a brother, is 6, discuss how we are part of different groups |

| Diversity in the Curriculum |
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| No Outsiders—The first splodge story—how we share the world with different people |



Year 2 Summer - PHSE - Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|-----------|--|---|
| Physical health and mental well-being To know how we can stay healthy. Growing and changing To know how to describe and share a range of feelings. Keeping safe To name the main parts of the body | sleep | When your body relaxes completely. | Emotions | The way that you feel inside | Science—sleep and healthy teeth. This builds on work about the teeth of omnivores, carnivores and herbivores and will give the children the vocabulary to continue their work about teeth in Year 4. Healthy eating and sleep is a Year 3 science unit and this PHSE unit will help give the children a basis to build on. |
| | medicine | Something you take to make you feel better | help | When you are unable to do something by yourself. | |
| | drugs | Another word for medicine | physical | Your body | |
| | teeth | Hard, white structures in your mouth for biting and chewing | mental | Your mind and the way it feels | |
| | dentist | A doctor who keeps your teeth healthy | allergies | Something that makes bodies ill | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|--|---|--|
| LO: To know how to describe and share a range of feelings. | Children will be able to share a range of feelings. They will understand the ways to calm down or change their mood e.g. playing outside, listening to music, spending time with others. Children will learn to recognise and how to manage big feelings including those associated with change, loss and bereavement. They will know when and how to ask for help (and how to help others) with their feelings. | Children will learn how to describe their feelings. |
| LO: To know that change happens. | Children will learn about the human life cycle and how people go from young to old and how our needs change as we grow up. The children will learn that change happens and it can be good but that it can also be tricky. As people change it can include new opportunities and responsibilities. And that this includes moving to a new class and setting goals for the next year. | Children will know who to ask for help |
| LO: To name the main parts of the body. | The children will develop their knowledge and be able to name the main parts of the body including external genitalia. | Children will know that change happens. And that it is okay to ask for help when they are finding change tricky. |
| LO: To recognise risk in everyday situations | Children will learn how to recognise risk in everyday situations e.g. road, water and rail safety and medicines. They will learn how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and out and about. They will be able to identify potential unsafe situations, who is responsible for keeping them safe in these situations and steps that they can take to avoid or remove themselves from danger. Children will develop the knowledge on how to keep safe at home in relation to electrical appliances, fire safety, medicine and household products. | Children will be able to recognise what to do when they don't feel safe and how to respond. |
| LO: To know the effects of medicines. | The children will be able to identify that the things that people can put into or onto their skin or body can affect how people feel. They will learn how to respond if there is an accident and someone gets hurt. | Children will understand that medicine will help them if used properly and understand that medicine is valuable. |
| LO: To know what to do in an emergency | The children will learn how to respond if there is an accident and someone is hurt. They will explore whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say. This builds on EYFS and Year 1 work about adults who help us. | |

| Themes | | | | Diversity in the Curriculum |
|---|---|--|---|--|
| relationships | Children will know that being healthy will help them build, develop and maintain healthy relationships and provide the support they need when they need | | | https://www.youtube.com/watch?v=GvtDwONZIuQ Cbeebies getting ready for bed song it includes a variety of children from different ethnicities and abilities. https://www.youtube.com/watch?v=Aosze55r9OU Mr. Tumble uses Makaton to show a bed time routine. |
| Living in the wider | The children will learn that they are part of a wider community that will help them with big feelings such as loss, change and bereavement. | | | |
| Health and well being | This builds on their understanding that the body needs exercise from year 1 and develop this to include healthy teeth, mind and that sleep and rest is | | | |
| Outcome | Character Traits | Stickability | WOW | |
| Children to draw pictures of a healthy routine for sleep and teeth brushing. To draw pictures of people who make them feel happy. | Kind resilient | Pictures up of teeth, bedtime objects, toothbrushes. | What are your favourite PJs have a PJ party with teddies and PJs and role play getting ready for bed. | |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|--------------|---|---|
| Families and friendships To know what makes a family and what the features of a family are. Safe relationships To know personal boundaries and safely responding to others. Respecting ourselves and others To know how to respond to hurtful behaviour. To recognise hurtful behaviours and the importance of self respect, courtesy and being polite. | family | Group of people who love, care and support one another. | Self respect | Treating yourself well and kindly | No Outsiders books from year 1 and 2 such as Egg, My family, Mum, Mama, Mommy. Year 3—No Outsiders Big Bob and Little Bob, Beegu, Our House Computing—How to use and share information safely online. Cyber bullying. |
| | care | Making sure that everyone has their needs met. | courtesy | Being polite to people | |
| | stability | Things stay similar and change is met carefully.. | Good manners | Behaving in a way that doesn't upset others | |
| | polite | Saying difficult things in a positive way. | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| LO: To know what makes a family. | The children will learn to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. They will know that being part of a family provides support, stability and love. | Children will be able to discuss and celebrate their family. |
| LO: To recognise the features of a family. | They will know that being part of a family provides support, stability and love.. The children will learn about the positive aspects of being part of a family, such as spending time together and caring for each other. They will develop their understanding about the different ways that people can care for each other e.g giving encouragement or support in times of difficulty. | |
| LO: To learn how to support family members. | The children will be able to identify if/when something in a family might make someone upset or worried. They will know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. | Children will be able to articulate how their families make them feel and what to do if they are feeling upset. |
| LO: To know what personal boundaries are. | The children will know what is appropriate to share with friends, classmates and family and wider social groups including online. They will know what privacy is and what personal boundaries are—including online. They will know how to keep personal information such as passwords, using trusted sites and adult supervision. | |
| LO: To recognise the impact of hurtful behaviour. | The children will learn to recognise what bullying is and that hurtful behaviour is unacceptable in all situations. They will learn to recognise in themselves and in others the affects and consequences of bullying. They will learn the differences and similarities between face to face and online bullying. They will develop strategies to for what to do and who to tell if they see or experience bullying or hurtful behaviour. | Children will create a bank of strategies to cope with bullying (face to face and cyber bullying) |
| LO: To recognise respectful behaviour and the importance of self respect. | The children will learn how to recognise respectful behaviour including helping others and being responsible. They will be able to model respectful behaviour at home, school and online. They will develop an attitude of self respect and their right to be treated with respect by others. | Children will learn to develop good manners and be polite to everyone around them while articulating how they feel in different situations. |
| LO: To know how to treat others with respect and courtesy. | The children will learn to treat others with, and be treated, politely. They will know the ways in which people show respect and courtesy in different cultures and in wider society. | |

| Themes | | | | Diversity in the Curriculum |
|--|---|--|--|--|
| relationships | Children will build on the ide met in Year 1 and 2 that families are diverse and can include a variety of individuals. They will continue to develop thier | | | "In Every House, on Every Street" by Jess Hitchman and Lili La Baleine https://www.bbc.co.uk/programmes/b00qbpxt https://www.bbc.co.uk/newsround/26136189 |
| Living in the wider world | Families give the basis for communities and that we have responsibilities in our families that can be taken into the community. They will know from year 2 that they need to resist the pressure of treating others in wider society differently from themselves. | | | |
| Health and well being | Caring for each other in a family will help the children understand that caring for each other will promote good mental health. From Year 2 they will hknow that people's health can deteriorate if they are being bullied. | | | |
| Outcome | Character Traits | Stickability | WOW | |
| Complete a heart for a recipe of what makes a happy, safe family. Role play being polite in different situations | Respectful Curious articulate | Refer back to baby pictures from the chang- ing and growing older unit. Make a list on the learning wall of polite and respectful phrases. | Read "In Every House, on Every Street" by Jess Hitchman and Lili La Baleine | |



Year 3 Summer - PHSE - Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---|--------------|-----------------------------------|--------------------------------------|
| <u>Physical health and mental well-being</u> To make healthy choices and build healthy habits. <u>Growing and changing</u> To know what our personal strengths and achievements are. <u>Keeping safe</u> To recognise risks and hazards | habits | The things that we do over and over again | hazards | A dangerous situation | Science— healthy diets and exercise. |
| | healthy | Looking after ourselves | risk | Getting close to danger | |
| | influence | To help shape someone's ideas | Safety rules | Choosing to stay away from danger | |
| | feelings | How we react inside to an event | Self-worth | How we feel about ourselves | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| 1. LO: To make healthy choices and build healthy habits. | The children will learn about the choices that people make can and do affect their health. They will explore and identify healthy and unhealthy choices (in relation to food, exercise and sleep) They will learn what can help people make healthy choices and what might negatively influence them. The children will learn to talk about and share their feelings. They will learn that some people express their feelings with their body language, actions and words. They will learnt hat feelings can change over time and become more or less powerful. They will learn what habits are and that sometimes they can be maintained, changed or stopped. | Children will continue to listen and evaluate different opinions and learnt that it is valuable to have than one perspective. |
| LO: To know what our personal strengths and achievements are. | The children will build on their KS1 Learning about being individuals to know that everyone is an individual and has unique and valuable contributions to make. They will recognise how strengths and interests form a person's identity. They will explore their own personal strengths and interests and what they are proud of in and out of school.The children will learn to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. They will develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. | Children will continue to ask questions to help them understand different opinions. |
| LO: To recognise risks and hazards | The children will learn how to identify typical hazards at home and in school. They will learn how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. They will specifically learn about fire safety around the home (building on EYFS and Year 1 learning about people who help us) including the need for smoke alarms.The children will learn the importance of following safety rules from parents and other adults. They will learn how to help themselves to stay safe in the local environment or unfamiliar places, including road, rail, water and firework safety. | Children will continue to develop empathy and recognise that people have different feelings about different things. |

| Themes | | Diversity in the Curriculum |
|----------------------------------|---|---|
| <i>relationships</i> | Children know that they can share their feelings with a trusted adult and develop from the Year 2 learning about managing secrets. | https://www.greenpeace.org/usa/8-black-environmentalists-need-know/ |
| <i>Living in the wider world</i> | That their personal strengths and interests make them unique and special consequently developing thier learning from Year 1 about managing feelings when things go wrong. | |
| <i>Health and well being</i> | Children will build on knowledge about how to avoid and manage some emergencies from Year 2. They will learn to recognise hazards and minimise risk or learn to discuss with a trusted adult. | |

| Outcome | Character Traits | Stickability | WOW |
|---|------------------|---|---|
| Children to know how to manage risks and hazards by speaking to grown ups and making responsible 999 calls. | Kind curious | Take photos of the children being safe on stairs, playground, crossing the road, in the forest school area. | Who do they know who is really healthy? Can they google them and find three facts about them? |

| Themes | | Diversity in the Curriculum |
|------------------------------|---|---|
| <i>Relationships</i> | Children will build on their Year 3 knowledge about boundaries and privacy which developed from Year 1 and secrets work. They will learn that their | <p>The children will understand that we can have friends from a variety of different backgrounds and that they are all as important and special as each other.</p> <p>https://www.bbc.co.uk/news/education-33329575</p> |
| <i>Living in the wider</i> | Children will develop their knowledge about how to be respectful and polite from Year 3 online when responding o hurtful behaviour and what to do | |
| <i>Health and well being</i> | Children will continue to build on the idea of their own uniqueness from year 1 and 3 by learning to discuss differences sensitively as this makes a dif- | |

| Outcome | Character Traits | Stickability | WOW |
|---|-----------------------------------|-------------------|--|
| Children will know what it means to have and be a friend, when to share confidences (if that friend is in danger or needs help) To cel- | Kindness Respectful curious | Put up the hands. | Draw round each others hand and write the things that we like about that person. |



Year 4 Spring - PHSE - Living in the Wider World



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|--------------------|--|---------|-----------------------------------|--|
| <u>Belonging to a community</u> To know how communities are link through shared responsibility. <u>Media literacy</u> To understand how data is shared and used. <u>Money and work</u> To know the different decisions people have to make about how to spend their money. I can discuss financial risk and borrowing and explain some consequences of this. | community | A group of people with shared values | budget | Writing down how you use money | Computing—digital foot prints and adverts. Geography—how economic growth is affected by physical and human factors such as climate, arable farm land. |
| | responsibilities | The duty to do something | money | Coins and notes that we can spend | |
| | Digital foot-print | Information about yourself on the internet | acquire | Get more of something | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| LO: To know how communities are link through shared responsibility. | The children will learn the meaning and benefits of living in a community. They will recognise that they belong to different communities as well as the school community. They will know about the different groups that make up and contribute to a community. The will explore the individuals and groups that help the local community, including through volunteering and work. The children will understand how to show compassion towards others in need and the shared responsibilities of caring for them. | The children will learn how that money is part of every day life and how to use it carefully. |
| LO: To understand how data is shared and used. | The children will learn what a digital footprint is and that every time that they share something, it will leave a digital footprint. They will learn that organisations can use promotional information to encourage people to buy things. They will learn to recognise what an online advert looks like and will compare content shared for factual purposes and for advertising. The children will explore why people might choose to buy or not buy something online e.g. from seeing an advert. The children will know that search results are ordered based on the popularity of the website and that this can affect what information people have access to. | |
| LO: to know the different decisions people have to make about how to spend their money. | That people spending decisions can affect others and the environment (e.g Fair Trade, buying single use plastic or giving to charity). To recognise that people make spending decisions based on priorities, needs and wants. To recognise that people make spending decisions based on priorities, needs and wants. There are different ways to keep track of money. | |
| LO: I can discuss financial risk and borrowing and explain some consequences of this. | To recognise that people make spending decisions priorities, needs and wants. To identify the ways that money can impact on peoples feelings and emotions. | They will learn how to questions their internet usage and develop responsible ways of using the internet for entertainment, school work and shopping. |

| Themes | | Diversity in the Curriculum |
|----------------------------------|---|---|
| <i>relationships</i> | They will build on their understanding of what a community is from Year 2 and how rights and responsibilities feed into a community from Year 3. They will develop an understanding of the benefits of living in a community. | Look at currency in different countries and the different jobs that are done in different countries due to climate, economic stability and political stability. |
| <i>Living in the wider world</i> | Living in community has benefits and builds on their understanding from Year 2 and Year 3 about living and working with groups of people with as et of shared values and rules. | |
| <i>Health and well being</i> | They will devlope an understanding from their work in Year 2 about what money is about how money contributes to their menat well being. | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------------|---|---|
| Children will know how to work together in a community. They will know how to choose how they spend time on the internet carefully and | Ambitious Responsible | Put the definitions of the above words up on the learning wall. | Show how quickly information about a person can be passed around the world on the internet. |



Year 4 Summer - PHSE - Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|--------------------|---|---|
| Physical health and mental well-being To maintain a balanced lifestyle Growing and changing Develop personal hygiene routines Keeping safe To explore medicines and to know that drugs are common to every day life. | emotional | The way you are feeling and the way that you react to situation. | deodorant | A substance that you put on your body to stop sweat smelling. | Science—Year 4 health teeth and dental unit Science- staying healthy, eating healthy foods, a balanced life-style Mindfulness and wellbeing |
| | balanced | Not too much of one thing | drug | A substance that can have good or bad effects on your body | |
| | hygiene | The ways in which we keep clean and healthy. | Medicine | Drugs that a doctor gives you to help your get healthy again | |
| | dental | Anything to do with your teeth. | Household products | The things that you use at home to maintain it. | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|--|--|
| LO: To maintain a balanced lifestyle | Children will learn to identify a wide range of factors that maintain a balanced, healthy life style, physical and mental well being. What good physical health looks like and how to recognise the early signs of physical illness. They will learn that common illness can be quickly and easily treated with the right care e.g. visiting the doctor when necessary. The children will learn how to maintain oral hygiene and dental health, including how to brush their teeth and floss correctly. They will know that regular visits to the dentist and the effects of different foods, drinks and substances on dental health. The importance of personal hygiene routines during including washing regularly and using deodorant. They will be able to identify some risks associated with drugs common to every day life. They will be able to identify some pf the effects related to different drugs and that all drugs including medicines can have side effects. They will be able to identify some of the risks associated with drugs common to everyday life. That for some people using drugs can become common to every day life and how they can ask for advice. The children will learn the importance of taking medicines correctly and using household products (washing up liquid, bleach, laundry detergent) safely to recognise what is meant by "drug". They will understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and well being. | Children will be aware of their own safety and know how to keep themselves safe at home, in school and in the wider community. |
| LO: To develop personal hygiene routines. | | |
| LO: To explore medicines and to know that drugs are common to every day life. | | Children will learn that differences with health and mental well being are diverse and to be accepting of that diversity. |

| Themes | | Diversity in the Curriculum |
|----------------------------------|--|--|
| <i>relationships</i> | The children will build on their understanding from Year 3 about responding safely to others . | https://www.youtube.com/watch?v=GHS27DHyIiO Trip to the dentist with Dr. Ranj |
| <i>Living in the wider world</i> | The children will use their understanding of who can help us and jobs in the community from Year 1 to deepen their knowledge of the job that a dentist does. Also the work on different jobs and skills taught in Year 3 | |
| <i>Health and well being</i> | Children will build on their knowledge about who helps us from EYFS and Year 1. This will help them to develop what they learnt in Year 2. They will know from Year 3 about making healthy choices . | |

| Outcome | Character Traits | Stickability | WOW |
|---|-----------------------|---|--|
| Children will know how to use medicine safely and create a poster about it. | Articulate curious | Remind the children of the work that they have done in science on teeth, learning walls, use background knowledge from visits to den- | Look at different medicine packets and observe which they recognise. |

| Curriculum Objectives | | Vocabulary | | | | Links Across the Curriculum | |
|--|--|--------------------|--|------------------|---|--|---|
| Families and friendships To manage friendships and peer influence. Safe relationships To manage physical contact To know when they feel safe Respecting ourselves and others To respond respectfully to a wide range of people To recognise prejudice and discrimination | | friendship | The relationship you have with someone outside of your family. | unacceptable | To disagree on a solution. | No Outsiders—(reflect back on “Blown Away” by Rob Biddulph and “The Way Back Home”—by Oliver Jeffers. Year 4) Relationships and Sex Education (RSE) stepping stones to what will be taught in year 6 lessons. | |
| | | included | Allowing others to join in. | Physical contact | Touching | | |
| | | resolve | Find a solution to a problem | respectful | appreciate others thoughts and feelings. | | |
| | | disputes | Arguing and falling out | equally | To give everyone a fair chance. | | |
| | | acceptable | To agree on something suitable | discrimination | When someone is treated differently for a particular reason | | |
| | | prejudice | An unfair feeling of dislike because of race, sex, religion... | | | | |
| | | | | | | | |
| Lessons Sequence | Substantive Knowledge/Key Knowledge | | | | | Disciplinary Knowledge / Skills | |
| LO: To manage friendships and peer influence. | The children will learn what makes a healthy friendship and how to make people feel included. They will learn the strategies that make people feel included. The children will learn about peer influence and how it can make people feel or behave. They will learn about the impact of peer approval in different situations including online. They will learn to peer influence and the need for peer approval e.g. exit strategies and assertive communication. | | | | | The children will learn to ask questions and accept differences. | |
| LO: To know what to do if you experience challenges with your friends. | The children will develop an understanding that all friendships experience challenges. They will learn strategies to positively resolve disputes and reconcile differences in friendships. They will know that friendships can change over time and the benefits of having new and differences types of friends. They will learn to recognise if a friendship is making them feel unsafe, worried or uncomfortable. They will know when and how to seek support in relation to friendship. | | | | | | |
| LO: To manage physical contact | The children will identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. They will learn to ask for, give and not give permission for physical contact. They will learn how it feels in a person's mind and body when they are uncomfortable. It is never the recipients fault if they have experienced unacceptable contact. | | | | | The children will analyse their own feelings about those who are differences. | |
| LO: To know when they feel safe | They will learn how to respond to unwanted and unacceptable physical contact. The children will learn that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. They will learn to tell a trusted adult if they are concerned about unwanted physical contact. | | | | | | |
| LO: To respond respectfully to a wide range of people | The children will learn that everyone should be treated equally. They will learn why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. | | | | | The children will be respectful towards everyone and treat them with respect. | |
| LO: To recognise prejudice and discrimination | They will learn what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. They will identify online bullying and discrimination of groups and individuals e.g. trolling and harassment. | | | | | | |
| Themes | | | | | | | Diversity in the Curriculum |
| relationships | The children are building on their understanding of respecting differences and similarities sensitively from Year 4 and the understanding that uniqueness is empowering. | | | | | | Is covered within the unit of work and the linked No Outsiders books “Rose Blanche” by Ian McEwan and R. Innocenti and “Where the Poppies Grow” |
| Living in the wider world | The children will develop their understanding that communities are made up of diverse people with different skills and beliefs from Year 3 and Year 4. | | | | | | |
| Health and well being | The children will continue to know that accepting diversity, and not accepting discrimination and prejudice, will positively increase thier physical and mental well being. | | | | | | |
| Outcome | | Character Traits | Stickability | | WOW | | |
| Children will know that they should accept everyone and have a strong definition of prej-udice and discrimination that will help them | | Kind respectful | Discuss who is in their friendship group, has it changed since KS1. How can they make chil-dren feel included. | | Make a friendship web by passing string around and saying one special thing about each person in the class. | | |



Year 5 Spring - PHSE - *Living in the Wider World*



| Curriculum Objectives | | Vocabulary | | | | Links Across the Curriculum |
|--|--|---|--|----------------|---|---|
| <u>Belonging to a community</u> Protecting the environment To have compassion towards others. <u>Media Literacy</u> To know how information online is targeted; different media types, their roles and impact. <u>Money and work</u> To identify jobs interests and aspirations. To know what influences career choices and work place stereo- types. | | environment | The physical things that are around us | aspiration | a hope or ambition of achieving something. | No Outsiders- discrimination and stereotypes -The Island, Computing- SMART choices about fake news, keeping passwords safe and speaking to a trusted adult. |
| | | compassion | Concern for others misfortune. | responsibility | A duty to deal with something or of having control over someone | |
| | | stereotypes | a widely held but fixed idea of a particu- lar type of person or thing. | | | |
| Lessons Sequence | | Substantive Knowledge/Key Knowledge | | | | Disciplinary Knowledge / Skills |
| LO: Protecting the environment | | The children will know about how resources are allocated and the effect this has on individuals, the community and the environment. They will understand the importance of protecting the environment and how everyday actions can either support or damage it. | | | | The children will learn to ask questions about their future roles in society. |
| LO: To have and compassion towards oth- ers. | | The children will learn how to show compassion for the environment, animals and other living things. They will learn how money is spent and how it effects the environment. They will learn to form and express their opinions about their responsibility towards the environment. | | | | |
| LO: To know how information online is targeted; different media types, their roles and impact. | | The children will learn to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. They will learn basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion or biased. They will learn that some media and online content promote stereo- types and how to assess which search results are more reliable than others. | | | | The children will analyse the jobs that people in our communities do. |
| LO: To identify how retailers try to in- fluence our spending | | The children will learn to identify different ways to pay for things and the choices people have about this. To recognise that people have different attitudes towards spending and saving money. What influences peoples decisions? What makes them think that something is "good value for money"? To recognise that people make spending decisions based on priorities, needs and wants. | | | | |
| LO: to discuss spending decisions and a budget. | | The children will learn to identify different ways to pay for things and the choices people have about this. To recognise that people have different attitudes towards spending and saving money. That people spending decisions can affect others and the environment (e.g Fair Trade, buying single use plastic or giving to charity). To recog- nise that people make spending decisions based on priorities, needs and wants. | | | | The children will understand that society needs people to perform a variety of different functions for a community to thrive. |
| | | | | | | |
| Themes | | | | | | Diversity in the Curriculum |
| relationships | The children will know that they will build positive relationships if they | | | | | People who challenge work place stereotypes—https:// www.managers.org.uk/knowledge-and-insights/article/four- amazing-women-challenging-stereotypes/ Black people who challenge work place stereotypes https:// www.acenet.co.uk/news/blog/black-history-month-an-opportunity- to-challenge-workplace-stereotypes/ |
| Living in the wider world | The children will continue their work from year 4 about the jobs that people perform in the community and how looking after the environment is im- portant for their quality of life which will develop the work that they did in Year 3 and use their knowledge from Year 1 about how their strengths will help them in their future careers. | | | | | |
| Health and well being | The children will understand that having a career that uses their strengths is good for their physical and mental well being. They will know that infor- mation on line can be harmful to their well being which will deepen their understanding from Year 4 about how data is used and shared. Showing com- passiion to others is avaluable tool in well being. | | | | | |
| Outcome | | Character Traits | Stickability | | WOW | |
| The children will know how to protect the en- vironment, know that the information on the internet needs to be treated with caution. | | Ambitious respectful | Ask the children which jobs their parents do. Put up a wide range of jobs that people com- plete. Discuss what would happen if there | | Turn back in their PHSE books to see what jobs they wanted to do from Year 1 and Year 2. Have they changed their minds? | |



Year 5 Summer - PHSE - Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|-----------|--|---|
| Physical health and well-being To know about mental health and well-being Growing and changing To know how to keep safe in different situations. Keeping safe To know some basic first aid. To understand the value of medicines, vaccinations, immunisation and allergies. | hygiene | Keep yourself clean | virus | An infectious cell that only duplicates itself inside another organism. | Science - Year 3 - sun safety as part of their light and dark unit. |
| | bacteria | A single cell living organism that can make you unwell. | First aid | Help given to an injured or sick individual until full medical support is available. | Science—Year5/6—biological changes/puberty and external genitalia. No Outsiders— discrimination—Rose Blanche, The Diddle That Dummed—mental health and wellbeing |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|--|---|
| LO: To know some basic first aid. | The children will know how to deal with common injuries using basic first aid techniques such as cleaning a wound, putting a plaster on a cut. They will learn how to respond in an emergency, including when and how to contact different emergency services. | The children will learn how to develop mature attitudes towards their own physical and mental well being. |
| LO: To know about mental health and well-being | The children will understand that good sleep habits contribute to a healthy lifestyle. They will develop health sleep strategies and how to maintain them. The children will understand the benefits of being outdoors and in the sun for physical and mental health. The children will learn how to recognise, respect and express their individuality and personal qualities. They will develop strategies to boost their mood and improve their emotional well being. The children will learn about the link between participating in interests and hobbies and community groups and mental well being. | They will be able to ask themselves questions about who they are and how they fit into society. |
| LO: To know how to keep safe in different situations. | The children will be able to identify when situations are becoming risky, unsafe or an emergency. They will learn to identify occasions where they can help take responsibility for their own safety. They will learn to differentiate between positive risk (e.g. trying a challenging new sports) and dangerous behaviour. | The children will continue to learn how to celebrate differences. |
| LO: To understand the value of medicines, vaccinations, immunisation and allergies. | The children will know that medicines can contribute to health and how allergies can be managed through medication, including hand washing and checking food packaging. They will know that some diseases can be prevented by vaccinations and immunisations, They will learn that bacteria and viruses can affect health. They will analyse how they can prevent the spread of bacteria and viruses through hygiene routines. They will know that they have a shared responsibility to keep the environment clean. | |

| Themes | Diversity in the Curriculum |
|--------|-----------------------------|
|--------|-----------------------------|

| | | |
|----------------------------------|--|---|
| <i>relationships</i> | The children will develop an understanding that recognising their own personalities will help them develop the relationships in their lives. | https://www.twinkl.co.uk/resource/ks2-challenging-prejudice-gender-equality-scenario-cards-t-lf-1644316715 |
| <i>Living in the wider world</i> | The children will continue to develop their understanding about not spreading diseases and hygiene and how being unhygienic can affect their families and friends and the wider community and even globally. | |
| <i>Health and well being</i> | Children will develop their knowledge from year 4 about external changes to their bodies in puberty. They will recognise that they can have a responsibility for their own safety during an emergency that develops their Year 4 learning about recognising risks around them. | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------|---|--|
| The children will know that mental and physical well being are linked. They will know that sleep is important as their bodies develop. | Kind Respectful | Ask the children what they know about sleep habits from Year 2. What does hygiene mean to them. | Children to guess the adult from character traits and their likes and interests. |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---|-------------------|--|--|
| Families and friendships To develop an understanding of attraction to others including romantic relationships. To discuss civil partnership and marriage. Safe relationships To recognise and manage pressure and consent in different situations. Respecting ourselves and others To express opinions and respecting others points of view. To share opinions on topical issues. | consent | Give permission for physical contact | race | A group of people with common ancestry | RE— Marriage RSE— PSHE Association lessons covering Sex and Relationships No Outsiders— The Island- discrimination. The Thing- being inclusive. My Princess Boy- being unique. |
| | respect | To treat others how you would like to be treated | religion | The belief and worship in a god(s) | |
| | attraction | The feeling of liking or being interested in another person | marriage | Legally and joined union between two people | |
| | gender | Being male or female | Civil partnership | Legally joined partnership without an exchange vows. | |
| | ethnicity | People who share a common cultural background or descent. | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|--|---|
| LO: To develop an understanding of attraction to others including romantic relationships. | The children will learn what it means to be attracted to someone and the different types if loving relationships. They will understand that people who love each other can be of any gender, ethnicity or faith. The children will learn the difference between gender identity and sexual orientation and everyone's right to be loved. | The children will learn how to formulate and share opinions respectfully. |
| LO: To discuss civil partnership and marriage. | The children will discuss the qualities of a healthy relationship. They will understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart. . They will learn what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. They will learn that to force anyone into a marriage is illegal. They will learn how and where to report a forced marriage to ot ask for help if they are worried. | The children will respect other people's feelings and points of view. |
| LO: To recognise and manage pressure. | The children will learn to compare the features of a healthy and an unhealthy friendship. They will understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. They will learn strategies to respond to pressure from friends including online "challenges" and "dares". | The children will learn how to create arguments to express how they feel about a topic/issue. |
| LO: To recognise and manage pressure and consent in different situations. | The children will recap what pressure means from the previous lesson. They will learn how to recognise and respond to pressure from others to do something unsafe or makes them feel worried or unsafe or uncomfortable. They will know how to get advice and report concerns about personal safety, including online. They will learn what consent means and how to seek and give/not give permission in different situations. | The children will develop their listening skills with each other. |
| LO: To express opinions and respecting others points of view. | The children will learn about the link between values and behaviour and how to be a positive role model. They will learn how to discuss issues respectfully. They will learn how to listen and respect other points of view. They will learn how to constructively challenge points of view they disagree with. | |
| Lo: To share opinions on topical issues. | The children will learn ways to participate effectively in discussions online and manage conflict or disagreements. | |

| Themes | | | | Diversity in the Curriculum |
|--|---|---|---|--|
| <i>relationships</i> | The children will develop their knowledge managing friendships from Year 5 to know that it is ok to disagree but it should be done in a way that is respectful and shows that they are able to listen to others. | | | To know that marriage and civil partnerships can now be had between people in same sex partnerships. |
| <i>Living in the wider</i> | Children will know that they are part of a wider community and that some global issues affect them . They will build on Year 5 work about responding | | | |
| <i>Health and well being</i> | They will explore and develop, from Year 5,the links between mental well being and building healthy relationships. They will develop work from Year 3 about respecting personal boundaries. And work from Year 5 about consent with physical contact. | | | |
| Outcome | Character Traits | Stickability | WOW | |
| The children know how to build healthy relationships and friendships and how to manage consent and differing opinions. | Kind respectful | Have you been to a wedding. What was it like. | Look at wedding photos etc such as marriage certificates, | |



Year 6 Spring - PHSE - Living in the Wider World



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|----------------|---|-------------------|--|---|
| <u>Belonging to a community</u> To value diversity. To challenge discrimination and stereotypes <u>Media literacy</u> To evaluate media sources To share things online carefully <u>Money and Work</u> To understand influences and attitudes to money. To discuss financial risks | discrimination | Making unjustified distinctions between people that is detrimental to them. | altered | Changed in a small but significant way. | No Outsiders - The Island, The Thing, My Princess Boy, Leaf Computing— internet safety, SMART values and how images can be altered, faked and manipulated. |
| | prejudice | A preconceived opinion that is not based on reason or experience. | gambling | Play games of chance for money and risk winning or losing. | |
| | stereotypes | A widely held but fixed idea about a person or a thing. | finances | How we manage our income and outcoming. | |
| | manipulated | Control or influence someone in a particular direction. | Critical consumer | The conscious choice to buy or not buy a product. | |
| | fraud | Wrongful or criminal deception intended | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| 1. LO: To value diversity. | The children will learn what prejudice means. They will be able to differentiate between prejudice and discrimination. They will learn to recognise acts of discrimination and develop strategies to safely respond to and challenge discrimination. | The children will learn to respect all people regardless of race, ethnicity, religion or culture. |
| 2. LO: To challenge discrimination and stereotypes | They will learn to recognise acts of discrimination and develop strategies to safely respond to and challenge discrimination. The children will learn how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding different groups. They will know how stereotypes are perpetuated and how to challenge this. | |
| 3. LO: To evaluate media sources | The children will learn about the benefits of safe internet use e.g. learning, connecting and communicating with others. They will build on their understanding of how and why images online might be manipulated, altered or faked. They will learn to recognise when images might have been altered. | |
| 4. LO: To share things online carefully | The children will know why people choose to communicate through social media and some of the risks and challenges of doing so. They will learn that social media sites have age restrictions and regulations for use and the reasons why some media and online content is not appropriate for children. They will learn how online content can be designed to manipulate people's emotions and encourage them to read or share things. They will learn about sharing things online including the rules and laws to this. They will learn how to recognise what is appropriate to share online and report inappropriate online content or contact. | Children will learn to critically analyse different arguments and discern which arguments they favour respectfully. |
| 5. LO: To discuss spending decisions and a budget. | The children will learn about the role that money plays in people's lives, attitudes towards it and what influences decisions about money including the cost of living and amount of money coming in. They will know the value of money and how to judge of something is value for money. They will know how companies encourage customers to buy things and why it is important to be a critical consumer. | |
| 6. LO: To discuss financial risks and how to avoid them | The children will learn how having or not having money can impact on a person's emotions, health and well being. They will learn about common risks associated with money, including debt, fraud and gambling. They will know that money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. They will learn how to get help if they are concerned about gambling or other financial risks. | |

| Themes | | | | Diversity in the Curriculum |
|---|---|--|--|---|
| <i>relationships</i> | The children will build on their learning from Year 5 about compassion towards others and how finances can impact on their relationships with family and friends. | | | No Outsiders - The Island, The Thing, My Princess Boy, Leaf |
| <i>Living in the wider</i> | The children will continue their learning from Year 5 about compassion and develop their ability to accept people from diverse/all backgrounds. They | | | |
| <i>Health and well being</i> | The children will continue to make links between financial well being and mental well being. That they need to use appropriate online sites to maintain their well being. | | | |
| Outcome | Character Traits | Stickability | WOW | |
| The children will make an information leaflet about recognising and avoiding scams, gambling and financial fraud. | Resilient respectful | Ask the children about what a budget is, refer back to learning from Year 4 and 5. Children to use their own experiences about not | Play a buying and selling game where they have to choose whether to buy things or not depending on their budget. | |



Year 6 Summer - PHSE - Health and Wellbeing



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|---------------|---|-------------|--|---|
| Physical health and well-being To know what effects mental health and ways to take care of it. Growing and changing To manage change constructively. To manage increasing independence and transitions. To manage loss and bereavement. To manage time online effectively. RSE/keeping safe To understand human reproduction and birth. | Mental health | A healthy brain | legal/law | A system of rules that may be enforced by government | RSE- PSHE Association lessons regarding Sexual relationships. No Outsiders-We're all wonders- individuality Science- human reproduction system. |
| | bereavement | When you lose someone/thing you love | transitions | Moving from one to another | |
| | independence | Being free of the control of someone else | | | |

| Lessons Sequence | Substantive Knowledge/Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| LO: To know what effects mental health and ways to take care of it. | The children will learn that there are situations when someone may experience mixed feelings or conflicting feelings. The children will know that mental health is just as important as physical health and that both need looking after. They will recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. They will know that feelings can often be helpful, whilst recognising that they sometimes need to be overcome. They will learn how negative experiences such as being bullied or feeling lonely can affect mental well being.. They will learn positive strategies for managing feelings. | Children will have the skills to manage relationships positive or negative |
| LO: To manage change constructively. To manage increasing independence and transitions. | The children will learn about the changes that may occur in life including death, and how these can cause conflicting feelings. The children will learn that changes can mean that people experience feelings of loss or grief. Children will learn to recognise some of the changes as they grow up e.g. increasing independence and what it is like to be independent including how it may feel. They will learn about the transition to secondary school and how this may affect their feelings. They will learn about how relationships may change as they grow up or move to secondary school They will learn practical strategies that can help them manage times of change and transition e.g. practising the bus route to secondary school. | Children will have the skills to manage their feelings whether that be positive or negative |
| LO: To manage loss and bereavement. | The children will learn that changes can mean that people experience feelings of loss or grief. They learn that the process of grieving and how grief can be expressed and about strategies that can help someone cope with feelings associated with change or loss.. They will learn to identify how to ask for help and support with loss, greif or other aspects of change | Children will have the skills to manage the changes in their bodies and if necessary get help where required. |
| LO: To manage time online effectively. | The children will learn how balancing time online with other activities helps to maintain their health and well being. They will identify strategies to manage time spent online and foster positive habits e.g. switching the phone off at night. They will develop their understanding of what to do and whom to tell if they are frightened or worried about something they have seen online. | Children will be able to articulate all elements of reproduction in humans |
| LO: To understand human reproduction and birth. | Children can describe how a baby is made. Children can explain what pregnancy means, how long it lasts, and where it occurs. | |

| Themes | | | |
|------------------------------|---|--|--|
| <i>relationships</i> | The children will build on their learning from Year 5 about compassion towards others and how finances can impact on their relationships with family and friends. | | |
| <i>Living in the wider</i> | The children will continue their learning from Year 5 about compassion and develop their ability to accept people from diverse/all backgrounds. They | | |
| <i>Health and well being</i> | The children will continue to make links between financial well being and mental well being. That they need to use appropriate online sites to maintain their well being. | | |

| Outcome | Character Traits | Stickability | WOW |
|---|--|-----------------------------------|-----------------------------|
| Children understand what is meant by a healthy and safe relationship. | Ambitious, kind Respectful Curious | Recap prior learning and quizzes. | Watch the educational video |

| Diversity in the Curriculum |
|--|
| Links to different relationships e.g. King and King in No Outsiders Tango Makes Three. |
| Knowledge about arranged marriages and their rights. |
| Knowledge about FGM and their rights. |