

PSHCE Area	Nursery objectives	Reception objectives	Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Autumn 1 Me and My Relationships	<p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Recognise that we are unique; - Describe different feelings and use this skill to manage relationships; - Understand that some families are different from theirs, but these families also love and care for one another. <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Share their likes and dislikes with their friends and adults in their classroom; - Name the different features of their face and parts of their body; - Use their senses to explore the world around them. 	<p>All about me (FPC1, FPC3, RR1, RR4, RR5 CF1)</p> <p>What makes me special (RR1, RR3)</p> <p>Me and my special people (FPC1, FPC2, FPC3, CF1, RR1)</p> <p>Who can help me? (FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9)</p> <p>My feelings (MW2, MW3, MW6, MW7, CF5, FPC6)</p> <p>My feelings (2) (MW2, MW3, MW6, MW7, CF2, CF5, FPC6)</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Talk about similarities and differences. - Name special people in their lives. - Describe different feelings. - Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried. <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Talk about their own interests. - Talk about their families. - Talk about how they are the same or different to others. 	<p>Why we have classroom rules (RR2, RR3)</p> <ul style="list-style-type: none"> - Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these <p>Thinking about feelings (BS5, MW2, MW3, MW4, MW7)</p> <ul style="list-style-type: none"> - Recognise how others might be feeling by reading body language/facial expressions; - Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) <p>Our feelings (MW1, MW2, MW4, MW7)</p> <ul style="list-style-type: none"> - Identify a range of feelings; - Identify how feelings might make us behave; - Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p>Feelings and bodies (MW2, MW3, MW6, MW7)</p> <ul style="list-style-type: none"> - Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt. <p>Our special people balloons (FPC3, FPC4)</p> <ul style="list-style-type: none"> - Recognise that they belong to various groups and communities such as their family; 	<p>Our ideal classroom (1) (RR2)</p> <ul style="list-style-type: none"> - Suggest actions that will contribute positively to the life of the classroom; - Make and undertake pledges based on those actions. <p>Our ideal classroom (2) (RR3)</p> <ul style="list-style-type: none"> - Take part in creating and agreeing classroom rules. <p>How are you feeling today? (MW2, MW3)</p> <ul style="list-style-type: none"> - Use a range of words to describe feelings; - Recognise that people have different ways of expressing their feelings; - Identify helpful ways of responding to other's feelings. <p>Bullying or teasing? (RR5, RR6)</p> <ul style="list-style-type: none"> - Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; - Identify situations as to whether they are incidents of teasing or bullying. <p>Don't do that! (RR5, RR6)</p> <ul style="list-style-type: none"> - Understand and describe strategies for dealing with bullying; - Rehearse and demonstrate some of these strategies. <p>Types of bullying (RR5, RR6)</p> <ul style="list-style-type: none"> - Explain the difference 	<p>As a rule (ISH4)</p> <ul style="list-style-type: none"> - Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules. <p>My special pet (MW2, MW3, MW4)</p> <ul style="list-style-type: none"> - Explain some of the feelings someone might have when they lose something important to them; - Understand that these feelings are normal and a way of dealing with the situation. <p>Tangram team challenge (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Define and demonstrate cooperation and collaboration; - Identify the different skills that people can bring to a group task; - Demonstrate how working together in a collaborative manner can help everyone to achieve success. <p>Looking after our special people (CF1, CF2)</p> <ul style="list-style-type: none"> - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people. <p>How can we solve this problem? (CF3, CF4, RR1)</p>	<p>An email from Harold! (CF2, CF3, MW3, MW6, MW7)</p> <ul style="list-style-type: none"> - Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; - Explain how different words can express the intensity of feelings. <p>Okay or not okay? (Part 1) (CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3)</p> <ul style="list-style-type: none"> - Explain what we mean by a 'positive, healthy relationship'; - Describe some of the qualities that they admire in others. <p>Okay or not okay? (Part 2) (CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3)</p> <ul style="list-style-type: none"> - Recognise that there are times when they might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend. <p>Human machines (RR2)</p> <ul style="list-style-type: none"> - Demonstrate strategies for working on a collaborative task; - Define successful qualities of teamwork and collaboration. <p>Different feelings (MW1, MW2, MW3, MW4)</p> <ul style="list-style-type: none"> - Identify a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to physical state. <p>When feelings change</p>	<p>Collaboration challenge (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain what collaboration means; - Give examples of how they have worked collaboratively; - Describe the attributes needed to work collaboratively. <p>Give and take (CF2, CF3)</p> <ul style="list-style-type: none"> - Explain what is meant by the terms negotiation and compromise; - Describe strategies for resolving difficult issues or situations. <p>How good a friend are you? (CF1, CF2, CF3, CF4, MW1, MW2, MW3)</p> <ul style="list-style-type: none"> - Demonstrate how to respond to a wide range of feelings in others; - Give examples of some key qualities of friendship; - Reflect on their own friendship qualities. <p>Relationship cake recipe (CF2, CF3, CF4, CF5, RR3, RR4, RR5)</p> <ul style="list-style-type: none"> - Identify what things make a relationship unhealthy; - Identify who they could talk to if they needed help. <p>Being assertive (CF2, CF3, CF5, RR1)</p> <ul style="list-style-type: none"> - Identify characteristics of passive, aggressive and assertive behaviours; - Understand and rehearse assertiveness skills. <p>Our emotional needs (MW2, MW3, MW4, MW9, MW10)</p>	<p>Working together (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Demonstrate a collaborative approach to a task; - Describe and implement the skills needed to do this. <p>Let's negotiate (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain what is meant by the terms 'negotiation' and 'compromise'; - Suggest positive strategies for negotiating and compromising within a collaborative task; - Demonstrate positive strategies for negotiating and compromising within a collaborative task. <p>Solve the friendship problem (CF2, CF3, CF4, CF5)</p> <ul style="list-style-type: none"> - Recognise some of the challenges that arise from friendships; - Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. <p>Assertiveness skills (CF5, RR2, RR4, RR5, RR8)</p> <ul style="list-style-type: none"> - List some assertive behaviours; - Recognise peer influence and pressure; - Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>Behave yourself (RR1, RR2,</p>

			<p>- Explain how these people help us and we can also help them to help us.</p> <p>Good friends (CF1, CF2, CF3)</p> <ul style="list-style-type: none"> - Identify simple qualities of friendship; - Suggest simple strategies for making up. <p>How are you listening? (RR1, CF2, CF4, CF5)</p> <ul style="list-style-type: none"> - Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. 	<p>between bullying and isolated unkind behaviour;</p> <ul style="list-style-type: none"> - Recognise that that there are different types of bullying and unkind behaviour; - Understand that bullying and unkind behaviour are both unacceptable ways of behaving. <p>Being a good friend (CF1, CF2, CF3)</p> <ul style="list-style-type: none"> - Recognise that friendship is a special kind of relationship; - Identify some of the ways that good friends care for each other. <p>Let's all be happy! (MW2, MW9)</p> <ul style="list-style-type: none"> - Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); - Explain where someone could get help if they were being upset by someone else's behaviour. 	<ul style="list-style-type: none"> - Rehearse and demonstrate simple strategies for resolving given conflict situations. <p>Dan's dare (BS1)</p> <ul style="list-style-type: none"> - Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <p>Thunks (RR1, RR2, RR3)</p> <ul style="list-style-type: none"> - Express opinions and listen to those of others; - Consider others' points of view; - Practise explaining the thinking behind their ideas and opinions. <p>Friends are special (CF1, CF2, CF4, CF5, RR3)</p> <ul style="list-style-type: none"> - Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again. 	<p>(MW3, MW4)</p> <ul style="list-style-type: none"> - Demonstrate a range of feelings through their facial expressions and body language; - Recognise that their feelings might change towards someone or something once they have further information. <p>Under pressure (RR1, RR6, MW8, ISH5)</p> <ul style="list-style-type: none"> - Give examples of strategies to respond to being bullied, including what people can do and say; - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<ul style="list-style-type: none"> - Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. <p>Communication (OR2, OR3, MW8)</p> <ul style="list-style-type: none"> - Understand that online communication can be misinterpreted; - Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face 	<p>RR4, RR5, RR6, BS6)</p> <ul style="list-style-type: none"> - Recognise and empathise with patterns of behaviour in peer-group dynamics; - Recognise basic emotional needs and understand that they change according to circumstance; - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <p>Dan's day (FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1)</p> <ul style="list-style-type: none"> - Describe the consequences of reacting to others in a positive or negative way; - Suggest ways that people can respond more positively to others. <p>Don't force me (FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7)</p> <ul style="list-style-type: none"> - Describe ways in which people show their commitment to each other; - Know the ages at which a person can marry, depending on whether their parents agree; - Understand that everyone has the right to be free to choose who and whether to marry. <p>Acting appropriately (RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8)</p> <ul style="list-style-type: none"> - Recognise that some types of physical contact can produce strong negative feelings; - Know that some
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Vocabulary	<p>Body (and various body parts such as elbow etc), private parts (in reference to areas of the body behind a vest and pants – use vulva and penis if children ready), same, different, special, feeling, family, adopted.</p>	<p>Same, different, feeling help, special, practice, effort, family, favourite, friends, happy, special people, sad, emoji's, kind, helpful</p>	<p>Rules, safe, feeling, emotion, friendship, hurt, family, listening, body language, behaviour, help, special people, making up, responsibility, work together, heal, support</p>	<p>Rules, positive, emotion, behaviour, bullying, teasing, relationship, feelings, safe, repeated, friendship, caring, help, friendly, regular</p>	<p>Appropriate, consequence, cooperation, collaboration, special, conflict, uncomfortable, opinion, resolve, rules, responsibility, friendship, dare, continuum, strategies, safety, care, falling out, point of view, persuade, loss, making up, respectful, calm, feelings, compromise, courteous. apologise, challenging</p>	<p>Physical state, express, positive healthy relationship, admire, successful, situation, unacceptable, feelings, friendly, collaborate, facial expression, respect, collaboration, body language, tease, responsibilities, aggressive, collaborative, bully, qualities, consequences, teamwork, pressure, excluded, face-to-face, independent, assertive, aggressive, compromise, negotiate, respectful</p>	<p>Collaboration, collaborative, negotiate, compromise, passive, aggressive, assertive, risk, responsible, insensitive, unhealthy relationship, emotions, non-verbal, sensitive, verbal abuse, emotional needs, body language, conflict, physical abuse, tone of voice, resolution, sexual abuse, face-to-face, uncomfortable, touching, unsafe</p>	<p>Collaborative, negotiate, compromise, challenge, influence, pressure, empathise, commitment, balanced friendship, assertive/ness, sensitive, marriage, in/appropriate, privacy settings, teamwork, respect/ful, peer pressure, resolution, thoughtful, civil partnership, identity theft, response, forced marriage, illegal, secure</p>
British Values			<p>Why we have classroom rules – Democracy Our special people - Individual Liberty</p>	<p>Our ideal classroom (1) and (2) - Democracy</p>	<p>As a rule – Democracy, The rule of law</p>	<p>Different feelings - Tolerance and respect for others</p>	<p>How good a friend are you? Tolerance and respect for others</p>	<p>Dan's day Tolerance and respect for others</p>
Cultural Capital								

Autumn 2 Valuing Differences	Me and my friends Friends and family Including everyone <u>Overarching learning intentions across this unit</u> - Recognise that there are differences and similarities between themselves - Celebrate their friends and include them - Understand people have different cultures and religions <u>Learning outcomes specific to this plan</u> - Talk about the similarities and differences amongst their peers - Talk about the things they and their friends are good at - Spot similarities and differences in nature	I'm special, you're special (RR1, RR4) Same and different (CF1, CF2, CF3, RR1, RR5, BS6, MW3) Same and different families (FPC1, FPC2, FPC3, FPC4, RR1) Same and different homes (RR1) I am caring (formerly Kind and caring -1) (CF2, CF3, RR2, RR3) I am a friend (formerly Kind and caring, 2) (CF1, CF2, CF3, RR1, RR2, RR3) <u>Overarching learning intentions across this unit</u> - Be sensitive towards others and celebrate what makes each person unique. - Recognise that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers. - Know the importance of showing care and kindness towards others. - Demonstrate skills in building friendships and cooperation. <u>Learning outcomes specific to this plan</u> - Describe their own positive attributes. - Share their likes and dislikes. - Listen to and respect the ideas of others.	Same or different? (FPC3, FPC4, RR1, RR2) - Identify the differences and similarities between people; - Empathise with those who are different from them; - Begin to appreciate the positive aspects of these differences. Unkind, tease or bully? (CF2, CF3, CF4, RR5, RR6, MW8) - Explain the difference between unkindness, teasing and bullying; - Understand that bullying is usually quite rare. Harold's school rules (RR3, RR5, BS1) - Explain some of their school rules and how those rules help to keep everybody safe. Who are our special people? (FPC1, FPC2, FPC3, FPC4, MW6) - Identify some of the people who are special to them; - Recognise and name some of the qualities that make a person special to them. It's not fair! (CF2, CF3, CF4, RR2, RR3) - Recognise and explain what is fair and unfair, kind and unkind; - Suggest ways they can show kindness to others.	What makes us who we are? (RR1, RR2) - Identify some of the physical and non-physical differences and similarities between people; - Know and use words and phrases that show respect for other people. How do we make others feel? (RR2) - Recognise and explain how a person's behaviour can affect other people. My special people (FPC1, FPC2, FPC3, FPC4) - Identify people who are special to them; - Explain some of the ways those people are special to them. When someone is feeling left out (CF3, MW7) - Explain how it feels to be part of a group; - Explain how it feels to be left out from a group; - Identify groups they are part of; - Suggest and use strategies for helping someone who is feeling left out. An act of kindness (CF3, RR2, RR3, MW3) - Recognise and describe acts of kindness and unkindness; - Explain how these impact on other people's feelings; - Suggest kind words and actions they can show to others; - Show acts of kindness to others in school. Solve the problem (CF4, CF5) - Demonstrate active	Family and friends (FPC1, FPC3, FPC4, FPC6, RR7) - Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' My community (MW5) - Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Respect and challenge (RR1, RR3) - Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully. Our friends and neighbours (RR1) - Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Let's celebrate our differences (FPC3, RR1, RR2, RR6, OR2, MW8, ISH5)	Can you sort it? (CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4) - Define the terms 'negotiation' and 'compromise'; - Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Islands (CF5, RR8, BS1, BS3, BS5, MW4) - Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Friend or acquaintance? (FPC1, FPC2, CF1, CF2, RR1) - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); - Give examples of features of these different types of relationships, including how they influence what is shared. What would I do? (FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1) - List some of the ways that people are different to each other (including differences of race, gender, religion);	Qualities of friendship (CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5) - Define some key qualities of friendship; - Describe ways of making a friendship last; - Explain why friendships sometimes end. Kind conversations (RR1, RR2, RR4, RR5) - Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others. Happy being me (RR1, RR2, RR3, RR4, RR5, RR6, RR7) - Develop an understanding of discrimination and its injustice, and describe this using examples; - Empathise with people who have been, and currently are, subjected to injustice, including through racism; - Consider how discriminatory behaviour can be challenged. The land of the Red People (FPC3, CF3, RR1, RR2, RR4, RR5) - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Okay to be different (CF2, RR1, RR6, BS1, MW3) - Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; - Suggest strategies for dealing with bullying, as a bystander; - Describe positive attributes of their peers. We have more in common than not (RR1, RR5, RR6, OR2) - Know that all people are unique but that we have far more in common with each other than what is different about us; - Consider how a bystander can respond to someone being rude, offensive or bullying someone else; - Demonstrate ways of offering support to someone who has been bullied. Respecting differences (RR1, RR2, RR3, RR5) - Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Tolerance and respect for others (RR1, RR2, RR5) - Understand and explain the term prejudice; - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
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				<p>listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>- Recognise the factors that make people similar to and different from each other;</p> <p>- Recognise that repeated name-calling is a form of bullying;</p> <p>- Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Zeb (RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5)</p> <p>- Understand and explain some of the reasons why different people are bullied;</p> <p>- Explore why people have prejudiced views and understand what this is.</p>	<p>- Recognise potential consequences of aggressive behaviour;</p> <p>- Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>The people we share our world with (FPC3, CF3, RR1, RR2, RR5)</p> <p>- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>- Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>That is such a stereotype! (RR7, OR5, ISH2, ISH5, ISH6)</p> <p>- Understand and identify stereotypes, including those promoted in the media.</p>	<p>Is it true? (RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6)</p> <p>- Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>It could happen to anyone (CF1, CF2, CF3, CF5)</p> <p>- Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>- Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Advertising friendships (FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6)</p> <p>- Explain the difference between a friend and an acquaintance;</p> <p>- Describe qualities of a strong, positive friendship;</p> <p>- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Boys will be boys? – challenging gender stereotypes (RR1, RR2, RR6, RR7, ISH2, ISH6)</p> <p>- Define what is meant by the term stereotype;</p> <p>- Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>- Recognise that people fall into a wide range of what is seen as normal;</p> <p>- Challenge stereotypical gender portrayals of people.</p>
Vocabulary	Same, different, favourite, family, friends, talent/skill/quality (depending on understanding), include, celebrate differences, feelings, kind, team, sharing, help, leave out	Special, same, new friend, likes, different, kindness, friendship, dislikes, kind, family, home, favourite, unkind	Difference, similar, positive, unkind, teasing, bullying, special, quality, rules, safe, unfair, fair, feelings, kind, respect, behaviour	Physical, non-physical, respect, behaviour, group, kindness, impact, unique, special people, feelings, listening, help, cooperate, calm, unkind, aggressive, feelings, problem, solve	Family, adoption, fostering, same-sex relationship, community, mental health, well-being, origin, diversity, respect, similarities, prejudice, belonging, cooperation, differences, disability, listening skills, identity, name calling, gender, politeness, bullying, race, blended family, courtesy, colour, manners, sexuality	Negotiation, compromise, conflict, personal body space, consequence, identity, stereotype, sharing, aggressive, similarities, invade, acquaintances, apologise, differences, respect	Responding, community, wider-community, diverse, society, friendship, listening skills, excluded, sex, embarrassed, respect, discrimination, sexual orientation, reactions, prejudice, multicultural society, gender, identity, consequences, gender expression	Discriminatory behaviour, bystander, verbal communication, non-verbal communication, gender portrayal, witness, unique, point of view, relationships, stereotype, diversity, cultural norms, identity, friend, gender stereotype, biological sex, respect, prejudice, acquaintance, media influence, positive feedback, sexual orientation, disrespect, respect, assumption, confidence, gender identity, body language, self-esteem, gender expression, empathy, tolerance

British Values			It's not fair! - Tolerance and Respect for others Same or difference? - Tolerance and Respect for others	An act of kindness - Tolerance and Respect for others What makes us who we are? - Tolerance and Respect for others When someone is feeling left out - Individual Liberty	Respect and challenge - Tolerance and respect for others Let's celebrate our differences - Tolerance and respect for others	What would I do? - Tolerance and respect for others Can you sort it? - Tolerance and respect for others The people we share out world with - Tolerance and respect for others	Kind conversations - Tolerance and respect for others The land of the Red People - Tolerance and respect for others Happy being me! - Tolerance and respect for others	Respecting differences - Tolerance and respect for others Okay to be different – Tolerance and respect for others
Cultural Capital								
Spring 1 Keeping Myself Safe	People who help to keep me safe (N) Safety Indoors and Outdoors What's safe to go into my body <u>Overarching learning intentions across this unit</u> - Explain what they should do if they feel unsafe - Recognise potential dangers and how to stay safe, inside and outside - Learn the importance of keeping safe around medicines and unknown products <u>Learning outcomes specific to this plan</u> - Name key relatives/care givers at home and those who care for them in their education settings - Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do - Talk about what makes them feel safe.	What's safe to go onto my body (MW3, HP4, HP5, BS5) Keeping Myself Safe - What's safe to go into my body (including medicines) (HE3, HP3, PH4, DAT1) Safe indoors and outdoors (FPC1, BS5) Listening to my feelings (BS3, BS5, BS6, BS7, RR8) Keeping safe online (OR3, BS2, BS5, BS6) People who help to keep me safe (FPC2, FPC6, BS4, BS5, BS6, BS8) <u>Overarching learning intentions across this unit</u> - Talk about how to keep their bodies healthy and safe. - Name ways to stay safe around medicines. - Know how to stay safe in their home, classroom and outside. - Know age-appropriate ways to stay safe online. - Name adults in their lives and those in their community who keep them safe. <u>Learning outcomes specific to this plan</u> - Name things that keep their bodies safe. - Name things that keep	Healthy me (PHF1, PHF3, HP3, HP4) - Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle. Super sleep (HP3) - Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; - Identify simple bedtime routines that promote healthy sleep. Who can help? (1) (FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8) - Recognise emotions and physical feelings associated with feeling unsafe; - Identify people who can help them when they feel unsafe. Harold loses Geoffrey (MW2) - Recognise the range of feelings that are associated with loss. What could Harold do? (DAT1) - Understand that medicines can sometimes make people feel better when they're ill;	Harold's picnic (MW3, MW5, DAT1) - Understand that medicines can sometimes make people feel better when they're ill; - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Explain simple issues of safety and responsibility about medicines and their use. How safe would you feel? (BS1, BS3, BS5) - Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help. What should Harold say? (BS1, BS3, BS5) - Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. I don't like that (BS4, MW2) - Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	Safe or unsafe? (BS1, BS4, BS5, BS6, BS7, BS8) - Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe. Danger or risk? (BS4) - Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation. The risk robot (BS2, BS5) - Identify risk factors in given situations; - Suggest ways of reducing or managing those risks. Alcohol and cigarettes: the facts (HE3, DAT1) - Identify some key risks from and effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs. Super searcher (OR3, OR4, OR5, HE1, HE3, HE6) - Evaluate the validity of	Danger, risk or hazard? (OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2) - Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk. Picture wise (OR3, OR5, ISH3, ISH5) - Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. How dare you! (CF5, RR4, RR6, OR2, BS1, BS6, MW4) - Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares. Medicines: check the label (DAT1, HP5) - Understand that medicines are drugs;	'Thinking' about habits (DAT1) - Explain what a habit is, giving examples; - Describe why and how a habit can be hard to change. Jay's dilemma (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Recognise that there are positive and negative risks; - Explain how to weigh up risk factors when making a decision; - Describe some of the possible outcomes of taking a risk. Spot bullying (RR6, OR1, OR2, OR3, OR5, MW8, ISH5) - Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying. Ella's diary dilemma (CF5, RR2, RR4, RR5, RR8, BS1, BS2) - Define what is meant by a dare;	Think before you click! (RR8, OR2, OR3, OR4, BS1, ISH4, ISH5) - Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; - Understand and describe the ease with which something posted online can spread. Traffic lights (OR3, OR5, ISH3) - Identify strategies for keeping personal information safe online; - Describe safe behaviours when using communication technology. To share or not to share (OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7) - Know that it is illegal to create and share sexual images of children under 18 years old; - Explore the risks of sharing photos and films of themselves with other people directly or online; - Know how to keep their information private online. Rat park (MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1)



		<p>their bodies clean and protected.</p> <ul style="list-style-type: none"> - Think about how to recognise things that might not be safe. 	<ul style="list-style-type: none"> - Explain simple issues of safety and responsibility about medicines and their use. <p>Good or bad touches? (FPC6, RR8, BS1, BS2, BS5, BS7, BS8)</p> <ul style="list-style-type: none"> - Understand and learn the PANTS rules; - Name and know which parts should be private; - Explain the difference between appropriate and inappropriate touch; - Understand that they have the right to say “no” to unwanted touch; - Start thinking about who they trust and who they can ask for help. <p>Sharing pictures (RR8, OR1-5, BS1, 2, 6, ISH 1, 3, 5, 7)</p> <ul style="list-style-type: none"> - Start thinking about how to stay safe online, including safety around sharing images; - Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. 	<ul style="list-style-type: none"> - Identify the types of touch they like and do not like; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Fun or not? (BS1, BS3, BS5)</p> <ul style="list-style-type: none"> - Recognise that some touches are not fun and can hurt or be upsetting; - Know that they can ask someone to stop touching them; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Should I tell? (BS1, BS2, BS3, BS5)</p> <ul style="list-style-type: none"> - Identify safe secrets (including surprises) and unsafe secrets; - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p>Some secrets should never be kept (BS1, BS2, BS3, BS4, MW2)</p> <ul style="list-style-type: none"> - Identify how inappropriate touch can make someone feel; - Understand that there are unsafe secrets and secrets that are nice surprises; - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<p>statements relating to online safety;</p> <ul style="list-style-type: none"> - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online. <p>None of your business! (OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7)</p> <ul style="list-style-type: none"> - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <p>Raisin challenge (1) (OR5, BS1, BS6, ISH2, ISH6)</p> <ul style="list-style-type: none"> - Demonstrate strategies for assessing risks; - Understand and explain decision-making skills; - Understand where to get help from when making decisions. <p>Help or harm? (HE3, DAT1)</p> <ul style="list-style-type: none"> - Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<ul style="list-style-type: none"> - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Know the norms (HE3, DAT1)</p> <ul style="list-style-type: none"> - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). <p>Keeping ourselves safe (CF3, CF5, RR4, RR6, OR3, DAT1)</p> <ul style="list-style-type: none"> - Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk. <p>Raisin challenge (2) (OR5, BS1, ISH2, ISH6)</p> <ul style="list-style-type: none"> - Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<ul style="list-style-type: none"> - Explain why someone might give a dare; - Suggest ways of standing up to someone who gives a dare. <p>Decision dilemmas (CF5)</p> <ul style="list-style-type: none"> - Recognise which situations are risky; - Explore and share their views about decision making when faced with a risky situation; - Suggest what someone should do when faced with a risky situation. <p>Play, like, share (OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7)</p> <ul style="list-style-type: none"> - Reflect on what information they share offline and online; - Recognise that people aren't always who they say they are online; - Know how to protect personal information online. <p>Drugs: true or false? (DAT1)</p> <ul style="list-style-type: none"> - Understand some of the complexities of categorising drugs; - Know that all medicines are drugs but not all drugs are medicines; - Understand ways in which medicines can be helpful or harmful and used safely or unsafely. <p>Smoking: what is normal? (ISH6, DAT1)</p> <ul style="list-style-type: none"> - Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<ul style="list-style-type: none"> - Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>What sort of drug is...? (HE3, DAT1)</p> <ul style="list-style-type: none"> - Explain how drugs can be categorised into different groups depending on their medical and legal context; - Demonstrate an understanding that drugs can have both medical and non-medical uses; - Explain in simple terms some of the laws that control drugs in this country. <p>Drugs: it's the law! (HE3, DAT1)</p> <ul style="list-style-type: none"> - Understand some of the basic laws in relation to drugs; - Explain why there are laws relating to drugs in this country. <p>Alcohol: what is normal? (HE3, DAT1)</p> <ul style="list-style-type: none"> - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; - Describe some of the effects and risks of drinking alcohol. <p>Joe's story (part 1) (CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3)</p> <ul style="list-style-type: none"> - Understand that all
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Vocabulary	Help, look after, safe, unsafe, worried, sad, scared, feelings, doctors, nurses, paramedics, fire fighters, police officers, lifeguards, emergency, emergency services, strangers, labels, warning signs, dangerous, careful, poorly, medicine	Keep clean, sleep safe, water, unsafe, worried, food, detective, tummy, feelings, fresh air, uncomfortable, adult, cuddle, trust, medicine, address, chemist, doctor, grown up	Energy, sleep, feelings, medicine, private, food, rest, worried, emotions, safe, trust, water, grow, nervous, loss, harmful, privates, air, tired, scared, lost, responsibility, oxygen, support, exercise, unsafe, healthy, dairy, fruit, vegetables, sugar, salt, cereal, meat	Sleep, safe, touch, surprise, genitals , medicines, unsafe, feelings, hurt, secret, penis , safety, uncomfortable, vulva , worried, getting help, private, tell, private parts , consent, permission, someone you trust	Trust, danger (dangerous), internet safety, decisions, medicines, safe risk (risky), drugs , browsing, private, unsafe, feelings, cigarettes, phishing, public, harmful, strategies, nicotine , search engine, profile, helpful, consequence, alcohol , fake news, personal information, instructions	Danger, privacy, dare, medicine, choices, persevere, influence, privacy settings, assertive, drugs , social norm, consequences, risk/y, security, hazard/ous	Habit, pros, bullying, dare, assessing risk, personal information, drugs , norms, risk taking, addiction , cons, cyberbullying, pressure, privacy settings, cigarettes , perception, assertive, weigh up, risk, resist, influence, alcohol	social media, privacy, right to privacy, habit, drug , drug laws , alcohol , physical need, independence, parental consent, personal information, sharing online, addiction , legal, age restrictions, short-term effects, emotional needs, responsibility, trolling, online safety, permission, illegal, possess, long-term effects, conflicting emotions, medical supply, risks, sexual images , non-medical produce, norms, penalties
British Values								
Cultural Capital								
Spring 2 Rights and Responsibilities	Looking after myself Looking after others Looking after my environment <u>Overarching learning intentions across this unit</u> - Learn about taking some responsibility for their own health	Looking after my special people (FPC1, FPC2, FPC3, FPC4) Looking after my friends (CF1, CF2, CF3, RR1, RR8, BS6) Being helpful at home and caring for our classroom (RR2, RR3)	Harold's wash and brush up (HP4, HP5) - Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order. Around and about the school (Wider PSHE curriculum (not covered by	Getting on with others (CF5, RR3, RR5, RR6) - Describe and record strategies for getting on with others in the classroom. When I feel like erupting (MW3, MW4) - Explain, and be able to	Our helpful volunteers (MW5) - Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing	Who helps us stay healthy and safe? (BS6, BS7, BS8, PHF4) - Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy	What's the story? (ISH6, PHF2, PHF3, HE1) - Identify, write and discuss issues currently in the media concerning health and wellbeing; - Express their opinions on an issue concerning health and wellbeing; - Make recommendations on an issue concerning health and wellbeing.	Two sides to every story (RR7, ISH6) - Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; - Describe the language and techniques that make up a biased report;



	<ul style="list-style-type: none"> - Describe ways in which they can help others and why they would do so - Take care of their home, their learning environment and the natural environment <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Talk about how healthy food and keeping clean can help our bodies - Name some healthy foods - Try new experiences 	<p>Caring for our world (RR3)</p> <p>Looking after money (1): recognising, spending, using (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <p>Looking after money (2): saving money and keeping it safe (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Understand that they can make a difference. - Identify how they can care for their home, school and special people. - Talk about how they can make an impact on the natural world. - Talk about similarities and differences between themselves. - Demonstrate building relationships with friends. <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Name the special people in their lives. - Understand that our special people can be different to those of others. 	<p>DfE statutory requirements))</p> <ul style="list-style-type: none"> - Identify what they like about the school environment; - Recognise who cares for and looks after the school environment. <p>Taking care of something (RR5)</p> <ul style="list-style-type: none"> - Demonstrate responsibility in looking after something (e.g. a class pet or plant); - Explain the importance of looking after things that belong to themselves or to others. <p>Harold's money (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain where people get money from; - List some of the things that money may be spent on in a family home. <p>How should we look after our money? (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Recognise that different notes and coins have different monetary value; - Explain the importance of keeping money safe; - Identify safe places to keep money; - Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). <p>Basic first aid (BFA1, BFA2)</p> <p>See link to external</p>	<p>use, strategies for dealing with impulsive behaviour.</p> <p>Feeling safe (BS6, BS7, BS8)</p> <ul style="list-style-type: none"> - Identify special people in the school and community who can help to keep them safe; - Know how to ask for help. <p>How can we look after our environment? (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Identify what they like about the school environment; - Identify any problems with the school environment (e.g. things needing repair); - Make suggestions for improving the school environment; - Recognise that they all have a responsibility for helping to look after the school environment. <p>Harold saves for something special (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Understand that people have choices about what they do with their money; - Know that money can be saved for a use at a future time; - Explain how they might feel when they spend money on different things. <p>Harold goes camping (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Recognise that money can be spent on items which are 	<p>benefits to those who volunteer.</p> <p>Helping each other to stay safe (BS8)</p> <ul style="list-style-type: none"> - Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people. <p>Recount task (OR4, ISH6)</p> <ul style="list-style-type: none"> - Understand the difference between 'fact' and 'opinion'; - Understand how an event can be perceived from different viewpoints; - Plan, draft and publish a recount using the appropriate language. <p>Harold's environment project (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Define what is meant by the environment; - Evaluate and explain different methods of looking after the school environment; - Devise methods of promoting their priority method. <p>Can Harold afford it? (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for items; - Suggest items and services around the home that need 	<p>and safe;</p> <ul style="list-style-type: none"> - Suggest ways they can help the people who keep them healthy and safe. <p>It's your right (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Understand that humans have rights and also responsibilities; - Identify some rights and also responsibilities that come with these. <p>How do we make a difference? (RR3, RR5, OR2, OR3, BS2)</p> <ul style="list-style-type: none"> - Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process. <p>In the news! (RR3, OR4, OR5, ISH2, ISH6, ISH7)</p> <ul style="list-style-type: none"> - Define the word <i>influence</i>; - Recognise that reports in the media can influence the way they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>Safety in numbers (RR5, RR6, BS7)</p> <ul style="list-style-type: none"> - Explain the role of the 	<p>Fact or opinion? (OR4, ISH6)</p> <ul style="list-style-type: none"> - Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read. <p>Rights, responsibilities and duties (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Define the differences between responsibilities, rights and duties; - Discuss what can make them difficult to follow; - Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>Mo makes a difference (MW5)</p> <ul style="list-style-type: none"> - Explain what we mean by the terms voluntary, community and pressure (action) group; - Give examples of voluntary groups, the kind of work they do and its value. <p>Spending wisely (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - State the costs involved in producing and selling an item; - Suggest questions a consumer should ask before buying a product. 	<ul style="list-style-type: none"> - Analyse a report also extract the facts from it. <p>Fakebook friends (RR8, OR1, MW1, ISH4, ISH6)</p> <ul style="list-style-type: none"> - Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives. <p>What's it worth? (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain some benefits of saving money; - Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors; - Explain what is meant by the term <i>interest</i>. <p>Jobs and taxes (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Recognise and explain that different jobs have different levels of pay and the factors that influence this; - Explain the different types of tax (income tax and VAT) which help to fund public services; - Evaluate the different
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			resources for further information	<p>essential or non-essential; - Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p> <p>Playing games (OR 1-5, BS 1, 2, 6, ISH 1, 2, 3, 5, 7) - Know the importance of keeping personal information private, when online and only talking to people they know in real life; - Know that they can tell an adult they trust if anything happens that makes them worried.</p>	<p>to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Earning money (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>bystander and how it can influence bullying or other anti-social behaviour; - Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Logo quiz (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - Understand and explain the value of this work.</p> <p>Harold's expenses (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Define the terms 'income' and 'expenditure'; - List some of the items and services of expenditure in the school and in the home; - Prioritise items of expenditure in the home from most essential to least essential.</p> <p>Why pay taxes? (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out showing both pay and deductions; - Prioritise public services</p>	<p>Lend us a fiver! (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Define the terms loan, credit, debt and interest; - Suggest advice for a range of situations involving personal finance.</p> <p>Local councils (Wider PSHE curriculum (not covered by DfE statutory requirements)) - Explain some of the areas that local councils have responsibility for; - Understand that local councillors are elected to represent their local community.</p>	<p>public services and compare their value.</p> <p>Action stations! (MWS) - Explain what we mean by the terms voluntary, community and pressure (action) group; - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Project Pitch (parts 1 & 2) (covered by DfE statutory requirements)) - That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment - Continue to develop the skills to exercise these responsibilities.</p> <p>Happy shoppers (covered by DfE statutory requirements)) - Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>Democracy in Britain - Elections (covered by DfE statutory requirements)) - Why and how rules and laws that protect them and others are made and enforced, Why different rules are needed in different situations and how to take part in making and changing rules.</p>
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						from most essential to least essential.		<p>- Begin to understand the way in which democracy in Britain works.</p> <p>Democracy in Britain 2 – How (most) laws are made (covered by DfE statutory requirements))</p> <p>- Why and how rules and laws that protect them and others are made and enforced</p> <p>- Why different rules are needed in different situations and how to take part in making and changing rules.</p>
Vocabulary	<p>Healthy, fruit, vegetables, sugar, washing, soap, germs, yummy, tasty, strange, delicious, sweet, sharp, soft, crunchy, crisp, smooth, wet, slimy, sour, bitter, strong, family, feelings, poorly, quiet, celebrate, friends, lonely, sad, cross, angry, help, tidy, untidy, messy, caring, tidying, growing</p>	<p>Family, friends, working together, environment, money, look after, responsibility, litter, shop, save, help/ful, electricity, buy, safe place, be alone, caring, pollution, cost, recycling, pay</p>	<p>Hygiene, environment, needs, money, first aid, routine, responsible, cost, bank, risk, clean, responsibility, bills, accident, rules, spending, danger, afford, worth, hazard, saving, safe, burn, scald, emergency</p>	<p>Responsibility, feelings, safe, environment, money, help, control, unsafe, spending, share, erupt, uniform, saving, take turns, ask for help, listen</p>	<p>Volunteer, helper, fact, environment, income, earning, wellbeing, responsible, opinion, waste, saving, safe, spending, healthy</p>	<p>Being responsible, safe, rules, influence, anti-social behaviour, environment, income, income tax, reliable, healthy, democracy, opinion, witness, conservation, expenditure, national insurance, trustworthy, respectful, essential, VAT, laws, courteous, deductions, rights, public services, responsibility, United Nations</p>	<p>Responsibility, fact, rights, voluntary group, costs, borrow, public services, opinion, community group, wages, loan, council, biased, duties, pressure (action), group, salaries, credit, vote, unbiased, rent, debit, elections, Fair Trade, interest, councillors</p>	<p>Social media, saving, tax, voluntary group, campaign bid, environmentally sustainable, democracy, proposal, profile, bank (building society), account, income tax, (PAYE), community group, mission statement, composting, election, debate, image, Junior ISA, VAT, pressure (action), group, pitch, recycling, manifesto, amendments, online safety, interest, public services, grant, energy, candidate, penalties, sharing, debit card, values, beneficiary, materials, voting, enforcement, cash. Beneficiary, waste, policies, majority, value, transport, voting booth, shop local, ballot slip, House of Lords, food miles, ballot box, Royal Assent, Fair Trade, constituencies, reuse, House of Commons, MP</p>
British Values			<p>Taking care of something - Tolerance and respect for others</p>	<p>Getting on with others - Tolerance and respect for others</p>		<p>How do we make a difference? – Democracy, The rule of law It's your right! -Tolerance and respect for others, The rule of law</p>	<p>Local councils – Democracy, The rule of law</p>	<p>Democracy in Britain (1) and (2) – Democracy, The rule of law</p>

Cultural Capital Summer 1 Being My Best	<p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Talk about healthy choices and activities - Develop resilience and persistence in their learning - Working cooperatively with others when faced with a challenge <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Name what their bodies need for energy (food, water, exercise, sleep) - Describe how they feel when they don't have enough food, water, exercise or sleep - Make healthy choices independently, in their home or education setting 	<p>Bouncing back when things go wrong (MW2, MW3, CF2, RR2)</p> <p>Yes, I can! (MW2, MW3, CF2)</p> <p>Healthy eating (HE1)</p> <p>My healthy mind (MW1, MW2, MW3, MW5, MW6, MW9)</p> <p>Move your body (PH2, HE1, HP3, HP4, HP5)</p> <p>A good night's sleep (HP3, HP4, HP5)</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Feel resilient and confident in their learning. - Name and discuss different types of feelings and emotions. - Learn and use strategies or skills in approaching challenges. - Understand that they can make healthy choices. - Name and recognise how healthy choices can keep us well. <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Share an experience where they haven't achieved their goal. - Develop their confidence and resilience towards having a growth mindset. - Name a strategy to overcome a hurdle. 	<p>I can eat a rainbow (HE1, HE2, HE3)</p> <ul style="list-style-type: none"> - Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health. <p>Eat well (HE1, HE2, HE3)</p> <ul style="list-style-type: none"> - Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy. <p>Catch it! Bin it! Kill it! (HP5)</p> <ul style="list-style-type: none"> - Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases. <p>Harold learns to ride his bike (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	<p>You can do it! (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>My day (MW3, PHF2, HE1)</p> <ul style="list-style-type: none"> - Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>Harold's postcard – helping us to keep clean and healthy (HP5, HP6)</p> <ul style="list-style-type: none"> - Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses. <p>Harold's bathroom (HP4)</p> <ul style="list-style-type: none"> - Explain the importance of 	<p>Derek cooks dinner! (healthy eating) (HE1, HE2, HE3)</p> <ul style="list-style-type: none"> - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal. <p>Poorly Harold (HP5, HP6)</p> <ul style="list-style-type: none"> - Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness. <p>For or against? (RR1, RR2, RR3)</p> <ul style="list-style-type: none"> - Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Emphise with different viewpoints; - Make recommendations, based on their research. <p>I am fantastic! (OR1)</p> <ul style="list-style-type: none"> - Identify their achievements and areas of development; - Recognise that people may say kind things to help 	<p>What makes me ME! (RR1, RR2, RR4)</p> <ul style="list-style-type: none"> - Identify ways in which everyone is unique; - Appreciate their own uniqueness; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Making choices (CF2, RR1, OR4)</p> <ul style="list-style-type: none"> - Give examples of choices they make for themselves and choices others make for them; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>SCARF Hotel (PHF1, PHF2, HE1, HE2, HE3, HP3)</p> <ul style="list-style-type: none"> - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; - Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). <p>Harold's 7 Rs (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); 	<p>Getting fit (DAT1)</p> <ul style="list-style-type: none"> - Know two harmful effects each of smoking/drinking alcohol. - Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. - Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>It all adds up (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Know the basic functions of the four systems covered and know they are inter-related. - Explain the function of at least one internal organ. - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. <p>Different skills (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Identify their own strengths and talents; - Identify areas that need improvement and describe strategies for achieving those improvements. <p>My school community (2) (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - State what is meant by community; 	<p>Five Ways to Wellbeing project (MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1,BFA2)</p> <ul style="list-style-type: none"> - Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <p>This will be your life! (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Identify aspirational goals; - Describe the actions needed to set and achieve these. <p>Our recommendations (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <p>What's the risk? (1) (CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1)</p> <ul style="list-style-type: none"> - Identify risk factors in a given situation; - Understand and explain the outcomes of risk-taking



			<p>Pass on the praise! (CF2, CF5, RR1, RR3, RR5)</p> <ul style="list-style-type: none"> - Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. <p>Harold has a bad day (CF2, CF4, RR2, RR3, RR5)</p> <ul style="list-style-type: none"> - Recognise how a person's behaviour (including their own) can affect other people. 	<p>good dental hygiene;</p> <ul style="list-style-type: none"> - Describe simple dental hygiene routines. <p>My body needs...(PHF1, HE1, HP3)</p> <ul style="list-style-type: none"> - Understand that the body gets energy from food, water and oxygen; - Recognise that exercise and sleep are important to health. <p>What does my body do? (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). - Describe how food, water and air get into the body and blood. 	<p>us feel good about ourselves;</p> <ul style="list-style-type: none"> - Explain why some groups of people are not represented as much on television/in the media. <p>Getting on with your nerves! (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Demonstrate how working together in a collaborative manner can help everyone to achieve success; - Understand and explain how the brain sends and receives messages through the nerves. <p>Body team work (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); - Describe how food, water and air get into the body and blood. <p>Top talents (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class. 	<ul style="list-style-type: none"> - Suggest ways the Seven Rs recycling methods can be applied to different scenarios. <p>My school community (1) (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Define what is meant by the word 'community'; - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community. <p>Basic first aid (BFA1, BFA2)</p> <p>See link to external resources for further information.</p>	<ul style="list-style-type: none"> - Explain what being part of a school community means to them; - Suggest ways of improving the school community. <p>Independence and responsibility (BS1)</p> <ul style="list-style-type: none"> - Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people. <p>Star qualities? (ISH4)</p> <ul style="list-style-type: none"> - Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have. <p>Basic first aid, including Sepsis awareness (BFA1, BFA2)</p> <p>See link to external resources for further information.</p>	<p>in a given situation, including emotional risks.</p> <p>What's the risk? (2) (FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1)</p> <ul style="list-style-type: none"> - Recognise what risk is; - Explain how a risk can be reduced; - Understand risks related to growing up and explain the need to be aware of these; - Assess a risk to help keep themselves safe. <p>Basic first aid, including Sepsis awareness (BFA1, BFA2)</p> <p>See link to external resources for further information.</p>
Vocabulary	Body, food, exercise, sleep, energy, eating, feel/ings, chest, heart, pumping, rest, behaviour, choices, nervous, courage, brave,	Bounce back, try, food, routine, encourage, energy, exercise, heart, calm, try again, grow, muscle, sleep, healthy, wash, fruit, vegetable, dairy	Starchy, healthy, germs, learning, praise, behaviour, dairy, fruit, disease, practice, support, consequences, protein, vegetables, hygiene, make	Practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, teeth, dental	Balanced diet, proteins, muscles, dairy, teeth, bones, starchy, carbohydrates, energy, fruit & veg, healthy, infection, cleanliness, hygiene, rest,	Individual, unique, choices, balanced diet, wellbeing, mental health, refuse, reduce, re-use, rot, recycle, repair, re-think, community, first aid, injury, minor,	Healthy choices, organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community,	Wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give, aspirations, goal, setting, perseverance, health,

	keep trying, easier, harder, hurt feelings, achievements		mistakes, feedback, special person, fruit, dairy, spread, confidence, encourage, promise, vegetables, meat, achievement, feelings, vitamins, sugar, portion, salt, cereal	hygiene, oxygen, water, food, exercise, rest, brain, heart, lungs, stomach, small intestine, large intestine	sleep, water, medicine, drug , dose, safety, instructions, debate, discussion, continuum, courteous, respectful, justify, goals, ambitions, improve, achieve, collaboration, cooperation, teamwork, goal, setting, talents, skills, intelligence	accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, scald, wound, recovery	independence, responsibility, personal qualities, celebrities, first aid, sepsis	accurate, reliable, sources, assessing risk, weigh up, dilemma, choices, influence, Red Cross, first aid, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive, sepsis
British Values						What makes me ME! Tolerance and respect for others	Independence and responsibility - Individual Liberty	
Cultural Capital								
Summer 2 Growing and Changing RSE (Relationships and Sex education).	<p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Talk about change in the environment - Describe the changes in babies, young animals and plants as they grow - Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like <p><u>Learning outcomes specific to this plan</u></p> <ul style="list-style-type: none"> - Describe seasonal changes - Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot - Describe the life cycle of an animal 	<p>Seasons (CAB1)</p> <p>Life stages - plants, animals, humans (CAB1)</p> <p>Life Stages: Human life stage - who will I be? (FPC2, FPC3, FPC4, FPC5, CAB1, BS3)</p> <p>Where do babies come from? (FPC1, FPC3, FPC4, RR1, CAB1)</p> <p>Getting bigger (FPC1, FPC3, FPC4, RR1, CAB1, HE1, HP3)</p> <p>Me and my body - girls and boys (BS2, BS3, BS7, RR8, RR7)</p> <p><u>Overarching learning intentions across this unit</u></p> <ul style="list-style-type: none"> - Understand that there are changes in nature and humans. - Name the different stages in childhood and growing up. - Use the correct vocabulary when naming the different parts of the body. - Know how to keep themselves safe. <p><u>Learning outcomes specific</u></p>	<p>Inside my wonderful body! (PHF4)</p> <ul style="list-style-type: none"> - Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); - Understand and explain the simple bodily processes associated with them. <p>Taking care of a baby (FPC2, CAB1)</p> <ul style="list-style-type: none"> - Understand some of the tasks required to look after a baby; - Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. <p>Then and now (CAB1)</p> <ul style="list-style-type: none"> - Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages. <p>Who can help? (2) (FPC6, CF2, CF3, CF4, RRS, RR6, BS5, MW8)</p> <ul style="list-style-type: none"> - Explain the difference 	<p>A helping hand (CF3)</p> <ul style="list-style-type: none"> - Demonstrate simple ways of giving positive feedback to others. <p>Sam moves away (MW2)</p> <ul style="list-style-type: none"> - Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <p>Haven't you grown! (CAB1)</p> <ul style="list-style-type: none"> - Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); - Understand and describe some of the things that people are capable of at these different stages. <p>My body, your body (BS2) *THIS WILL BE TAUGHT IN YEAR 3 – PLEASE MISS THIS LESSON</p> <p>Respecting privacy (BS2)</p> <ul style="list-style-type: none"> - Explain what privacy means; - Know that you are not allowed to touch someone's private belongings without 	<p>Relationship tree (CF1, CF2, CF5, OR2)</p> <ul style="list-style-type: none"> - Identify different types of relationships; - Recognise who they have positive healthy relationships with. <p>Body space (BS3, BS7)</p> <ul style="list-style-type: none"> - Understand what is meant by the term body space (or personal space); - Identify when it is appropriate or inappropriate to allow someone into their body space; - Rehearse strategies for when someone is inappropriately in their body space. <p>Secret or surprise? (BS2)</p> <ul style="list-style-type: none"> - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made 	<p>Moving house (MW2, MW3, MW9)</p> <ul style="list-style-type: none"> - Describe some of the changes that happen to people during their lives; - Explain how the Learning Line can be used as a tool to help them manage change more easily; - Suggest people who may be able to help them deal with change. <p>My feelings are all over the place! (FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1)</p> <ul style="list-style-type: none"> - Name some positive and negative feelings; - Understand how the onset of puberty can have emotional as well as physical impact; - Suggest reasons why young people sometimes fall out with their parents; - Take part in a role-play practising how to compromise. <p>All change! (BS7, CAB1)</p> <ul style="list-style-type: none"> - Identify parts of the body that males and females 	<p>How are they feeling? (MW2, MW3, MW4)</p> <ul style="list-style-type: none"> - Use a range of words and phrases to describe the intensity of different feelings; - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience. <p>Taking notice of our feelings (RR5, BS1, BS3, BS4, BS5, BS7, BS8)</p> <ul style="list-style-type: none"> - Identify people who can be trusted; - Understand what kinds of touch are acceptable or unacceptable; - Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. <p>Dear Hetty (Wider PSHE curriculum (not covered by DfE statutory requirements))</p>	<p>Helpful or unhelpful? Managing change (FPC2, FPC6, MW2, MW4, MW6, MW9)</p> <ul style="list-style-type: none"> - Recognise some of the changes they have experienced and their emotional responses to those changes; - Suggest positive strategies for dealing with change; - Identify people who can support someone who is dealing with a challenging time of change. <p>I look great! (RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1)</p> <ul style="list-style-type: none"> - Understand that fame can be short-lived; - Recognise that photos can be changed to match society's view of perfect; - Identify qualities that people have, as well as their looks. <p>Media manipulation (RR1, RR4, RR7, OR1, ISH2, ISH5)</p> <ul style="list-style-type: none"> - Define what is meant by the term stereotype; - Recognise how the media



		<p><u>to this plan</u></p> <ul style="list-style-type: none"> - Name the different seasons and describe their differences. - Explain the changes that occur as seasons change. - Talk about how they have grown in resilience. 	<p>between teasing and bullying;</p> <ul style="list-style-type: none"> - Give examples of what they can do if they experience or witness bullying; - Say who they could get help from in a bullying situation. <p>Surprises and secrets (FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8)</p> <ul style="list-style-type: none"> - Explain the difference between a secret and a nice surprise; - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <p>Keeping privates private (BS3, BS7)</p> <ul style="list-style-type: none"> - Identify parts of the body that are private; - Describe ways in which private parts can be kept private; - Identify people they can talk to about their private parts. <p>*TAKE OUT SPECIFIC VOCAB BUT USE 'PRIVATES'</p>	<p>their permission;</p> <ul style="list-style-type: none"> - Give examples of different types of private information. <p>*RECAP PANTS PRIVATE</p> <p>Basic first aid (BFA1, BFA2)</p> <p>See link to external resources for further information</p>	<p>them feel uncomfortable or unsafe.</p> <p>My body, your body (BS2)</p> <ul style="list-style-type: none"> - Identify which parts of the human body are private; - Explain that a person's genitals help them to make babies when they are grown up; - Understand that humans mostly have the same body parts but that they can look different from person to person. <p>*THIS IS A YEAR 2 LESSON THAT NEEDS TO BE COVERED IN YEAR 3</p> <p>Secret or surprise? (RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3)</p> <ul style="list-style-type: none"> - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>*THIS IS A YEAR 4 LESSON THAT NEEDS TO BE COVERED IN YEAR 3</p> <p>My changing body (BS7, CAB1, CAB2)</p> <p>*THIS IS A LESSON THAT WILL BE COVERED IN YEAR 4. PLEASE MISS THIS LESSON.</p> <p>Basic first aid (BFA1, BFA2)</p> <p>See link to external resources for further information</p>	<p>have in common and those that are different;</p> <ul style="list-style-type: none"> - Know the correct terminology for their genitalia; - Understand and explain why puberty happens. <p>My changing body (BS7, CAB1, CAB2)</p> <ul style="list-style-type: none"> - Recognise that babies come from the joining of an egg and sperm; - Explain what happens when an egg doesn't meet a sperm; - Understand that for girls, periods are a normal part of puberty. <p>*THIS IS A YEAR 3 LESSON THAT NEEDS TO BE COVERED IN YEAR 4</p> <p>Preparing for changes at puberty (CAB1, CAB2)</p> <ul style="list-style-type: none"> - Know the key facts of the menstrual cycle; - Understand that periods are a normal part of puberty for girls; - Identify some of the ways to cope better with periods. <p>Secret or surprise? (RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3)</p> <p>*THIS WILL BE TAUGHT IN YEAR 3 – PLEASE MISS THIS LESSON</p> <p>Together (FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1)</p> <ul style="list-style-type: none"> - Understand that marriage is a commitment to be entered into freely and not against someone's will; - Recognise that marriage 	<p>*THIS IS AN OPTIONAL LESSON AND WE DO NOT NEED TO COVER THIS. PLEASE MISS THIS LESSON.</p> <p>Changing bodies and feelings (BS7, CAB1)</p> <ul style="list-style-type: none"> - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. <p>Growing up and changing bodies (BS3, CAB1, CAB2)</p> <ul style="list-style-type: none"> - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. <p>It could happen to anyone (CF1, CF2, CF3, CF5)</p> <ul style="list-style-type: none"> - Identify the consequences of positive and negative behaviour on themselves and others; - Give examples of how individual/group actions can impact on others in a positive or negative way. <p>Help! I'm a teenager – get me out of here! (FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1)</p> <ul style="list-style-type: none"> - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<p>can sometimes reinforce gender stereotypes;</p> <ul style="list-style-type: none"> - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people. <p>Pressure online (OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5)</p> <ul style="list-style-type: none"> - Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. <p>Is this normal? (RR1, BS7, CAB1, CAB2)</p> <ul style="list-style-type: none"> - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country; - Know where someone could get support if they were concerned about their own or another person's safety. <p>Dear Ash (BS2, BS4, BS5, BS6, BS7, BS8)</p> <ul style="list-style-type: none"> - Explain the difference between a safe and an
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						includes same sex and opposite sex partners; - Know the legal age for marriage in England or Scotland; - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	Dear Ash (BS2, BS4, BS5, BS6, BS7, BS8) - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. Stop, start, stereotypes (RR1, RR6, RR7) - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.	unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. Making babies (FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2) *THIS IS THE ONLY NON STATUTORY LESSON FOR PHSCE AND WE WILL NOT COVER THIS. PLEASE MISS THIS LESSON. What is HIV? (HP5) - Explain how HIV affects the body's immune system; - Understand that HIV is difficult to transmit; - Know how a person can protect themselves from HIV.
Vocabulary	Grow, seasons, spring, summer, autumn, winter, weather, growing, baby, hair, teeth, sitting, crawling, walking, noises, talking, nappy, milk bottle, baby grow, baby bath, beaker, potty, cot/ Moses basket, doctor, nurse, medicine, feeding, changing, weigh, measure, girls, boys, bodies, private parts, underwear, protect "Do girls and boys have the same bodies?" Don't force the topic though. If it doesn't arise then use the rest of this lesson as a bank of activities and resources to use if and when this topic comes up.	Seasons, spring, summer, autumn, winter, cycle, growing, life cycles, baby, child, teenager, adult, old age, family, love, care, grow, private parts	Organ, heart, lungs, intestines, brain, stomach, oxygen, digested, caring, love, attention, change, growing, unkind/ness, tease, teasing, bully/ing, witness, experience, getting help, surprise, secret, uncomfortable, privates, private, hygiene	Help, support/ive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, unique, special, private, privacy, consent, permission, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency, first aid	Relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk,	Learning line, practice, compromise, hormones, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris , labia, puberty, menstrual cycle, periods, menstruation, sanitary pads, tampons, menstruation cup, secret, surprise, uncomfortable, feelings, marriage, live together, civil partnership, forced marriage	Wellbeing, resilience, trust, unwanted attention, unwanted touch, separation, fostered, pubic hair, clitoris , vulva, vaginal opening, urinary opening, lips (labia), penis, scrotum, testicles, foreskin, anus, erection , stretch marks, crush, puberty, genitalia, semen , menstruation, period, sanitary towel, tampon, menstruation cup, sanitary protection, reactions, consequences, embarrassed, hormones, compromise, respect, mood swings, in confidence, break a confidence, confidential, prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal abuse, physical abuse	Change, support, conversation, discuss, body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, peer pressure, right to privacy, sharing online, online safety, puberty, physical changes, emotional changes, rights, FGM, in confidence, break a confidence, confidential, egg, ovaries, sperm, testicles, puberty, vagina, penis, embryo, womb, sexual, intercourse , consensual, surrogacy, adoption, IVF , age of consent, HIV, infection, immune system, virus, transmission, sharing needles, sexual contact , condom , prejudice
British Values								
Cultural Capital	Invite a nursery nurse, health visitor or paediatric							

	nurse to talk about how they care for babies.							
Cross-curricular Project					Let's have a tidy up! - Explain whose responsibility it is to look after the local environment; - Plan and carry out an event which will benefit the local environment.	Volunteering is cool - Define what a volunteer is; - Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.		Captain Coram 1 - Gin Lane: children's rights in the 18th century Community art Captain Coram 2 - Thomas Coram and the Foundling Hospital - Determine some of the characteristics of Thomas Coram through studying his portrait; - Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights. - Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital. Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity - Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital; - Have the skills to design, run and evaluate a fundraising project of their own choosing. Captain Coram 4 – Hetty Feather, fictional founding: children's rights in the 19th century - Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the



								<p>Foundling Hospital; - Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital; - Relate Hetty Feather's experiences to the rights of the child.</p> <p>Captain Coram 5 – Life for Foundlings in the 20th century - Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century; - Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.</p> <p>Captain Coram 6 – Coram today: children's rights in the 21st century - Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day; - Determine ways in which Coram's work continues to uphold children's rights; - Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram.</p>
Vocabulary								
British Values								<p>Captain Coram module - Tolerance and respect for others, The rule of law</p>
Cultural Capital								

SCARF plans and the DfE Relationships and Health Education Requirements.

This document maps the SCARF lesson plans for Y1 to 6 to the DfE statutory requirements for both Relationships and Health Education (RSHE) with EY objectives in addition.

Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

Each lesson has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans

. You'll find the full 67 statements for these DfE codes below.

- Lessons with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

Relationships education	Code	Health education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy Eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none"> importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness.

	<ol style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.

DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

Mental Wellbeing (MW)	<ol style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.



	<ol style="list-style-type: none"> 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.