



CURRICULUM INTENTION

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to **challenge stereotypes**, based around the **locality of the Humber** region that meets the **bespoke needs** of our children.

We aim to provide first-hand experiences that will stimulate enquiring, imaginative and creative minds which will widen the knowledge and skills required to deepen learning across all areas of the curriculum.

INTENT OF THE PERSONAL, SOCIAL AND HEALTH EDUCATION CURRICULUM

At Welton Primary School we aim to prepare children for life within their primary schooling career and beyond. Our PSHE curriculum helps learners at Welton Primary School to value and be proud of who they are while relating to other people and making sense of this ever-changing world.

We use the Jigsaw scheme to foster premium quality personal, social and health education for our children. Through each half term, children will look at a different aspect of social life, including celebrating differences and relationships. We believe that to shy away from hard hitting topics appropriate the age of the children would not prepare them for life in a sometimes confusing society. As a result, pertinent debate often manifests itself within PSHE as well as the children being encouraged to ask questions about these issues while being respectful of the questions posed by others.

PERSONAL, SOCIAL AND HEALTH EDUCATION SKILLS PROGRESSION

Assessment

Each and every lesson children are given the chance to 'self reflect' against weekly learning objectives. This helps the children year 1 – 6 to better understand the aim of the lesson and where to place their knowledge. A lot of PSHE at Welton primary school is delivered through meaningful and pertinent debate and so verbal feedback is the most useful assessment tool. Alongside this, if outcomes have been recorded in books, the school marking policy is followed.

FOUNDATION STAGE PERSONAL, SOCIAL & HEALTH EDUCATION

PSHE in EYFS follows the same pattern of units (one per half term): Being me in my World, Celebrating Differences, Dreams & Goal, Relationships & Changing me. Evidence of learning is not recorded in individual Jigsaw journals like in the rest of the school but instead in one big display folder.

Year 1

Being me in my World

Work around how to make the classroom a safe and happy place to learn.

Working at Expected Year 1 Age Related Expectations in PSHE

- I can explain why my class is a happy and safe place to learn
- I can give different examples where others or I make my class happy and safe.

Vocab: safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequence, upset, disappointed, illustration

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



Autumn 1



Year 2

Being me in my World

Children will be able to explain how their behaviour (positive or negative) affects other people and will be able to compare their personal choices with their peers.


Working at Expected Year 2 Age Related Expectations in PSHE

- I can explain why my behaviour can have an impact on other people in my class.
- I can compare my own and my friends' choices and can express why some choices are better than others are.





Vocab: worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, rewards, consequence, positive, negative, choices, co-operate, learning charter, problem solving

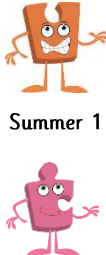
Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.

	<p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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. 	<p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Respectful relationships</i> - 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 ▪ <i>Respectful relationships</i> - the importance of permission seeking and giving in relationships with friends, peers and adults.
 <p style="text-align: center;">Celebrating Differences</p> <p>Children will look at similarities and differences between themselves and others in their class and why this makes them special.</p> <p style="text-align: center;">Working at Expected Year 1 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. ○ I can explain what bullying is and how being bullied might make somebody feel. <p>Vocab: similarity, similar, same as, different from, difference, bully, bullying, bullying behaviour, bullied, deliberate, on purpose, unfair, included, celebration, special, unique.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support ▪ <i>Mental wellbeing</i> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ▪ <i>Respectful relationships</i> - the 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 ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p style="text-align: center;">Celebrating Differences</p> <p>Bullying will be explored in this unit, with children being able to explain how some people are bullied because they are different.</p> <p style="text-align: center;">Working at Expected Year 2 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. ○ I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. <p>Vocab: boys, girls, similarities, assumptions, shield, stereotypes, differences, special, bully, purpose, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, fairness, kindness, friends, unique, value.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support ▪ <i>Mental wellbeing</i> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Internet safety & harms</i> - 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. ▪ <i>Internet safety & harms</i> - 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. 	

	<ul style="list-style-type: none"> ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> ▪ <i>Internet safety & harms</i> - where and how to report concerns and get support with issues online. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ <i>Caring friendships</i> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ▪ <i>Caring friendships</i> - 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 ▪ <i>Caring friendships</i> - 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. ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ <i>Respectful relationships</i> - the importance of permission seeking and giving in relationships with friends, peers and adults. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources.
	<p style="text-align: center;">Dreams & Goals</p> <p>The main theme in this unit is success. Children will gain an understanding into what it feels like to be successful and how to appropriately celebrate their success.</p> <p style="text-align: center;">Working at Expected Year 1 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain how I feel when I am successful and how this can be celebrated positively. ○ I can say why my internal treasure chest is an important place to store positive feelings. 	<p style="text-align: center;">Dreams & Goals</p> <p>Year 2 will focus on group work with children being able to articulate how they personally worked with others towards an end product and how this felt.</p> <p style="text-align: center;">Working at Expected Year 2 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. ○ I can explain how it felt to be part of a group and can identify a range of feelings about group work.

 <p>Spring 1</p> 	<p>Vocab: proud, success, achieve, achievement, goal, treasure, coins, learning, stepping stones, process, dreams, working together, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, internal treasure chest.</p> <p>Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p>Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - 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 	<p>Vocab: realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, challenge, product, dream bird, group, problem-solve.</p> <p>Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - the importance of permission seeking and giving in relationships with friends, peers and adults. ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
 <p>Spring 2</p> 	<p>Healthy Me</p> <p>Children will begin to think of reasons why their body is amazing and will be able to identify a range of ways to keep their bodies healthy. The connection between healthiness and happiness is explored also.</p> <p>Working at Expected Year 1 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. ○ I can give examples of when being healthy can help me feel happy. <p>Vocab: healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toothbrush, soap, shampoo, hygienic, safe, safety, green cross code, eyes, ears, look, listen, wait, medicines, trust.</p> <p>Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. 	<p>Healthy Me</p> <p>Medicines will be looked at here, with the children gaining an understanding into why they are good for our body. The children will also be comparing their healthy food choices with less healthy foods.</p> <p>Working at Expected Year 2 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain why foods and medicines are good for my body comparing my ideas with less healthy / unsafe choices. ○ I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. <p>Vocab: healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.</p> <p>Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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

	<ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ▪ <i>Mental wellbeing</i> - simple self-care techniques, including the importance of rest, time spent with friends, family, and the benefits of hobbies and interests. ▪ <i>Physical health & fitness</i> - the characteristics and mental and physical benefits of an active lifestyle. ▪ <i>Physical health & fitness</i> - 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. ▪ <i>Physical health & fitness</i> - how and when to seek support including which adults to speak to in school if they are worried about their health. ▪ <i>Healthy eating</i> - what constitutes a healthy diet (including understanding calories and other nutritional content). ▪ <i>Healthy eating</i> - the principles of planning and preparing a range of healthy meals. ▪ <i>Healthy eating</i> - 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). ▪ <i>Drugs, tobacco and alcohol</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Health & prevention</i> - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. ▪ <i>Health & prevention</i> - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ▪ <i>Mental wellbeing</i> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests ▪ <i>Internet safety & harms</i> - 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. ▪ <i>Physical health & fitness</i> - the characteristics and mental and physical benefits of an active lifestyle. ▪ <i>Physical health & fitness</i> - 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. ▪ <i>Physical health & fitness</i> - the risks associated with an inactive lifestyle (including obesity). ▪ <i>Physical health & fitness</i> - how and when to seek support including which adults to speak to in school if they are worried about their health. ▪ <i>Healthy eating</i> - what constitutes a healthy diet (including understanding calories and other nutritional content). ▪ <i>Healthy eating</i> - the principles of planning and preparing a range of healthy meals. ▪ <i>Healthy eating</i> - 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). ▪ <i>Drugs, alcohol & tobacco</i> - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ▪ <i>Health & prevention</i> - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
 <p>Summer 1</p>	<p style="text-align: center;">Relationships</p> <p>Appropriate relationships the children are part of will be talked about here as well as how these relationships make them feel safe and good about themselves. We will also touch on certain behaviours that make a healthy relationship.</p> <p style="text-align: center;">Working at Expected Year 1 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. ○ I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. <p>Vocab: family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, qualities, skills, self belief, incredible, proud, celebrate, relationships, special, appreciate.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - simple self-care techniques, including the importance of rest, time spent with friends, family, and the benefits of hobbies and interests. 	<p style="text-align: center;">Relationships</p> <p>Children will talk about some things that might make someone feel uncomfortable in a relationship and compare those with healthy relationships in their lives. Problem-solving will also be explored, with children thinking about how they could use them within certain situations within a relationship</p> <p style="text-align: center;">Working at Expected Year 2 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. ○ I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. <p>Vocab: family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive, problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trustworthy, honesty, reliability, compliments, celebrate, positive, negative</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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.

- *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).



Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - that families are important for children growing up because they can give love, security and stability
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.
- *Caring friendships* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - 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.
- *Respectful relationships* practical steps they can take in a range of different contexts to improve or support respectful relationships
- *Respectful relationships* - the conventions of courtesy and manners.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* 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
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.


- *Internet safety & harms* - 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.


Relationships & Sex Education Coverage in this Unit

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- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.
- *Families & people who care for me* - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- *Families & people who care for me* - 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* - how important friendships are in making us feel happy and secure, and how people choose and make friends
- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- *Caring friendships* - 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
- *Caring friendships* - 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* - the 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
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships
- *Respectful relationships* - 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
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- *Being safe* - 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

		<ul style="list-style-type: none"> ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ▪ <i>Being safe</i> - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources
 <p>Summer 2</p> 	<p style="text-align: center;">Changing Me</p> <p>Changes in the children's bodies since being babies will be explored in 'Changing Me'. The children will also be able to use the words 'penis', 'testicles', 'vagina', and 'vulva' accurately and understand in which situations they would be appropriate to talk about.</p> <p style="text-align: center;">Working at Expected Year 1 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, and vulva, and give reasons why these are private. ○ I can explain why some changed I might experience might feel better than others. <p>Vocab: changes, life cycle, baby, adulthood, adult, grown up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, grow, new, feelings, anxious, worried, excited, coping.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Changing adolescent body</i> - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Families & people who care for me</i> - that families are important for children growing up because they can give love, security and stability. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - 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. ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources. 	<p style="text-align: center;">Changing Me</p> <p>The words 'penis', 'testicles', 'anus', 'vagina' and 'vulva' will be explored again, as in the previous year. Children will also be able to explain why some types of touches are OK and some are not, in relation to private parts of their body. Likes and dislikes about their changing bodies will also be explored here</p> <p style="text-align: center;">Working at Expected Year 2 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. ○ I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me. <p>Vocab: change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Changing adolescent body</i> - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - 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. ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult.

		<ul style="list-style-type: none"> ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources
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	Year 3	Year 4
 <p>Autumn 1</p>	<p style="text-align: center;">Being me in my World</p> <p>Year 3 will start their Jigsaw learning journey by establishing why it is important to have rules and how they help people learn. The feelings of importance and being valued will also be looked at</p> <p style="text-align: center;">Working at Expected Year 3 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain how my behaviour can affect how others feel and behave. ○ I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. <p>Vocab: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, learning charter, dream, behaviour, rewards, consequences, actions, fairness, choices, cooperate, challenge, group dynamics, team work, view point, ideal school, belong</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends ▪ <i>Caring friendships</i> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ <i>Respectful relationships</i> - the 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. 	<p style="text-align: center;">Being me in my World</p> <p>Children in year 4 will talk about why being listened to and listening to others are the cornerstones of our school community. We will also touch on democracy and why this is important.</p> <p style="text-align: center;">Working at Expected Year 4 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain why being listened to and listening to others is important in my school community. ○ I can explain why being democratic is important and can help me and others feel valued. <p>Vocab: Included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, reward, consequence, democratic, decisions, voting, authority, contribution, observer, UN convention on the rights of the child.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ <i>Caring friendships</i> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ <i>Caring friendships</i> - 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. ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships.



	<ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - the importance of permission seeking and giving in relationships with friends, peers and adults. ▪ <i>Online relationships</i> - 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. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - the importance of permission seeking and giving in relationships with friends, peers and adults. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
 <p>Autumn 2</p>	<p style="text-align: center;">Celebrating Differences</p> <p>Conflict within family and friendships groups will be at the forefront of this unit with children talking about how words can be used in hurtful or kind ways and when arguments in a relationships might happen. Children will also talk about how conflict might make themselves and others feel.</p> <p style="text-align: center;">Working at Expected Year 3 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ Can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. ○ I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. <p>Vocab: family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, unique, similarity.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ <i>Mental wellbeing</i> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Internet safety & harms</i> - 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 ▪ <i>Internet safety & harms</i> - 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. 	<p style="text-align: center;">Celebrating Differences</p> <p>First impressions will be looked at here, with the children in Year 4 being able to identify a scenario where their impressions about someone or a group of people changed. Children will also look at the ways in which bullying might be hard to spot.</p> <p style="text-align: center;">Working at Expected Year 4 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can tell you a time when my first impression of someone changed as I got to know them. ○ I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. ○ I can explain why it is good to accept myself and others for who we are. <p>Vocab: character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, problem solve, cyber bullying, text message, website, troll, special, unique, different, characteristics, physical features, impression, changed.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ <i>Mental wellbeing</i> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Internet safety & harms</i> - 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.

Relationships & Sex Education Coverage in this Unit

- *Families and people who care for me* - that families are important for children growing up because they can give love, security and stability.
- *Families and people who care for me* - 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.
- *Families and people who care for me* - 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.
- *Families and people who care for me* - 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.
- *Families and people who care for me* - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- *Families and people who care for me* - 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* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the conventions of courtesy and manners.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* - 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.
- *Respectful relationships* - 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.
- *Respectful relationships* - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not
- *Online relationships* - 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.
- *Online relationships* - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Relationships & Sex Education Coverage in this Unit

- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* - 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.
- *Respectful relationships* - 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.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- *Being safe* - how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- *Being safe* - where to get advice e.g. family, school and/or other sources.

	<ul style="list-style-type: none"> ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources 	
 <p>Spring 1</p> 	<p style="text-align: center;">Dreams & Goals</p> <p>Children will be learning to recognise the ways in which they learn best and what they need to do to make these ways more effective. Year 3 will also learn about sharing their successes with confidence and positivity.</p> <p style="text-align: center;">Working at Expected Year 3 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain the different ways that help me learn and what I need to do to improve. ○ I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. <p>Vocab: perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, garden, decoration, teamwork, enterprise, design, cooperation, product, team work, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, review, learning, self-review, celebrate, evaluate</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. 	<p style="text-align: center;">Dreams & Goals</p> <p>In the 'dreams and goals' unit, the children will be looking at how to set themselves achievable goals, even after disappointment.</p> <p style="text-align: center;">Working at Expected Year 4 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can plan and set new goals even after a disappointment. ○ I can explain what it means to be resilient and to have a positive attitude. <p>Vocab: dream, hope, goal, determination, perseverance, resilience, positive attitude, fears, hurt, positive experiences, disappointment, plan, cope, help, self-belief, motivation, commitment, team work, enterprise, design, cooperation, review, disappointment, learning, strengths, success, celebrate, evaluate</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - 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.
	<p style="text-align: center;">Healthy Me</p> <p>Keeping safe from certain things, people and places will be taught in 'healthy me' as well as specific strategies for keeping safe and who to go to for help. Children will also explore the feelings of anxiousness and fear and how they might manifest themselves.</p> <p style="text-align: center;">Working at Expected Year 3 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. ○ I can express how being anxious/ scared and unwell feels.. <p>Vocab: oxygen, energy, calories, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, healthy, choice, risk.</p>	<p style="text-align: center;">Healthy Me</p> <p>Peer pressure will be looked at here, with Year 4 exploring ways in which they can resist it as well as the associated feelings of anxiety and fear that comes with being pressured to do something.</p> <p style="text-align: center;">Working at Expected Year 4 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. ○ I can identify feelings of anxiety and fear associated with peer pressure. <p>Vocab: friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree / disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, peers, anxiety, fear, believe, opinion, right, wrong.</p>



Spring 2



Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness..
- *Mental wellbeing* - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- *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).
- *Internet safety & harms* - that for most people the internet is an integral part of life and has many benefits.
- *Internet safety & harms* where and how to report concerns and get support with issues online.
- *Physical health & fitness* - the characteristics and mental and physical benefits of an active lifestyle.
- *Physical health & fitness* - 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.
- *Physical health & fitness* - the risks associated with an inactive lifestyle (including obesity).
- *Physical health & fitness* - how and when to seek support including which adults to speak to in school if they are worried about their health.
- *Healthy eating* - what constitutes a healthy diet (including understanding calories and other nutritional content).
- *Healthy eating* - the principles of planning and preparing a range of healthy meals.
- *Healthy eating* - 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 & tobacco* - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- *Health & prevention* - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.
- *Basic first aid* - how to make a clear and efficient call to emergency services if necessary.

Relationships & Sex Education Coverage in this Unit



- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Physical health & fitness* - how and when to seek support including which adults to speak to in school if they are worried about their health.
- *Healthy eating* - 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 & tobacco*: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- *Health & prevention*: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Relationships & Sex Education Coverage in this Unit

- *Caring friendships* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the conventions of courtesy and manners.
- *Respectful relationships* - 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.
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.

	<ul style="list-style-type: none"> ▪ <i>Online relationships</i> - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ <i>Online relationships</i> - how information and data is shared and used online. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - 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. ▪ <i>Being safe</i> - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> ▪ <i>Online relationships</i> - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources.
 <p>Summer 1</p> 	<p style="text-align: center;">Relationships</p> <p>We will be thinking about how our own personal lives are affected by people the children know as well as people from other countries. Children will think about their own choices and how they might affect friends, family as well as other citizens living abroad.</p> <p style="text-align: center;">Working at Expected Year 3 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain how my life is influenced positively by people I know and also by people from other countries. ○ I can explain why my choices might affect my family, friendships and people around the world who I don't know. <p>Vocab: men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky, internet, social media, private messaging (PM), gaming, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendship, family, thank you, appreciation.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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 ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Internet safety & harms</i> - that for most people the internet is an integral part of life and has many benefits. ▪ <i>Internet safety & harms</i> - 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. ▪ <i>Internet safety & harms</i> - 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. 	<p style="text-align: center;">Relationships</p> <p>Children will begin to recognise how people might feel when missing an animal or person and think about how to manage these feelings personally.</p> <p style="text-align: center;">Working at Expected Year 4 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ▪ I can recognise how people are feeling when they miss a special person or animal. ▪ I can give ways that might help me manage my feelings when missing a special person or animal. <p>Vocab: relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, symbol, care.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Families & people who care for me</i> - 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.

- *Internet safety & harms* - why social media, some computer games and online gaming, for example, are age restricted.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- *Internet safety & harms* - where and how to report concerns and get support with issues online.

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - that families are important for children growing up because they can give love, security and stability
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.
- *Caring friendships* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - 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.
- *Respectful relationships* - 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.
- *Respectful relationships* - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.

- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the conventions of courtesy and manners.
- *Respectful relationships* - 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.
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.
- *Being Safe* - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- *Online relationships* - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- *Online relationships* - how information and data is shared and used online.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - where to get advice e.g. family, school and/or other sources

Changing Me

Year 3 will be thinking about the 'growing up process' and how these changes both boys' and girls' bodies on the inside and outside. These changes will also be analysed as the children explore why they are necessary so that their bodies can make babies when they grow up.

Working at Expected Year 3 Age Related Expectations in PSHE

- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
- I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Vocab: changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum / ova, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy.

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Changing adolescent body* - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- *Changing adolescent body* - about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - that families are important for children growing up because they can give love, security and stability.
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.

Changing Me

The changes that occur in boys' and girls' bodies as they change ready to make a baby will be summarised here. Year 4 will also look at their choices and the choices they no control over.

Working at Expected Year 4 Age Related Expectations in PSHE

- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Vocab: personal, unique, characteristics, parents, sperm, egg, penis, testicles, vagina, vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception.

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Changing adolescent body* - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- *Changing adolescent body* - about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships & Sex Education Coverage in this Unit



- *Families & people who care for me* - that families are important for children growing up because they can give love, security and stability.
- *Families & people who care for me* - 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.
- *Families & people who care for me* - 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.



Summer 2



	<ul style="list-style-type: none"> ▪ <i>Families & people who care for me</i> - 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. ▪ <i>Respectful relationships</i> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> ▪ <i>Families & people who care for me</i> - 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. ▪ <i>Being safe</i> - 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. ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
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	Year 5	Year 6
 <p>Autumn 1</p> 	<p style="text-align: center;">Being me in my World</p> <p>Year 5 will be comparing their life with other people in the country and thinking about how rules, rights and responsibilities make our school community a safe and fair place.</p> <p style="text-align: center;">Working at Expected Year 5 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. ○ I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context <p>Vocab: education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibilities, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant, rights, wealth, poverty, prejudice, deprive, choices, cooperation, collaboration, participation</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. 	<p style="text-align: center;">Being me in my World</p> <p>As part of their first Jigsaw unit, Year 6 will be looking both locally and globally at how their choices affect others.</p> <p style="text-align: center;">Working at Expected Year 6 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain how my choices can have an impact on people in my immediate community and globally. ○ I can empathise with others in my community and globally and explain how this can influence the choices I make. <p>Vocab: goals, worries, fears, value, welcome, choice, Gnana, West Africa, Cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, behaviour, rewards, consequences, empathise, obstacles, legal, illegal, lawful, democracy, decision, proud</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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 ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Families and people who care for me</i> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the conventions of courtesy and manners. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- *Respectful relationships* - 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.

Celebrating Differences

The children will be talking about the differences between direct and indirect bullying and thinking of strategies to help themselves when they get involved. Year 5 will also be looking into racism and other forms of discriminatory behaviours and why they are dangerous.

Working at Expected Year 5 Age Related Expectations in PSHE

- I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

Vocab: culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, culture, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem-solving, indirect, direct, happiness, continuum, developing world

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- *Mental wellbeing* - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- *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).

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendship* - 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.
- *Respectful relationships* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.



Autumn 2



Celebrating Differences

Children will gain an understanding into how conflict can arise from difference. Year 6 will also be questioning how they feel about people experiencing conflict due to them showing difference.

Working at Expected Year 6 Age Related Expectations in PSHE

- I can explain ways in which difference can be a source of conflict or a cause for celebration.
- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration

Vocab: normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, para-Olympian, achievement, accolade, perseverance, admiration, stamina, celebration, difference, conflict


Physical Health & Mental Wellbeing Coverage in this Unit


- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- *Mental wellbeing* - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- *Mental wellbeing* - 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 & harms* - 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.
- *Internet safety & harms* - where and how to report concerns and get support with issues online.

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - 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.
- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.

	<ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ <i>Being safe</i> - how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources 	<ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ <i>Respectful relationships</i> – the importance of permission seeking and giving in relationships with friends, peers and adults. ▪ <i>Online relationships</i> - 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. ▪ <i>Being safe</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ <i>Being safe</i> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ <i>Being safe</i> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ <i>Being safe</i> - where to get advice e.g. family, school and/or other sources.
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 <p>Spring 1</p>	<p style="text-align: center;">Dreams & Goals</p> <p>A comparison of the children's hopes and dreams with those of young people in different cultures around the world will be covered in this unit.</p> <p style="text-align: center;">Working at Expected Year 5 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can compare my hopes and dreams with those of young people from different cultures. ○ I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. <p>Vocab: dream, goal, hope, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, , salary, contribution, society, determination, perseverance, motivation , aspiration, culture, country, sponsorship, communication, support, rallying.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. 	<p style="text-align: center;">Dreams & Goals</p> <p>In 'dreams & goals' children will be exploring how they can personally make the world a better place, with the help of others and the satisfaction they will gain from doing this.</p> <p style="text-align: center;">Working at Expected Year 6 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain different ways to work with others to help make the world a better place. ○ I can explain what motivates me to make the world a better place. <p>Vocab: dream, goal, hope, learning, strength, stretch, achievement, personal, realistic, unrealistic, learning steps, money, global, issue, suffering, concern, hardship, empathy, motivation, compliment, contribution, recognition.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p style="text-align: center;">Relationships & Sex Education Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - the 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.
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	<ul style="list-style-type: none"> ▪ <i>Respectful relationships</i> - 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. 	<ul style="list-style-type: none"> ▪ Respectful relationships - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ Respectful relationships - the importance of self-respect and how this links to their own happiness. ▪ Respectful relationships - 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.
 <p>Spring 2</p>	<p style="text-align: center;">Healthy Me</p> <p>Children will be exploring the different roles that food and substances play in peoples lives. They will also be looking in to eating disorders relating to body imagine pressures and how smoking and alcohol misuse is unhealthy. Year 5 will be also thinking about the different ways they respect and value their bodies.</p> <p style="text-align: center;">Working at Expected Year 5 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. ○ I can summarise different ways that I respect and value my body. <p>Vocab: choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, pressure debate, opinion, fact, choices, healthy lifestyle, motivation.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Physical health & fitness</i> - the characteristics and mental and physical benefits of an active lifestyle. ▪ <i>Physical health & fitness</i> - 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. ▪ <i>Physical health & fitness</i> - the risks associated with an inactive lifestyle (including obesity). ▪ <i>Physical health & fitness</i> - how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p style="text-align: center;">Healthy Me</p> <p>The misuse of substances and alcohol will be looked at here, with children being able to explain when they are used anti-socially/are being misused and the impact this can have on people.</p> <p style="text-align: center;">Working at Expected Year 6 Age Related Expectations in PSHE</p> <ul style="list-style-type: none"> ○ I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. ○ I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. <p>Vocab: responsibility, choice, immunization, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, legal highs, exploited, vulnerable, drugs, criminal, illegal, gangs, pressure, strategies reputation, anti-social behaviour, mental health, emotional health, mental illness, symptoms, stress, triggers, managing stress.</p> <p style="text-align: center;">Physical Health & Mental Wellbeing Coverage in this Unit</p> <ul style="list-style-type: none"> ▪ <i>Mental wellbeing</i> - that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Mental wellbeing</i> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ <i>Mental wellbeing</i> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ▪ <i>Mental wellbeing</i> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests ▪ <i>Mental wellbeing</i> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ <i>Mental wellbeing</i> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ <i>Mental wellbeing</i> - 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). ▪ <i>Mental wellbeing</i> - 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. ▪ <i>Internet safety & harms</i> - 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. ▪ <i>Internet safety & harms</i> - where and how to report concerns and get support with issues online.

- *Healthy eating* - 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, tobacco & alcohol* - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- *Basic first aid* - how to make a clear and efficient call to emergency services if necessary.
- *Basic first aid* - concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Relationships & Sex Education Coverage in this Unit

- *Respectful relationships* - the 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.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* - 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.
- *Respectful relationships* - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- *Being safe* - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- *Being safe* - how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- *Being safe* - where to get advice e.g. family, school and/or other sources

- *Physical health & fitness* - the characteristics and mental and physical benefits of an active lifestyle.
- *Physical health & fitness* - 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.
- *Physical health & fitness* - the risks associated with an inactive lifestyle (including obesity).
- *Physical health & fitness* - how and when to seek support including which adults to speak to in school if they are worried about their health.
- *Healthy eating* - 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, tobacco & alcohol* - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- *Health & prevention* - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.
- *Health & prevention* - the facts and science relating to allergies, immunisation and vaccination.

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - 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* - how important friendships are in making us feel happy and secure, and how people choose and make friends.
- *Caring friendships* - 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* - the importance of self-respect and how this links to their own happiness
- *Respectful relationships* - 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.
- *Respectful relationships* - the importance of permission seeking and giving in relationships with friends, peers and adults.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - 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.
- *Being safe* - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- *Being safe* - how to ask for advice or help for themselves or others, and to keep trying until they are heard.

Relationships

In this unit children in year 5 will be looking in to different kinds of friendships and the associated feelings. Using technology safely and appropriately to communicate with friends will also be looked at.

Working at Expected Year 5 Age Related Expectations in PSHE

- I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.



Summer 1



Relationships

The children will look at the feelings associated with loss as well as being able to recognise when people are trying to gain control or power over them.

Working at Expected Year 6 Age Related Expectations in PSHE

- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others

Vocab: characteristics, personal qualities, attributes, self-esteem, being responsible, age-limit, social network, community, online, offline, responsibility, rights, risky, , violence, appropriate, grooming, trolled, gambling, betting, trustworthy, devices, screen time, mental health, physical health., personal information, vulnerable

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- *Mental wellbeing* - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- *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).
- *Mental wellbeing* - 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 & harms* - that for most people the internet is an integral part of life and has many benefits.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - why social media, some computer games and online gaming, for example, are age restricted.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- *Internet safety & harms* - where and how to report concerns and get support with issues online.
- *Health & prevention* - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.

Vocab: Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, strategies, risks, pressure, influences, self-control, real/fake, true/untrue, judgement, communication, technology, cyberbullying, safety.

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- *Mental wellbeing* - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- *Mental wellbeing* - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- *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).
- *Mental wellbeing* - 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 & harms* - 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.
- *Internet safety & harms* - that for most people the internet is an integral part of life and has many benefits.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - 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.
- *Internet safety & harms* - why social media, some computer games and online gaming, for example, are age restricted.
- *Internet safety & harms* - 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.

Relationships & Sex Education Coverage in this Unit

- *Caring friendships* - 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* - the 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.
- *Respectful relationships* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the conventions of courtesy and manners.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* - 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.
- *Respectful relationships* - 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.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- *Online relationships* - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- *Online relationships* - how information and data is shared and used online.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - 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.
- *Being safe* - how to recognise and report feelings of being unsafe or feeling bad about any adult.
- *Being safe* - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- *Being safe* - how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- *Being safe* - where to get advice e.g. family, school and/or other sources.

- *Internet safety & harms* - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- *Internet safety & harms* - where and how to report concerns and get support with issues online.
- *Physical health & fitness* - the characteristics and mental and physical benefits of an active lifestyle.
- *Physical health & fitness* - how and when to seek support including which adults to speak to in school if they are worried about their health.

Relationships & Sex Education Coverage in this Unit

- *Caring friendships* - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- *Caring friendships* - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- *Caring friendships* - 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.
- *Caring friendships* - 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* - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Respectful relationships* - 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.
- *Respectful relationships* - the importance of seeking and giving in relationships with friends, peers and adults.
- *Online relationships* - that people sometimes behave differently online, including by pretending to be someone they are not.
- *Online relationships* - 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.
- *Online relationships* - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- *Online relationships* - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- *Online relationships* - how information and data is shared and used online.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - 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.
- *Being safe* - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- *Being safe* - how to ask for advice or help for themselves or others, and to keep trying until they are heard.



Summer 2

Changing Me

The important of looking after themselves both physically and mentally will be looked at by the children here. Year 5 will also be summarising the process of conception

Working at Expected Year 5 Age Related Expectations in PSHE

- I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
- I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends

Vocab: self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, oestrogen, vulva, womb, uterus, sperm, semen, testicles, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF).

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- *Mental wellbeing* - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- *Mental wellbeing* - 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.
- *Physical health & fitness* - the characteristics and mental and physical benefits of an active lifestyle.
- *Changing adolescent body* - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- *Changing adolescent body* - about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships & Sex Education Coverage in this Unit

- *Respectful relationships* - the importance of self-respect and how this links to their own happiness.
- *Being safe* - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- *Being safe* - 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.

Changing Me

How a baby develops from conception to birth will be the main focus in 'changing me'. Year 6 will also be thinking about how they feel about becoming teenagers both physically and mentally.

Working at Expected Year 6 Age Related Expectations in PSHE

- I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.
- I can tell you some things that will change for me and how I feel about this.

Vocab: self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, negative body-talk, choice, feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement.

Physical Health & Mental Wellbeing Coverage in this Unit

- *Mental wellbeing* - that mental wellbeing is a normal part of daily life, in the same way as physical health.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - 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.
- *Mental wellbeing* - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- *Mental wellbeing* - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- *Mental wellbeing* - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- *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).
- *Mental wellbeing* - 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.
- *Changing adolescent body* - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- *Changing adolescent body* - about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships & Sex Education Coverage in this Unit

- *Families & people who care for me* - that families are important for children growing up because they can give love, security and stability.
- *Families & people who care for me* - 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.

	<ul style="list-style-type: none"> ▪ <i>Being safe</i> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> ▪ <i>Families & people who care for me</i> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed ▪ <i>Caring friendships</i> - how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ <i>Caring friendships</i> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ <i>Caring friendships</i> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ <i>Respectful relationships</i> - practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ <i>Respectful relationships</i> - the importance of self-respect and how this links to their own happiness. ▪ <i>Respectful relationships</i> - 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. ▪ <i>Respectful relationships</i> – the importance of permission seeking and giving in relationships with friends, peers and adults.
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