



**Subject- PSHE (coverage taken from PSHE Matters scheme but also see links to ASK curriculum for further ideas)**

**EYFS**

**What knowledge do we teach our children in EYFS for PSHE?**

At St Oswald's we ensure that we have a firm foundation which our pupils can build upon. Through direct teaching, Continuous Provision and cross-curricular topic work the following objectives are covered in PSHE.

**3-4 years**

- Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries, For example, accepting that not everyone can be spider-man in the game and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about feelings using words like happy, sad, angry or worries.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs ie. brushing teeth, using toilet, washing and drying hands.
- Make healthy choices about food drink activity and tooth brushing
- Be increasingly independent as they get dressed and undressed ie' coats and zips.
- Begin to make sense of their own life story and family history.
- Show an interest in different occupations.
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Reception**

- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.
- Develop social phrases.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others,

Manage own needs – personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing – regular physical activity, healthy eating, tooth brushing, sensitive amounts of screen time, having a good sleep routine, being a safe pedestrian.

Further develop the skills they need to manage the school day successfully – lining up and queuing, mealtimes.

Talk about member of their immediate family and community.

Name and describe people who are familiar to them.

Recognise that people that different beliefs and celebrate special times and different ways.

### **ELG**

Hold conversations when engaged in back and forth exchanges with their teachers and peers.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and others needs.

Negotiate space and obstacles safely with consideration for themselves and others.

Talk about the lives of people around them and their roles in society.

### **The children need to have an understanding and knowledge of the EYFS curriculum prior to developing the knowledge of Key Stage 1**

	Year 1	Year 2	Year 3`	Year 4	Year 5	Year 6
Autumn 1	<b>Being Healthy</b> ASK: I don't like vegetables so why do I have to eat them?  <u>Knowledge</u> Exploring what a healthy lifestyle means.	<b>Drug Education</b> ASK: Which drugs are most dangerous?  <u>Knowledge</u> Exploring the importance of	<b>Being Healthy</b> ASK: I don't like vegetables so why do I have to eat them?  <u>Knowledge</u>	<b>Drug Education</b> ASK: Which drugs are most dangerous?  <u>Knowledge</u>	<b>Being Healthy</b> ASK: I don't like vegetables so why do I have to eat them?  <u>Knowledge</u>	<b>Drug Education</b> ASK: Which drugs are most dangerous?  <u>Knowledge</u> Knowing how to make informed choices.

<p>Identifying the benefits of a healthy lifestyle. Identifying ways of keeping healthy. Recognising what they like and dislike. Recognising that choices can have good and not so good consequences. Setting simple goals. Recognising the importance of personal hygiene. Developing simple skills to help prevent diseases spreading.</p> <p><u>Skills:</u> Make <b>informed decisions</b> about healthy living. <b>Explain</b> why things are good/bad for you. <b>Describe</b> a healthy lifestyle</p> <p><u>Vocab:</u> Healthy, unhealthy, like, dislike, choice, hygiene, disease, illness, lifestyle,</p>	<p>physical, mental and emotional health. Exploring how to make informed choices. Understanding the role of drugs as medicines. Identifying alternatives to taking medicines. Identifying that household products, including medicines, can be harmful if not used properly. Identifying rules for and ways of keeping safe. Recognising they have a shared responsibility for keeping themselves and others safe.</p> <p><u>Skills</u> <b>Recognise</b> the dangers of medicines and household products to young children <b>Discuss</b> how you may feel when you're ill and who could administer medication <b>Recognise</b> ways in which we can keep</p>	<p>Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. Identifying how to make informed choices. Understanding what is included in a balanced diet. Understanding what may influence our choices. Setting goals.</p> <p><u>Skills</u> <b>Discuss</b> what impacts our health <b>Describe</b> a balanced diet <b>Compare</b> a healthy and unhealthy lifestyle</p> <p><u>Vocab</u> Healthy Lifestyle Positive Choices Food Exercise Sleep</p>	<p>Recognising how to make informed choices. Understanding that people have different attitudes to risk. Recognising, predicting and assessing risks in different situations. Where to get help and how to ask for help. Distinguishing between safe and harmful and to know some substances can be harmful if misused. Learning rules about staying safe.</p> <p><u>Skills</u> <b>Explain</b> risks involved in overusing drugs and give advice on how to stay safe</p> <p><u>Vocab</u> Allergy, alcohol, inhaler, risk, substance misuse</p>	<p>Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. Exploring how we make choices about the food we eat. Identifying how to make informed choices. Developing skills to make their own choices. Recognising how images in the media do not always reflect reality. Setting simple but challenging goals. Exploring what is meant by the term habit and why habits can be hard to change.</p> <p><u>Skills</u> <b>Evaluate</b> own lifestyle in terms of how healthy it is and <b>identify</b></p>	<p>Identifying a range of drugs/substances and assessing some of the risks/effects. Identifying influences and when an influence becomes a pressure. Developing skills of how to ask for help. Identify basic emergency procedures. Understanding the term 'habit' and why habits can be hard to change.</p> <p><u>Skills</u> <b>Compare</b> the advantages/disadvantages of taking medication <b>Explain</b> basic emergency procedures if someone was in trouble <b>Recognise</b> ways in which you can resist peer pressure in order to stay safe</p> <p><u>Vocab</u> Habit, emergency services, influence, pressure, caffeine, cigarettes, tobacco, chemicals, nicotine, addiction, organs, effects on body,</p>
---	---	--	--	--	--

		<p>ourselves safe with unknown substances</p> <p><u>Vocab</u> Medicine, drugs, illness, safety, antibiotics, vaccination, paracetamol, insulin, infection, injection, tablets, pills,</p>	<p>Relaxation Pressure Persuasion Food groups – carbohydrates, protein etc Nutrients- vitamins, minerals etc Germs Personal hygiene Physical Mental Emotional</p>		<p>potential changes/bad habits <b>Evaluate</b> reliability of media content regarding healthy lifestyles/body image etc <b>Debate</b> whether media coverage of healthy lifestyles is positive or negative</p> <p><u>Vocab</u> Media Influences Balanced diet Mental health and wellbeing</p>	
Autumn 2	<p><b>Bullying Matters</b> ASK: What does a bully look like?</p> <p><u>Knowledge:</u> Recognising their behaviour can affect others. Listening to others and working cooperatively. Identifying that people’s bodies can be hurt. Recognising when people are being unkind to them or others, who to tell and what to say. Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. Identifying strategies to</p>	<p><b>Being Me</b> ASK: What does ‘proud’ mean? You may also want to touch on Anti-Bullying for AB week</p> <p><u>Knowledge</u> Recognise they belong to different groups and communities such as family and school. Explore ways in which they are all unique. Identify ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p><b>Bullying Matters</b> ASK: What does a bully look like?</p> <p><u>Knowledge</u> Understanding that their actions affect themselves and others. Identifying the importance of working towards shared goals. Developing strategies for getting support for themselves or for others at risk. Identifying that differences and</p>	<p><b>Being Me</b> ASK: What does ‘proud’ mean? You may also want to touch on Anti-Bullying for AB week</p> <p><u>Knowledge</u> Exploring different kinds of responsibilities at school and in the community. Identifying what being part of a community means. Identifying that differences and similarities between</p>	<p><b>Bullying Matters</b> ASK: What does a bully look like?</p> <p><u>Knowledge</u> Understanding that their actions affect themselves and others. Developing strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise from a number of factors. Understanding the</p>	<p><b>Being Me</b> ASK: What does ‘proud’ mean? You may also want to touch on Anti-Bullying for AB week</p> <p><u>Knowledge</u> Exploring different kinds of responsibilities at school and in the community. Identifying what being part of a community means. Identifying that differences and similarities between people arise from a number of factors</p>

<p>resist teasing/ bullying if experienced or witnessed.</p> <p><u>Skills</u> <b>Explain</b> what bullying is <b>Recognise</b> ways to help if someone is feeling upset</p> <p><u>Vocab</u> Different, bully, opposites, different, feelings, emotions, excluded, STOP and START acronym, safe, unsafe, special, unique</p>	<p>Offer constructive support to others. Identify what makes them special.</p> <p><u>Skills</u> <b>Discuss/communicate</b> ideas about unique qualities, talk confidently about self <b>Discuss</b> ways in which they belong to different communities <b>Compare</b> similarities and differences between themselves and peers</p> <p><u>Vocab</u> Community, unique, special, similarities, differences,</p>	<p>similarities arise from a number of factors. Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’). Knowing how to recognise bullying and abuse in all its forms.</p> <p><u>Skills</u> <b>Generate ideas</b> of how to seek help if you’re being bullied/how to help someone who is being bullied <b>Describe</b> the different types of bullying <b>Explain</b> reasons why people may be victims of discrimination <u>Vocab</u> Discrimination, prejudice, physical, emotional, verbal,</p>	<p>Listen and respond respectfully. Identifying that differences and similarities between people arise from a number of factors.</p> <p><u>Skills</u> <b>Show respect/ consideration/ tolerance</b> of different communities in the UK <b>Listen respectfully</b> to other’s viewpoints</p> <p><u>Vocab</u> Respect, identity, responsibility, race, gender, interests, style, religious beliefs, personality, aspirations, culture, belonging</p>	<p>nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, ‘trolling’). Knowing how to recognise bullying and abuse in all its forms.</p> <p><u>Skills</u> <b>Identify</b> examples of prejudicial and discriminatory behaviour in different scenarios e.g. in the media <b>Discuss</b> thoughts and opinions on discrimination, prejudice and inequality.</p> <p><u>Vocab</u> Direct and indirect bullying, banter/having a laugh, crossing the line, excuses, responsibility</p>	<p><u>Skills</u> <b>Identify</b> factors which may shape a person’s identity.</p> <p><u>Vocab</u> Skills, talents, ability, discrimination, proud,</p>
---	--	--	--	--	--

			cyber bullying, trolling, equality, consequences, by stander, support, valued, ethnicity, religion, skin colour,			
Spring 1	<p><b>Exploring Emotions</b> ASK: Why do I sometimes feel angry?</p> <p><u>Knowledge</u> Recognising a range of feelings in ourselves and other people. Recognising how others show feelings and how to respond. Recognising that their behaviour can affect others. Communicating feelings to others. Developing simple strategies for managing feelings. Using words to describe a range of feelings.</p> <p><u>Skills</u> <b>Express</b> their emotions and how they are feeling to others <b>Discuss</b> ways to deal with negative feelings <b>Explore</b> situations in which you need to apologise and</p>	<p><b>Changes</b> ASK: Are all changes bad?</p> <p><u>Knowledge</u> Exploring what change means. Exploring loss and change and the associated feelings. Exploring the changes of growing from young to old. Managing change positively. Identifying strategies and where to go for help.</p> <p><u>Skills</u> <b>Discuss</b> changes in their lives and associated feelings <b>Identify</b> strategies to cope with change and difficult times</p> <p><u>Vocab</u></p>	<p><b>Exploring Emotions</b> ASK: Why do I sometimes feel angry?</p> <p><u>Knowledge</u> Recognising a wide range of emotions in themselves and others. Responding appropriately to a range of emotions in themselves and others. Understanding their actions affect themselves and others. Developing strategies to resolve disputes. Identifying strategies to manage emotions. Deepening their understanding of good and not so good feelings.</p>	<p><b>Changes</b> ASK: Are all changes bad?</p> <p><u>Knowledge</u> Understanding good and not so good feelings including their range and intensity. Developing an understanding that change can cause conflicting emotions. Acknowledging, exploring and identifying how to manage change positively. Exploring changes. Knowing where to go for help and how to ask for help.</p> <p><u>Skills</u> Develop confidence to <b>articulate emotions</b> in a range of situations</p>	<p><b>Exploring Emotions</b> ASK: Why do I sometimes feel angry?</p> <p><u>Knowledge</u> Recognising a wider range of feelings in others and how to respond appropriately. Recognising that their actions can affect themselves and others. Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. Extending emotional vocabulary. Exploring the intensity and range of feelings. Recognising when</p>	<p><b>Changes</b> ASK: Are all changes bad?</p> <p><u>Knowledge</u> Explaining intensity of feelings. Exploring and managing the difficult emotions. Acknowledging and managing change positively. Managing transition to secondary school. Exploring and managing loss, separation, divorce and bereavement. Practising asking for help and knowing where to go for help.</p> <p><u>Skills</u> <b>Discuss</b> changes now and in the future and ways to cope effectively with them. <b>Show consideration</b> of other people's view and feelings when dealing with change</p> <p><u>Vocab</u></p>

	<p>consider consequences of our actions</p> <p><u>Vocab</u> Feelings, emotions, communication, apologise, happy, scared, lonely, frustrated, excited</p>	<p>Change, loss, growing up, friendships, family, control, advice</p>	<p>Extending vocabulary to help explain the range and intensity of feelings. Recognising conflicting emotions.</p> <p><u>Skills</u> <b>Communicate</b> ways of managing emotions <b>Discuss</b> ways to resolve situations which we find difficult Use a range of vocabulary to <b>express</b> different emotions</p> <p><u>Vocab</u> Self esteem, body language, mixed emotions, mindfulness, resolution</p>	<p><b>Compare</b> positives and negatives of change</p> <p><u>Vocab</u> Manage, coping strategies, support, conflicting emotions, life cycles</p>	<p>they experience conflicting emotions and how to manage these.</p> <p><u>Skills</u> <b>Communicate</b> ways of managing emotions <b>Discuss</b> ways to resolve situations which we find difficult Use a range of vocabulary to <b>express</b> different emotions</p> <p><u>Vocab</u> Fight, flight or freeze, embarrassment,</p>	<p>Transition, separation, bereavement, divorce, jealousy, independence,</p>
Spring 2	<p><b>Relationships</b> ASK: What makes a good friend?</p> <p><u>Knowledge</u> Recognising our behaviour can affect others. Recognising what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p><b>Growing up (heavily linked to SRE curriculum)</b> ASK: Where do babies come from?</p> <p><u>Knowledge</u> The process of growing from young to old.</p>	<p><b>Relationships</b> ASK: What makes a good friend?</p> <p><u>Knowledge</u> Recognising what constitutes a healthy relationship and develop the skills</p>	<p><b>Growing up (heavily linked to SRE curriculum)</b> ASK: Where do babies come from?</p> <p><u>Knowledge</u> That images in the media do not</p>	<p><b>Relationships</b> ASK: What makes a good friend?</p> <p><u>Knowledge</u> Recognising what a healthy relationship is. Recognising ways in which a</p>	<p><b>Growing up (heavily linked to SRE curriculum)</b> ASK: Where do babies come from?</p> <p><u>Knowledge</u> Exploring how images in the media and online do not always reflect reality.</p>

	<p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offering constructive support and feedback to others. Identifying their special people (family, friends, carers) and how they should care for each other.</p> <p><u>Skills</u> <b>Discuss</b> ways to resolve problems. <b>Identify</b> how our behaviour affects others <b>Compare</b> behaviours which are positive and negative when building relationships</p> <p><u>Vocab</u> Negotiate, carers, parents, friends, family, siblings, polite, manners, listening skills</p>	<p>Exploring growing and changing and becoming independent. The correct names for the main parts of the body (including external genitalia). Identifying people who they can ask for help and think about how they might do that. Identifying ways of keeping safe and knowing they do not keep secrets. About privacy in different contexts. About respecting the needs of ourselves and other people. Identifying similarities and difference. What physical contact is acceptable. That everybody is unique.</p> <p><u>Skills</u> <b>Discuss</b> how we are similar and different including body parts <b>Compare</b> acceptable and unacceptable physical contact</p>	<p>to form positive and healthy relationships. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship. Understanding that actions affect themselves and others. Understanding when it is right to 'break a confidence' or 'share a secret'. Listening and responding respectfully. Understanding personal boundaries.</p> <p><u>Skills</u> Know when it is ok keep a secret and when it is not. <b>Discuss</b> where to get support for an unhealthy relationship.</p>	<p>always reflect reality. Celebrate our strengths/qualities. About the kind of changes that happen in life and the associated feelings. That simple hygiene routine can prevent the spread of bacteria. About the changes that happen as they grow up. The right to protect our bodies. About differences and similarities between people, but understand everyone is equal. About the difference between acceptable and unacceptable physical contact. Knowing the names of the body parts. <u>Skills</u> <b>Explain</b> the human lifecycle from conception to death</p>	<p>relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship, including those between acquaintances, friends, relatives and families. Understanding the true meaning behind civil partnerships and marriage. Resolving conflicts. Recognising that forcing anyone to marry is a crime. Understanding about confidentiality and about times when it is necessary to break a confidence.</p> <p><u>Skills</u> <b>Compare</b> characteristics of relationships with different people <b>Show respect</b> when learning about different types of relationships</p>	<p>Identify the intensity of feelings. Recognising conflicting feelings. That simple hygiene routine can prevent the spread of bacteria. Identify pressures and influences. Understanding changes that happen at puberty. Understanding what puberty and human reproduction is. Identifying qualities of a healthy relationship About committed loving relationships. About differences and similarities between people, but understand everyone is equal. Debate topical issues. <u>Skills</u> <b>Explore</b> and <b>articulate</b> feelings associated with puberty <b>Debate</b> issues linked to body image and self esteem <b>Describe</b> the process of reproduction</p> <p><u>Vocab</u> Womb, sperm, egg, conception, fertilisation, pregnancy, sexual</p>
--	---	---	---	---	--	--

		<p><b>Discuss</b> changes as we grow from young to old</p> <p><u>Vocab</u>  Similar  Different  Sex  Gender roles  Stereotypes  Boy girl  Penis  Vagina  Nipples  Breasts  Unique  Individual  Special  Passport  Fingerprint  Change  Physical  Growth  Skills  Choose  Perseverance  Practice</p>	<p><b>Identify</b> different types of relationships.</p> <p><u>Vocab</u>  Speaking in confidence, healthy relationship, personal boundaries, jealousy, power, respect, support, honesty, fairness, equality, problem solving, compromise, promises, secrets, privacy</p>	<p><b>Compare</b> the differences between body image in the media and reality</p> <p><b>Generate ideas</b> for coping with our bodies changing and puberty</p> <p><u>Vocab</u>  Puberty  Life cycle  Reproduction  Physical  Pregnancy  Breasts  Sperm  Egg  Pubic hair  Emotions  Fertility  Hormones  Emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, spots, pubic hair, facial hair, underarm hair, sexual feelings</p>	<p><u>Vocab</u>  Acquaintances, arranged marriage, confidentiality, civil partnership, marriage, attributes, passive, aggressive, assertive,</p>	<p>intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, lesbian, gay, bisexual, transgender, surrogacy, sperm donation, in-vitro fertilisation (IVF), masturbation</p>
Summer 1	<p><b>Being Responsible</b></p> <p><u>Knowledge</u></p>	<p><b>Money Matters</b>  ASK: Does money make you happy?</p>	<p><b>Being Responsible</b></p> <p><u>Knowledge</u></p>	<p><b>Money Matters</b>  ASK: Does money make you happy?</p>	<p><b>Being Responsible</b></p> <p><u>Knowledge</u></p>	<p><b>Money Matters</b>  ASK: Does money make you happy?</p>

	<p>Identify how they can contribute to the life of the classroom and school. Construct and explore the importance of rules. Explore and understand that everyone has rights and responsibilities. Identify what improves and harms their environments. Recognise what is fair/unfair, right/wrong, kind/unkind.</p> <p><u>Skills</u> <b>Generate ideas</b> for suitable rules in the classroom/school environment. <b>Discuss</b> responsibilities they have at school and home.</p> <p><u>Vocab</u> Consequences, rules, responsible, independence, parliament, MP, Prime Minister, Queen, recycle, reuse, reduce</p>	<p><u>Knowledge</u> Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. Understanding how to keep money safe and what influences choices.</p> <p><u>Skills</u> <b>Explain</b> where money comes from <b>Discuss</b> the different things money can be used for</p> <p><u>Vocab</u> Debit card, ATM, spend, save, share, donate, want, need, profit, cash, cheque, pocket money, bank, job, wages</p>	<p>Research, discuss and debate topical issues. Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone. Explore rights and responsibilities, rights and duties at home, school, community and the environment. Develop skills to carry out responsibilities. Explore how to resolve differences and respect others' points of view. Explore what being part of a community means and how they belong.</p> <p><u>Skills</u> <b>Research</b> current issues in the news which we need to take responsibility for e.g. climate change, plastic</p>	<p><u>Knowledge</u> Identify the role of voluntary and charity groups. Understanding different values and customs. Exploring how to manage money. Explaining the importance of money in people's lives and how money is obtained. Understanding the concepts of interest, loan, debt and tax. Understanding enterprise and begin to develop enterprise skills. <u>Skills</u> <b>Debate</b> the importance of money vs happiness <b>Identify</b> ways in which money can be made e.g. business ideas <b>Justify viewpoints</b> about the importance of money and wealth</p> <p><u>Vocab</u></p>	<p>Research, discuss and debate topical issues. Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone. To understand there are some cultural practices against British law. Explore rights and responsibilities at home, school, community and the environment. Develop skills to carry out responsibilities. Explore others' points of view. Explore what being part of a community means and how they belong.</p> <p><u>Skills</u> <b>Explain</b> democracy and how it affects our lives in the UK. <b>Discuss</b> some cultural practises which are against</p>	<p><u>Knowledge</u> Understand how finance plays an important part in people's lives. Understanding about being a critical consumer. Developing an understanding of the concepts of interest, loan, debt and tax. Identifying how resources are allocated and the effects on individuals, communities and the environment. Developing enterprise skills. Critiquing how social media presents information. Recognising and managing dares.</p> <p><u>Skills</u> <b>Recognise</b> how the distribution of money is very different around the world and the impact this has. <b>Generate ideas</b> to make money e.g. run a business/charity event <b>Evaluate</b> how money is portrayed in the media/news.</p> <p><u>Vocab</u></p>
--	--	--	---	--	---	--

			<p>pollution, deforestation etc  <b>Explain</b> current issues in the news and how they are affecting the planet  <b>Discuss</b> rights and responsibilities in a range of contexts</p> <p><u>Vocab</u>  Community, human rights, duties, mature, voting, school council, amnesty,</p>	<p>Charity, interest, debt, tax, loan, manage, budget, wealth, poverty, business, enterprise, Royal Mint</p>	<p>British law e.g. arranged marriage  <b>Discuss</b> some key figures in history who have campaigned for the rights of others.  <b>Discuss and justify</b> personal ideas and opinions about current topical issues regarding the environment</p> <p><u>Vocab</u>  United Nations, Universal Declaration of Human Rights, environment, law, democracy, UNICEF</p>	<p>Resources, consumerism, critical consumer, advertising, manufacture, entrepreneur,</p>
Summer 2	<p><b>Difference and Diversity</b>  ASK: Should boys cry?</p> <p><u>Knowledge</u>  Understanding that they belong to different groups.  Identifying ways in which they are unique.  Sharing opinions on things that matter using discussions.  Identifying and respecting the differences and similarities between people.</p>	<p><b>Being Safe</b></p> <p><u>Knowledge</u>  Identifying household products are hazards if not used properly.  Exploring rules for and ways of keeping safe in a range of situations.  Knowing who to go to if they are worried.  Recognising that they share a</p>	<p><b>Difference and Diversity</b>  ASK: Should boys cry?</p> <p><u>Knowledge</u>  Identifying how to listen and respond respectfully to a wide range of people.  Recognising the differences and similarities between people, but understand everyone is equal.</p>	<p><b>Being Safe</b></p> <p><u>Knowledge</u>  Understanding how to make informed choices.  Exploring how to recognise, predict and assess risks in different situations.  Understanding that increased independence brings increased responsibility to keep themselves safe.</p>	<p><b>Difference and Diversity</b>  ASK: Should boys cry?</p> <p><u>Knowledge</u>  Identifying how to listen and respond respectfully to a wide range of people.  Recognising the factors that make people the same or different.</p>	<p><b>Being Safe</b></p> <p><u>Knowledge</u>  Understanding how to make informed choices.  Exploring how to recognise, predict and assess risks in different situations.  Understanding that increased independence brings increased responsibility to keep themselves safe.  Explaining how rules can keep them safe.</p>

<p><u>Skills</u> Show <b>respect</b> towards other people's differences and beliefs <b>Share ideas</b> about how they are similar and different to others</p> <p><u>Vocab</u> Difference, equal, same, similar, special, unique, likes/dislikes</p>	<p>responsibility for keeping themselves and others safe. Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. Understanding why rules are important in keeping us safe. Identifying people who work in the community and how to ask for help.</p> <p><u>Skills</u> <b>Discuss and share</b> ideas for rules to keep us safe. <b>Identify</b> situations which could be unsafe and how to make them safer. <b>Discuss and share ideas</b> of where they could go/who to talk to if they were worried about an unsafe situation.</p> <p><u>Vocab</u> Privacy, hazards, dangers, computer safety, safe/unsafe, stranger danger</p>	<p>Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes</p> <p><u>Skills</u> <b>Identify</b> potential stereotypes about boys and girls and challenge them. <b>Analyse</b> ways girls and boys are portrayed in the media. <b>Discuss</b> ways in which we can treat everyone fairly and equally</p> <p><u>Vocab</u> Stereotypes, discrimination, gender,</p>	<p>Understanding how rules can keep them safe. Identifying where and how to get help. Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of protecting information particularly online. Understanding how to become Digitally responsible.</p> <p><u>Skills</u> <b>Communicate</b> ways in which we can stay safe in scenarios where we may not be with an adult. <b>Recognise, predict and assess</b> risks in different scenarios</p> <p><u>Vocab</u> Digitally responsible, consent, online identity,</p>	<p>Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes. Understanding the correct use of the terms sex, gender identity and sexual orientation.</p> <p><u>Skills</u> Show <b>respect/consider viewpoints</b> from others. <b>Offer advice</b> to others of how they can support people who may be a victim of discrimination or prejudicial behaviours.</p> <p><u>Vocab</u> Sex, gender identity, sexual orientation, refugee, identity, culture, religious beliefs, Gender dysphoria, lesbian, gay,</p>	<p>Identifying where and how to get help. Understanding the term 'habit.' Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of protecting information particularly online. Understanding how to become digitally responsible.</p> <p><u>Skills</u> <b>Think critically</b> about different scenarios and whether they raise suspicion of any unsafe activity. <b>Evaluate</b> the dangers of online activity that thy may be involved in and how to manage these risks</p> <p><u>Vocab</u> Critical thinking, live streaming, online gaming and internet safety</p>
---	---	---	---	---	---

					heterosexual, transgender	
--	--	--	--	--	------------------------------	--

**Attached here is our curriculum overview for Sex and Relationships Education. I haven't assigned objectives to each half term. I felt it was best for you to integrate this learning where you most felt appropriate throughout the year. This was updated in Sept 19 when I did the SRE policy so everything is up to date with the new government guidance.**

# Year 1

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To understand some basic hygiene principles	I know how to keep clean and look after myself	Washing brushing Teeth Get dressed Clean	In small groups at tables give each group a 'keeping clean' picture or object ask the groups to discuss what the object in the picture is and how it helps people to keep clean when it is used an would they need help to use it
2	To introduce the concept of growing and changing  To explore some of the differences between males and females and to understand how this is part of the life cycle	I know how people grow and change I understand that babies become children and then adults  To describe some differences between male and female animals	Boy Girl	Ask children to put the life cycle of drawings in order
3	To explore different types of families and who to ask for help	I understand there are different types of families I know which people we can ask for help	Same Different Physical characteristics Gender Hair face	Think of as many different family members as possible- describe them Do they all look/ act the same? Who else could you go to for help? Finish class with a discussion- I would go to ..... For help because....
4	To know how to look after our teeth	I understand why it is important to brush my teeth regularly	Teeth Decay Bacteria Brushing Regularly Toothbrush Tooth paste Dentist	Invite a dentist in.... Bring different toothbrushes Toothpastes Adverts from magazines How many times a day do you clean your teeth Pairs work think about all the different ways we look after our teeth. List What happens to coke on a coin/ tooth?

5	To know how to stay healthy	I can give examples of what keeps me healthy and why	Healthy Fit Exercise Eating heart Pulse Blood Fat	Whole class; run on the spot for 1 minute check pulse rate. Ask children how they feel and why what does the pulse tell us? What other kinds of exercise could you do? What makes good health? Do we have a choice about our lifestyles? Group work' conduct a survey and make a bar chart that represents the different ways children keep themselves healthy (e.g.) eating fruit, sport, playing with friends Extension; keep a journal over the week of what foods are eaten in the school day and at home. Discuss healthy unhealthy foods and how the meal their diet could be healthier.
6	To set a simple personal goal	I can choose a realistic goal I can break a goal down into small steps	Goal Achieve Steps Wishes Hopes dreams Persistence Determination	Whole class discussion about our dreams; when I grow up I want to be..... Pair's work- share your goal with your friend- think about the steps needed to achieve your goal. How do you keep going to your goal without giving up? How can we work together to achieve our goal? Devise a plan to learn something new at home or at school? What is it, how will you do it?

## Year 2

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To introduce the concept of male and female gender and stereotypes. To identify the differences between males and female	Talk about ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do Describe the differences between male and female babies	Similar Different Sex Gender roles Stereotypes Boy girl Penis Vagina Nipples Breasts	Define the words different and similar In pairs discuss the difference between them- share the ideas then discuss the differences between boys and girls Explore whether the ideas we hold about boys and girls are always true. Use pictures of objects/ clothing Biological differences
2	To introduce the concept of growing and changing. To explore some of the differences between males and females and to understand how this is part of the life cycle	I know how people grow and change I understand that babies become children and then adults	Boy Girl Penis vagina	Take the 2 pictures of new-born babies out of the bag/ or the dolls How can you tell which is the boy or girl? Agree that they have different body parts and that the correct science words for these parts are penis and vagina acknowledge that the children may have different names for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts. Ask children to put the life cycle of drawings in order
3	To focus on sexual differences and name the body parts	Describe the differences between males and females Name the male and female body parts	Similar Different Sex Gender roles Stereotypes Boy girl Penis Vagina Nipples Breasts	Male female both body parts activity naming body parts work sheet

4	To appreciate how we are all unique	I can say how I am special and individual	Unique Individual Special Passport Fingerprint Change	Discuss the idea of an identity card or passport Use the photos of the children What things could we write on a form to show it is us- things that don't change- DOB eye colour skin colour Birth mark Name Finger prints Individual passports
5	To appreciate that I can make change happen	I know that making some change we cannot control and some we can control	Physical Growth Skills Choose Perseverance Practice	Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. How does a baby learn to speak or walk? Group work; in groups of 3 – 1 child interviews another to find out how they have changed in their likes/ dislikes friend's clothes interest. the third person writes down all the changes listed- swap roles Discussion which changes are the ones you can't do anything about? Which changes can you choose? Which changes can you make happen? Categorise using hoops ask children to move to the hops according to their responses. Identify one in particular you would like to get better at and make a plan.
6	To understand sometimes I might need to change my behaviour	I know what a habit is and that it can be hard to change one.	Habit Used to Odd Aware Unaware Obstacle Choice Comfortable Uncomfortable	Ask the children to fold their arms in a way which is uncomfortable or in an automatic way. Interlink hands with thumbs on top now opposite way, how does it feel? Doughnut eating competition- choose a few children to try and eat a doughnut without licking their lips. Each child tries what do people notice. Can you come up with something you want to change...? How can you make this happen?

## Year 3

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To explore the differences between males and females and to name the body parts	Know some similarities and differences between males and females Name male and female body parts using agreed words	Similar, different, male, female, body parts, penis, vagina, testicles, clitoris, breasts	Display clothing pictures Ask them to discuss whether they can tell from looking at them whether the baby is a male or female? Can they explain how they know this? Establish that you cannot always tell the sex of a baby by looking at it with its clothes on and challenge stereotypes e.g. boys with long hair etc. Ensure that the class know that it is the baby's private parts which confirm whether the baby is male or female. Explain the meaning of the word private. Accept any words for the names of the private parts then establish if they know the science names. explain that they will be using agreed science words in these lessons
2	Consider touch and to know that a person has the right to say what they like and dislike	Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch	Comfortable Uncomfortable Body Parts Like Dislike Touch Hug Kiss	In pairs ask the children to think of as many different types of touch as possible (e.g.) hug, pinch scratch kiss; ask the children which touches they like dislike. Ask whether it makes a difference who is touching them and why. Emphasise that everyone is different and it is important to know what each likes/ dislikes. Everyone has a right to say what is ok, not ok.  Personal space activity
3	To explore different types of families and who to go to for help and support	Understand that all families are different and have different family members (including those with same sex parents) Identify who to go to for help and support.	Family Fostering Adoption Relationships Stereotype Gender roles Lesbian Gay Homosexual	Ask the children class questions about families considering some of the following; what makes a family? Do families always live together? Do children always live with parents or other relatives? Are people always born into families? Do old and young people live in families together? Where do family members live? Make a list the board of all different types of family member. Display family pictures Talk about who you might talk to in a family?
4	To understand what helps to make people feel happy	I understand why rest and relaxation is an important part of being healthy and happy I can relax when I want to	Relaxation Leisure Hobbies Happy Stress Worries Mental health	Whole class activity; recap on ways of keeping healthy (keeping fit, eating, and sleep) introduces the idea of relaxing and leisure time and ask for examples. Make a collage of ways of relaxing after school, at weekend and holidays Extension; draw a picture/ symbols on a piece of card to remind them of their special place to be used as a reminder to relax if feeling worried/upset/angry

5	To know how to keep healthy	I can make positive choices to support a healthy lifestyle	Healthy Lifestyle Positive Choices Food Exercise Sleep Relaxation Pressure Persuasion	Thought shower- all the ways we can keep healthy and happy. Whole class activity; role play around choices; imagine if you are a TV advertiser and you are trying to persuade people to buy or do something which they know is unhealthy. What kind of arguments could you use? How would your audience resist the pressure? How do you feel when you make the right choices?
6	To understand what helps us to overcome barriers to reaching goals	I can identify ways to overcome barriers to achieving my goals	Barriers Obstacles Excuses Responsibility	Whole class activity making excuses Divide into 2 columns- barriers I can change and barriers I can't change. Children come up with all excuses / reasons for not making healthy choices (i.e.) I'm not good at sport, I'm too busy for sport, I don't like vegetables. Sort into barriers I can /can't change. Extension; work out and write draw the small steps I will need to take in order to reach that goal.
7	To understand how to stay safe online and what constitutes as age appropriate online relationships	I can understand how to stay safe online and what to do if I'm worried about anything I've seen	Online relationships Safety Age appropriate Social media Age restrictions	Discuss children's experiences of internet/gaming usage Discuss good and bad contact on the internet e.g. using video calling apps under adult supervision to speak to family/friends, sending emails to pen friends/family living away, receiving random messages from strangers on gaming sites, having social media profiles and adding friends Discuss what is age appropriate for Y3 age group e.g. game age restrictions, age restrictions for creating social media profiles Discuss what children can do if they see/experience anything they are worried about e.g. talk to parents, teachers

## Year 4

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To explore the human life cycle	Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up	Puberty Life cycle Reproduction Physical Pregnancy Breasts Sperm	What is a life cycle use the life cycle pictures and word cards Draw and write lifecycles Going to write and draw 2 parts of life cycle – draw a baby and write what they can do next draw what they look like now and describe how they have changed since they were a baby. One change that has happened as we grow up is....
2	To identify some basic facts about puberty, reproduction and pregnancy	Know that during puberty the body changes from a child into a young adult Understand why the body changes during puberty Identify some basic facts about pregnancy	Egg Pubic hair Emotions Fertility Hormones	Define puberty Having babies- do you know anyone who has had a baby- given birth, fostering, adoption, family discussion
3	To learn about the physical changes during puberty (males and females) and consider how to manage these changes/find support to help through puberty including in school.	know about the physical and emotional change that happen in puberty know each person experiences puberty differently	Emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, spots, pubic hair, facial hair, underarm hair, sexual feelings	Reap on the human life cycle and clarify the science words for this time of change (puberty) remind the class that puberty can happen anytime between the age of 8 and 16. Puberty discussion; go round '1 good thing about getting older is .....
4	To share my hopes wishes and dreams	I can name one way in which I would like to change in the future	Wishes Hopes Dreams future Plan Ambition Physical Practical Personality lifestyle	Recap on previous session about the life cycle Draw /write 4 wishes/hopes dreams for the future. Divided piece of paper into 4 columns- physical change, practical achievement, personality trait, change in life style. Discuss and share examples before writing. Share what you are looking forward to about growing up
5	To embrace positive change	I know that change can be good	Variety freshness Challenge Opportunity Boredom	Play a single note on a musical instrument repeatedly until the children show signs of boredom and restlessness. Show the children only 1 colour. Ask them to hop on 1 leg continuously. Ask them what it would be like to live in a world without change.... Could sometimes it be good?

6	To recognise and deal with unwelcome change	I understand some of the reasons why change can feel uncomfortable and know some coping strategies	Scared, anxious, worried fearful Resentment Nervous Shock Belonging Accepting Rejected	Agree/ disagree statements- ask children to move along an imaginary line in response to questions about how they might feel in certain situations (e.g.) having to move home and ask reasons for responses and for as many feelings as possible. Discuss links between anger and fear embarrassment/hurt. Why is change sometimes scary and uncomfortable? Refer back to the need for belonging as shown in the belonging game. Individual work- pupils draw pictures of themselves in all the groups they belong to (family school, street, club, etc...)
7	To understand how to stay safe online and what constitutes as age appropriate online relationships	I can understand how to stay safe online and what to do if I'm worried about anything I've seen	Online relationships Safety Age appropriate Social media Age restrictions	Build on content from Year 3 (Discuss children's experiences of internet/gaming usage Discuss good and bad contact on the internet e.g. using video calling apps under adult supervision to speak to family/friends, sending emails to pen friends/family living away, receiving random messages from strangers on gaming sites, having social media profiles and adding friends Discuss what is age appropriate for Y4 age group e.g. game age restrictions, age restrictions for creating social media profiles Discuss what children can do if they see/experience anything they are worried about e.g. talk to parents, teachers, CEOP)

## Year 5

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To explore the emotional and physical changes occurring in puberty	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Puberty Physical changes Emotional changes Moods Menstruation Periods	Go round- 1 change that has happened to me since I was small is.... Use puberty questions to establish key facts In pairs ask children to discuss what physical and emotional changes do you think happen during puberty? Anonymous questions
2	To consolidate understanding of male and female puberty changes from Y4	Understand how puberty affects the body and the emotions Describe how to manage physical and emotional changes	Tampons Sanitary towels Wet dreams Semen Erection Sweat Breasts Spots Pubic hair	Recap the physical and emotional changes in puberty Ask questions to establish baseline knowledge from the class about menstruation Show whiteboard animation of menstruation cycle Discuss the male changes Feedback any anonymous questions
3	To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty	Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty	Facial hair Underarm hair Sexual feelings	Memory game using puberty related items Puberty problem page Anonymous questions
4	To understand the concept of well-being and looking after our mental health	I understand the importance of a balanced lifestyle	Balance Lifestyle Rest Eating Exercise	Recap on what constitutes a healthy lifestyle Give each pupil a large circle divided into 24 parts (24 ours) as a whole class decide which colour represents sleeping, school, exercise, TV, etc... pupils colour own chart according to how they spend their day. Whole class discussion what is a healthy balance of activities
5	To know how to be an effective learner	I know the skills and attributes of an effective learner	Goals Targets Skills Talents Learner	Whole class activity; Create a display about the skills needs to be an effective learner (listen, work hard, practice hard, observe) Individual thinking; one skill I have as a learner is.....

6	To understand what makes positive role models	I understand what I need to keep going towards my goal	Role model Admiration Challenge Perseverance Patience Resilience	Ask pupils for names of famous people; David Beckham Barak Obama J K Rowling. Why are they famous? What did they have to do to achieve their goals and succeed? (Work, study, be focused, practice, have a plan) what qualities would they have needed? Explain terms patience, resilience, perseverance. What do you think they said when they felt like giving up? Pairs work; think of a time when you found something really difficult and you felt like giving up but you kept on going to reach your goal. Tell your partner about it. Was it difficult? How did you feel when you reached your goal? How did you reward yourself when you reached your goal?
7	To understand how to stay safe online and what constitutes as age appropriate online relationships	I can understand how to stay safe online and what to do if I'm worried about anything I've seen	Online relationships Safety Age appropriate Social media Age restrictions	Build on coverage from Year 3 and 4 and tailor according to needs of class (Discuss children's experiences of internet/gaming usage Discuss good and bad contact on the internet e.g. using video calling apps under adult supervision to speak to family/friends, sending emails to pen friends/family living away, receiving random messages from strangers on gaming sites, having social media profiles and adding friends Discuss what is age appropriate for Y5 age group e.g. game age restrictions, age restrictions for creating social media profiles Discuss what children can do if they see/experience anything they are worried about e.g. talk to parents, teachers, CEOP)

## Year 6

	Knowledge	Skills/knowledge	Vocabulary	Possible learning activities
1	To consider puberty and reproduction	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction in confidence	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, lesbian, gay, bisexual, transgender, surrogacy, sperm donation, in-vitro fertilisation (IVF), masturbation	Establish ground rules Recap previous learning on puberty Body arts activity Reproduction questions sheet One way the body changes in puberty in preparation for reproduction is....
2	To consider reproduction in the context of relationships (heterosexual and homosexual)	Discuss the different types of adult relationships (LGBT) with confidence Explain how babies are made (heterosexual and homosexual relationships)		Anonymous questions- after this session I wanted to know.... Explain you will answer their questions the following week. What makes a good friend- diamond 9 activity 1 important thing to have in a relationship is
3	To explore the process of conception	Describe the decisions that have to be made before having a baby. Know some of the basic facts about pregnancy		Relationship timeline activity How does a baby start sequencing activity Respond to class anonymous questions from previous session 1 thing I have learnt in this session is.  Additional session- HIV activity
4	To appreciate what being a parent involves	I can say what skills involved in caring for a baby are	Parent baby toddler care needs skills responsibility	Ask the children if they know of anyone who has recently had a baby or are going to have a baby. Thought shower all the ways in which they think these people's lives may change. Emphasise that different families bring up their children in different ways- ask the children why this might be? Invite a parent with a baby/ toddler in to visit the class. Prepare questions to interview ask the visitor Design a poster for the local health centre- being a parent means.....
5	To appreciate the range of responses to change	I am aware of common responses to difficult changes I know that sometimes there can be positive outcomes from changes that we didn't welcome initially	Change Growth Develop Secure Insecure Loss Belonging Familiar	Ask the children what they have learnt about change. Thought shower comfortable / uncomfortable feelings. Remind children that change can take away our sense of belonging and therefore affect security and confidence.

6	To be able to mark transition moving on and saying goodbye	I can tell you some of the things about me that my class mates value and like	Transition Goodbye Closure Gifts	Discuss what we mean by “the gifts” pupils will be taking with them to their new class or new school. Whole class activity. Name of a child on paper- children pass round paper and write a positive statement/ word about the child and then pass it on.
7	To understand how to stay safe online and what constitutes as age appropriate online relationships	I can understand how to stay safe online and what to do if I’m worried about anything I’ve seen	Online relationships Safety Age appropriate Social media Age restrictions	Build on coverage from Year 3, 4 and 5 and tailor according to needs of class (Discuss children’s experiences of internet/gaming usage Discuss good and bad contact on the internet e.g. using video calling apps under adult supervision to speak to family/friends, sending emails to pen friends/family living away, receiving random messages from strangers on gaming sites, having social media profiles and adding friends Discuss what is age appropriate for Y6 age group e.g. game age restrictions, age restrictions for creating social media profiles Discuss what children can do if they see/experience anything they are worried about e.g. talk to parents, teachers, CEOP)