



Birdsedge
First School

PSHE

Curriculum Map Document

Content	
Intent	1. PSHE Statement of Intent
Implement	2. PSHE at BFS – an overview 3. Whole School Long Term Plan 4. Progression of Skills
Impact	5. Assessment



1. Statement of Intent

Section 2.5 of the National Curriculum Framework states that all schools should make provisions for PSHE education, drawing on good practice. Birdsedge First School uses the PSHE Programme of Study (PSHE Association) and [My Happy Mind](#) to ensure that key concepts, skills and attributes are developed through our PSHE curriculum. As a school we aim to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. In line with the PSHE Association we follow the key aims of providing pupils with:

- **accurate, balanced and relevant knowledge**
- **opportunities to turn that knowledge into personal understanding**
- **opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities**
- **the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives**
- **opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy**

As outlined by the PSHE Association, PSHE is defined as:

'a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society'.

Furthermore, PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

2. PSHE at BFS an Overview

At Birdseye First School we stay loyal to ensuring that our PSHE curriculum is not a series of 'one-off' stand alone lessons. Instead we ensure that the core values and concepts wrap around everything we do. With limited curriculum time we priorities topic areas most relevant to our pupils in the community we serve. We do this through:

- Having an active School Council with weekly meetings and Class Council sessions
- Whole School Behaviour Management system based on a coaching tool
- Weekly PSHE assemblies driven by our theme for that half term and to enhance learning in lessons with the areas we feel are important to regularly revisit with our children
- Weekly PSHE lesson following our progressive long term plan for PSHE. The PSHE association Programme of Study is the driver for this with [My Happy Mind](#) used to support the delivery of a lot of the content.
- A school culture focused on developing children's personal, social and emotional skills in every conversation and interaction



3. Whole School Long Term Plan

Whole School Long Term Plan						
	Autumn Term		Spring Term		Summer Term	
PSHE Curriculum Focus Topic	Health and Wellbeing		Relationships		Living in the Wider World	
	<ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 		<ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships <p>Through this theme the 5 key areas of Relationship Education are taught:</p> <p><i>Families and people who care for me</i> <i>Caring Friendships</i> <i>Respectful Relationships</i> <i>Online Relationships</i> <i>Being Safe</i></p>		<ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise 	
Whole School Theme	We are Safe	We are Happy	We are Respectful	We Belong	We are Inclusive	We are Responsible
Assembly Focus	Rule of Law Democracy Zones of Regulation	Individual Liberty	Mutual Respect	Protected Characteristics	Tolerance	Growth Mindset
MHM Module	Meet Your Brain	Celebrate	Relate	Appreciate	Engage	
	Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.	Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.	Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.	Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a habit!	Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too	

	Autumn Term 1 We are Safe.	Autumn Term 2 We are Happy.	Spring Term 1 We are Respectful.	Spring Term 2 We Belong.	Summer Term 1 We are Inclusive.	Summer Term 2 We are Responsible.			
PSHE Topic	Health and Wellbeing			Relationships		Living in the Wider World			
	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
Reception	<i>PSED</i> Managing my own needs. - personal hygiene. <i>PSED</i> Managing own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<i>PSED</i> Showing resilience and perseverance <i>PSED SR</i> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <i>PSED</i> Set and work towards simple goals, controlling impulses when appropriate.	<i>PSED</i> being a safe pedestrian <i>PSED</i> Talking about different factors that support overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - having a good sleep routine -	<i>UW</i> Different members of immediate family and community. people who are familiar to me. <i>PSED BR</i> Work and play with others. Building positive attachments to adults and friendships with peers	<i>PSED</i> Building constructive and respectful relationships.	<i>CL</i> Work out problems. <i>PSED</i> Myself as a valuable individual. Expressing feelings and considering feelings of others. Identifying and moderating own feelings socially and emotionally. Thinking about the perspectives of others.	<i>UW</i> Recognising that people have different beliefs and celebrate in different ways. <i>PSED MS</i> Explaining reasons for rules, knowing right from wrong and trying to behave accordingly	<i>PSED</i> talking about different factors to support health and wellbeing including sensible amounts of 'screen time' -	<i>UW</i> Talking about the lives of people around them and their roles in society.
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money

Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes

3. Progression of Skills

Relationships						
	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Reception	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be outgoing towards unfamiliar people and are becoming more confident in new social situations. -show confidence in asking adults for help. - be able to play with one or more other children, extending and elaborating play ideas. -demonstrate friendly behaviour, forming good relationships with peers 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to develop social phrases -to 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 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be able to welcome and value praise for what they have done -be aware of own feelings and know that some actions and words can hurt others' feelings -be beginning to accept the needs of others -be able to help find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -be able to talk with others to solve conflicts 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to describe themselves in positive terms and talk about their abilities -to express their feelings and consider the feelings of others -to know when they have been kind and considerate -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -express their feelings and consider the feelings of others. 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be able to play in a group, extending and elaborating play ideas -initiate play, offering cues for peers to join them -be able to keep play going by responding to what others are saying 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to see themselves as a valuable individual. -build constructive and respectful relationships -show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -to work and play co-operatively and take turns with others.

Relationships

Relationships						
	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 1	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be outgoing towards unfamiliar people and are becoming more confident in new social situations. -show confidence in asking adults for help. - be able to play with one or more other children, extending and elaborating play ideas. -demonstrate friendly behaviour, forming good relationships with peers 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to develop social phrases -to 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 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be able to welcome and value praise for what they have done -be aware of own feelings and know that some actions and words can hurt others' feelings -be beginning to accept the needs of others -be able to help find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -be able to talk with others to solve conflicts 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to describe themselves in positive terms and talk about their abilities -to express their feelings and consider the feelings of others -to know when they have been kind and considerate -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -express their feelings and consider the feelings of others. 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be able to play in a group, extending and elaborating play ideas -initiate play, offering cues for peers to join them -be able to keep play going by responding to what others are saying 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to see themselves as a valuable individual. -build constructive and respectful relationships -show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -to work and play co-operatively and take turns with others.

Relationships

	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 2	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -be able to identify people who care for them -be able to articulate how these people care for them -understand families and different types of families -know the importance of talking to someone in their family when they are worried 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how to be a good friend, e.g. kindness, listening, honesty -about different ways that people meet and make friends -strategies for positive play with friends, e.g. joining in, including others, etc. -about what causes arguments between friends -how to positively resolve arguments between friends -how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -know what kind and unkind behaviour means in and out of school -understand how kind and unkind behaviour can make people feel -know what respect means -know about class rules, being polite to others, sharing and taking turns 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about the things they have in common with their friends, classmates, and other people -how friends can have both similarities and differences -how to play and work cooperatively in different groups and situations -how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -recognise situations when someone might be hurt and how to get help -know what it means to keep something private, including parts of the body that are private -be able to identify different types of touch and how they make people feel -know how to respond if being touched makes them feel uncomfortable or unsafe -know when it is important to ask for permission to touch others -know how to ask for and give/not give permission 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how to recognise hurtful behaviour, including online -what to do and whom to tell if they see or experience hurtful behaviour, including online -about what bullying is and different types of bullying -how someone may feel if they are being bullied -about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help -how to resist pressure to do something that feels uncomfortable or unsafe -how to ask for help if they feel unsafe or worried and what vocabulary to use

Relationships

	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 3	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -their knowledge of how to be a good friend -the different ways that people meet and make friends -strategies they learned for positive play with friends -what causes arguments between friends -how to positively resolve arguments between friends -how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents -that being part of a family provides support, stability and love -about the positive aspects of being part of a family, such as spending time together and caring for each other -about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty -to identify if/when something in a family might make someone upset or worried -what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the things they have in common with their friends, classmates, and other people -how friends can have both similarities and differences -how to play and work cooperatively in different groups and situations -how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to recognise respectful behaviours e.g. helping or including others, being responsible -how to model respectful behaviour in different situations e.g. at home, at school, online -the importance of self-respect and their right to be treated respectfully by others -what it means to treat others, and be treated, politely -the ways in which people show respect and courtesy in different cultures and in wider society 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the ways to recognise hurtful behaviour, including online -what to do and whom to tell if they see or experience hurtful behaviour, including online -their knowledge of what bullying is and different types of bullying -how someone may feel if they are being bullied -the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help -how to resist pressure to do something that feels uncomfortable or unsafe -how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -What is appropriate to share with friends, classmates, family and wider social groups including online -about what privacy and personal boundaries are, including online -basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision -that bullying and hurtful behaviour is unacceptable in any situation -about the effects and consequences of bullying for the people involved -about bullying online, and the similarities and differences to face-to-face bullying -what to do and whom to tell if they see or experience bullying or hurtful behaviour

Relationships

Relationships						
	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 4	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to recognise and respect the different types of families -their knowledge that being part of a family provides support, stability and love -the positive aspects of being part of a family -the different ways that people can care for each other -how to identify if/when something in a family might make someone upset or worried -what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about the features of positive healthy friendships such as mutual respect, trust and sharing interests -strategies to build positive friendships -how to seek support with relationships if they feel lonely or excluded -how to communicate respectfully with friends when using digital devices -how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know -what to do or whom to tell if they are worried about any contact online 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to recognise respectful behaviours -how to model respectful behaviour in different situations -the importance of self-respect and their right to be treated respectfully by others -what it means to treat others, and be treated, politely -the ways in which people show respect and courtesy in different cultures and in wider society 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to recognise differences between people such as gender, race, faith -to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations -about the importance of respecting the differences and similarities between people -a vocabulary to sensitively discuss difference and include everyone 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -What is appropriate to share with friends, classmates, family and wider social groups including online -what privacy and personal boundaries are, including online -the basic strategies to help keep themselves safe online -that bullying and hurtful behaviour is unacceptable in any situation -the effects and consequences of bullying for the people involved -their knowledge of bullying online, and the similarities and differences to face-to-face bullying -what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to differentiate between playful teasing, hurtful behaviour and bullying, including online -how to respond if they witness or experience hurtful behaviour or bullying, including online -recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable -how to manage pressures associated with dares -when it is right to keep or break a confidence or share a secret -how to recognise risks online such as harmful content or contact -how people may behave differently online including pretending to be someone they are not -how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

Relationships

	Families and Friendships		Respecting ourselves and others		Safe relationships	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 5	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the features of positive healthy friendships -strategies to build positive friendships -how to seek support with relationships if they feel lonely or excluded -how to communicate respectfully with friends when using digital devices -how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know -what to do or whom to tell if they are worried about any contact online 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -what makes a healthy friendship and how they make people feel included -strategies to help someone feel included -about peer influence and how it can make people feel or behave -the impact of the need for peer approval in different situations, including online -strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication -that it is common for friendships to experience challenges -strategies to positively resolve disputes and reconcile differences in friendships -that friendships can change over time and the benefits of having new and different types of friends -how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable -when and how to seek support in relation to friendships 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the differences between people such as gender, race, faith -what they have in common with others e.g. shared values, likes and dislikes, aspirations -about the importance of respecting the differences and similarities between people -a vocabulary to sensitively discuss difference and include everyone 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to recognise that everyone should be treated equally -why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own -what discrimination means and different types of discrimination e.g. racism, sexism, homophobia -to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment -the impact of discrimination on individuals, groups and wider society -ways to safely challenge discrimination -how to report discrimination online 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to differentiate between playful teasing, hurtful behaviour and bullying, including online -how to respond if they witness or experience hurtful behaviour or bullying, including online -how they can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable -how they can manage pressures associated with dares -when it is right to keep or break a confidence or share a secret -how to recognise risks online such as harmful content or contact -how people may behave differently online including pretending to be someone they are not -how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations -how to ask for, give and not give permission for physical contact -how it feels in a person's mind and body when they are uncomfortable -that it is never someone's fault if they have experienced unacceptable contact -how to respond to unwanted or unacceptable physical contact -that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about -whom to tell if they are concerned about unwanted physical contact

Health and Wellbeing

Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe		
Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	
Reception	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -make healthy choices about food, drink, activity and tooth brushing -be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to manage their 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 - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian -to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be developing appropriate ways of being assertive. -talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify and moderate their own feelings socially and emotionally. -to think about the perspectives of others -show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be able to increasingly follow rules, understanding why they are important. -remember rules without needing an adult to remind them. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to explain the reasons for rules, know right from wrong and try to behave accordingly - to 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.

Health and Wellbeing

	Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 1	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to manage their own needs. - personal hygiene -their knowledge of the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' – their knowledge of having a good sleep routine - being a safe pedestrian -how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -what it means to be healthy and why it is important -ways to take care of themselves on a daily basis -about basic hygiene routines, e.g. hand washing -about healthy and unhealthy foods, including sugar intake -about physical activity and how it keeps people healthy -about different types of play, including balancing indoor, outdoor and screen-based play -about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors -how to keep safe in the sun 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to identify and moderate their own feelings socially and emotionally. -how to think about the perspectives of others -their understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to recognise what makes them special and unique including their likes, dislikes and what they are good at -how to manage and whom to tell when finding things difficult, or when things go wrong -how they are the same and different to others -about different kinds of feelings -how to recognise feelings in themselves and others -how feelings can affect how people behave 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the reasons for rules, know right from wrong and try to behave accordingly - their ability to focus 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 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how rules can help to keep us safe -why some things have age restrictions, e.g. TV and film, games, toys or play areas -basic rules for keeping safe online -whom to tell if they see something online that makes them feel unhappy, worried, or scared

Health and Wellbeing

Health and Wellbeing						
	Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 2	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -what it means to be healthy and why it is important -ways they can take care of themselves on a daily basis -their knowledge of basic hygiene routines and healthy and unhealthy foods -their knowledge of physical activity and how it keeps people healthy -the different types of play, including balancing indoor, outdoor and screen-based play -the people who can help them to stay healthy -how to keep safe in the sun 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about routines and habits for maintaining good physical and mental health -why sleep and rest are important for growing and keeping healthy -that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies -the importance of, and routines for, brushing teeth and visiting the dentist -about food and drink that affect dental health -how to describe and share a range of feelings -ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others -how to manage big feelings including those associated with change, loss and bereavement -when and how to ask for help, and how to help others, with their feelings 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -what makes them special and unique -how to manage and whom to tell when finding things difficult, or when things go wrong -their knowledge of how they are the same and different to others -about the different kinds of feelings -how to recognise feelings in themselves and others -how feelings can affect how people behave 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about the human life cycle and how people grow from young to old -how our needs and bodies change as we grow up -to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) -about change as people grow up, including new opportunities and responsibilities -preparing to move to a new class and setting goals for next year 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how rules can help to keep us safe -why some things have age restrictions, e.g. TV and film, games, toys or play areas -the basic rules for keeping safe online -whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines -how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' -to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger -how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products -about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel -how to respond if there is an accident and someone is hurt -about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Health and Wellbeing

Health and Wellbeing						
	Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 3	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the routines and habits for maintaining good physical and mental health -why sleep and rest are important for growing and keeping healthy -that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies -the importance of, and routines for, brushing teeth and visiting the dentist -the food and drink that affect dental health -how to describe and share a range of feelings -ways to feel good, calm down or change their mood -how to manage big feelings including those associated with change, loss and bereavement -when and how to ask for help, and how to help others, with their feelings 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about the choices that people make in daily life that could affect their health -to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) -what can help people to make healthy choices and what might negatively influence them -about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle -what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally -that regular exercise such as walking or cycling has positive benefits for their mental and physical health -about the things that affect feelings both positively and negatively -strategies to identify and talk about their feelings -about some of the different ways people express feelings e.g. words, actions, body language -to recognise how feelings can change overtime and become more or less powerful 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -their knowledge of the human life cycle and how people grow from young to old -the ways our needs and bodies change as we grow up - the main parts of the body including external genitalia -the changes as people grow up, including new opportunities and responsibilities 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -that everyone is an individual and has unique and valuable contributions to make -to recognise how strengths and interests form part of a person's identity -how to identify their own personal strengths and interests and what they're proud of (in school, out of school) -to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues -basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to recognise risk in everyday situations -how to help keep themselves safe in familiar and unfamiliar environments -how to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger -how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/ household products -the things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel -how to respond if there is an accident and someone is hurt -about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how to identify typical hazards at home and in school -how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen -about fire safety at home including the need for smoke alarms -the importance of following safety rules from parents and other adults -how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Health and Wellbeing

	Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 4	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the choices that people make in daily life that could affect their health -healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) -what can help people to make healthy choices and what might negatively influence them -habits and that sometimes they can be maintained, changed or stopped, the positive and negative effects of habits -what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally -that regular exercise such as walking or cycling has positive benefits for their mental and physical health -the things that affect feelings both positively and negatively -strategies to identify and talk about their feelings -the different ways people express feelings -to recognise how feelings can change overtime and become more or less powerful 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally -what good physical health means and how to recognise early signs of physical illness -that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary -how to maintain oral hygiene and dental health, including how to brush and floss correctly -the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -that everyone is an individual and has unique and valuable contributions to make -how strengths and interests form part of a person's identity -how to identify their own personal strengths and interests and what they're proud of -the common challenges to self -worth -basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how to identify external genitalia and reproductive organs -about the physical and emotional changes during puberty -key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams -strategies to manage the changes during puberty including menstruation -the importance of personal hygiene routines during puberty including washing regularly and using deodorant -how to discuss the challenges of puberty with a trusted adult -how to get information, help and advice about puberty 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to identify typical hazards at home and in school -how to predict, assess and manage risk in everyday situations -fire safety at home including the need for smoke alarms -the importance of following safety rules from parents and other adults -how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -the importance of taking medicines correctly and using household products safely -to recognise what is meant by a 'drug' -that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing -to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects -to identify some of the risks associated with drugs common to everyday life -that for some people using drugs can become a habit which is difficult to break -how to ask for help or advice

Health and Wellbeing

Health and Wellbeing						
	Physical Health and Mental Wellbeing		Growing and Changing		Keeping Safe	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 5	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally -what good physical health means and how to recognise early signs of physical illness -that common illnesses can be quickly and easily treated with the right care -how to maintain oral hygiene and dental health, including how to brush and floss correctly -the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how sleep contributes to a healthy lifestyle -healthy sleep strategies and how to maintain them -about the benefits of being outdoors and in the sun for physical and mental health -how to manage risk in relation to sun exposure, including skin damage and heat Stroke -how medicines can contribute to health and how allergies can be managed -that some diseases can be prevented by vaccinations and immunisations -that bacteria and viruses can affect health -how they can prevent the spread of bacteria and viruses with everyday hygiene routines -to recognise the shared responsibility of keeping a clean environment 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how to identify external genitalia and reproductive organs -the physical and emotional changes during puberty -key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams -strategies to manage the changes during puberty including menstruation -the importance of personal hygiene routines during puberty including washing regularly and using deodorant -how to discuss the challenges of puberty with a trusted adult -how to get information, help and advice about puberty 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes -that for some people their gender identity does not correspond with their biological sex -how to recognise, respect and express their individuality and personal qualities -ways to boost their mood and improve emotional wellbeing -about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the importance of taking medicines correctly and using household products safely -what is meant by a 'drug' -that drugs common to everyday life can affect health and wellbeing -some of the effects related to different drugs and that all drugs, including medicines, may have side effects -some of the risks associated with drugs common to everyday life -that for some people using drugs can become a habit which is difficult to break -how to ask for help or advice 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify when situations are becoming risky, unsafe or an emergency -to identify occasions where they can help take responsibility for their own safety -to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour -how to deal with common injuries using basic first aid techniques -how to respond in an emergency, including when and how to contact different emergency services -that female genital mutilation (FGM) is against British law¹ -what to do and whom to tell if they think they or someone they know might be at risk of FGM <p><small>¹ Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).</small></p>

Living in the Wider World

Living in the Wider World						
	Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Reception	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -start to show an interest in different occupations. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to talk about the lives of people around them and their roles in society. 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -know basic skills in operating simple ICT equipment -know that information can be retrieved from a computer -have explored and used different types of technology in their play 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -that using the internet is safer with adult supervision -to talk about different types of technology and how it is used -that digital devices and the internet can be sources of information 	<p><i>Children should:</i></p> <ul style="list-style-type: none"> -be confident to talk to other children when playing about their own home and community -be developing their sense of responsibility and membership of a community -begin to make sense of their own life-story and family's history. -be continuing to develop 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. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to talk about members of their immediate family and community. -name and describe people who are familiar to them. -recognise that people have different beliefs and celebrate special times in different ways -set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -some similarities and differences between different cultural communities in this country

Living in the Wider World

Living in the Wider World						
	Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 1	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -their knowledge of the lives of people around them and their roles in society. 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -that everyone has different strengths, in and out of school -about how different strengths and interests are needed to do different jobs -about people whose job it is to help us in the community -about different jobs and the work people do 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -that using the internet is safer with adult supervision -the different types of technology and how it is used -that digital devices and the internet can be sources of information 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how and why people use the internet -the benefits of using the internet and digital devices -how people find things out and communicate safely with others online 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -their knowledge of members of their immediate family and community. -the people who are familiar to them. -that people have different beliefs and celebrate special times in different ways -how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -the similarities and differences between different cultural communities in this country 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about examples of rules in different situations, e.g. class rules, rules at home, rules outside -that different people have different needs -how we care for people, animals and other living things in different ways -how they can look after the environment, e.g. recycling

Living in the Wider World

	Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 2	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -their understanding about the different strengths different people have -their knowledge about how different strengths and interests are needed to do different jobs -what they know about people whose job it is to help us in the community -their knowledge of different jobs and the work people do 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments -how money can be kept and looked after -about getting, keeping and spending money -that people are paid money for the job they do -how to recognise the difference between needs and wants -how people make choices about spending money, including thinking about needs and wants 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how and why people use the internet -the benefits of using the internet and digital devices -how people find things out and communicate safely with others online 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -the ways in which people can access the internet e.g. phones, tablets, computers -to recognise the purpose and value of the internet in everyday life -to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos -that information online might not always be true 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -examples of rules in different situations -their understanding about different people having different needs -how we care for people, animals and other living things in different ways -how they can look after the environment 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups -about different rights and responsibilities that they have in school and the wider community -about how a community can help people from different groups to feel included -to recognise that they are all equal, and ways in which they are the same and different to others in their community

Living in the Wider World

Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments -the ways money can be kept and looked after -about getting, keeping and spending money -that people are paid money for the job they do - the difference between needs and wants -the choices people make about spending money, including thinking about needs and wants 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -about jobs that people may have from different sectors e.g. teachers, business people, charity work -that people can have more than one job at once or over their lifetime -about common myths and gender stereotypes related to work -to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM -about some of the skills needed to do a job, such as teamwork and decision-making -to recognise their interests, skills and achievements and how these might link to future jobs -how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the ways in which people can access the internet -the purpose and value of the internet in everyday life -their knowledge that some content on the internet is factual and some is for entertainment -that information online might not always be true 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -how the internet can be used positively for leisure, for school and for work -to recognise that images and information online can be altered or adapted and the reasons for why this happens -strategies to recognise whether something they see online is true or accurate -to evaluate whether a game is suitable to play or a website is appropriate for their age-group -to make safe, reliable choices from search results -how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the different groups they are a part of, and the role they play in these groups -the different rights and responsibilities that they have in school and the wider community -they ways a community can help people from different groups to feel included -how to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -the reasons for rules and laws in wider society -the importance of abiding by the law and what might happen if rules and laws are broken -what human rights are and how they protect people -to identify basic examples of human rights including the rights of children -about how they have rights and also responsibilities -that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

Year 3

Living in the Wider World

Living in the Wider World						
	Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 4	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the jobs that people may have from different sectors -that people can have more than one job at once or over their lifetime -about common myths and gender stereotypes related to work -how to challenge stereotypes through examples of role models in different fields of work -some of the skills needed to do a job, such as teamwork and decision-making -how to recognise their interests, skills and achievements and how these might link to future jobs -how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> - how people make different spending decisions based on their budget, values and needs -how to keep track of money and why it is important to know how much is being spent -about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g .charities, single use plastics 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -how the internet can be used positively for leisure, for school and for work -that images and information online can be altered or adapted and the reasons for why this happens -the strategies to recognise whether something they see online is true or accurate -how to evaluate whether a game is suitable to play or a website is appropriate for their age-group -how to make safe, reliable choices from search results -how to report something seen or experienced online 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -that everything shared online has a digital footprint -that organisations can use personal information to encourage people to buy things -to recognise what online adverts look like -to compare content shared for factual purposes and for advertising -why people might choose to buy or not buy something online e.g. from seeing an advert -that search results are ordered based on the popularity of the website and that this can affect what information people access 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the reasons for rules and laws in wider society -the importance of abiding by the law and what might happen if rules and laws are broken -what human rights are and how they protect people -to identify basic examples of human rights including the rights of children -about how they have rights and also responsibilities -that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -the meaning and benefits of living in a community -to recognise that they belong to different communities as well as the school community -about the different groups that make up and contribute to a community -about the individuals and groups that help the local community, including through volunteering and work -how to show compassion towards others in need and the shared responsibilities of caring for them

Living in the Wider World

Living in the Wider World						
	Money and Work		Media Literacy and Digital Resilience		Belonging to a Community (Focus Communities, Shared Responsibilities)	
	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills	Knowledge and Skills Retrieval	New Knowledge and Skills
Year 5	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> - how people make different spending decisions based on their budget, values and needs -how to keep track of money and why it is important to know how much is being spent -the different ways to pay for things such as cash, cards, e-payment and the reasons for using them -how people spend money can have positive or negative effects on others 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify jobs that they might like to do in the future -about the role ambition can play in achieving a future career -how or why someone might choose a certain career -about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values -the importance of diversity and inclusion to promote people's career opportunities -about stereotyping in the workplace, its impact and how to challenge it -that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -that everything shared online has a digital footprint -that organisations can use personal information to encourage people to buy things -what online adverts look like -how to compare content shared for factual purposes and for advertising -why people might choose to buy or not buy something online -that search results are ordered based on the popularity of the website and that this can affect what information people access 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise -basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased -that some media and online content promote stereotypes -how to assess which search results are more reliable than others -to recognise unsafe or suspicious content online -how devices store and share information 	<p><i>Children retrieve:</i></p> <ul style="list-style-type: none"> -the meaning and benefits of living in a community -the different communities they belong to as well as the school community -the different groups that make up and contribute to a community -the individuals and groups that help the local community, including through volunteering and work -how to show compassion towards others in need and the shared responsibilities of caring for them 	<p><i>Children learn:</i></p> <ul style="list-style-type: none"> -about how resources are allocated and the effect this has on individuals, communities and the environment -the importance of protecting the environment and how everyday actions can either support or damage it -how to show compassion for the environment, animals and other living things -about the way that money is spent and how it affects the environment -to express their own opinions about their responsibility towards the environment

4. Assessment

As outlined by the PSHE Association, assessment is as central to effective teaching and learning in PSHE education as it is in any other subject.

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

Our Model for PSHE Assessment within and across a series of lessons:



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Key Stage 1

Relationships	Health and Wellbeing	Living in the Wider World
<ul style="list-style-type: none"> • I can say who loves and cares for me, what it means to be a family and that families are all different. • I can name different types of relationships, for example, family, friendship, online. • I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. • I can say how I am the same and different to other people, and how to treat myself and other people with respect I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. • I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. • I can talk about things that matter to me, and say how to play and work with others. • I can say when it is important to ask for permission and how to ask for, give, or not give permission. • I can say what privacy means, and which body parts are private. • I can recognise when a secret should not be kept, but told to a trusted adult. • I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. • I can recognise that some people behave differently online and say some simple ways to keep online communication safe. • I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe. 	<ul style="list-style-type: none"> • I can describe some ways to keep healthy and explain why it is important. • I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings. • I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. • I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. • I can suggest ways to manage when finding something difficult. • I can identify external body parts, how people's bodies and needs change as they grow from young to old. • I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. • I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. • I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. • I can describe how to follow simple hygiene and dental health routines. • I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help. • I can say how to get help in emergency situations and follow instructions to keep safe. 	<ul style="list-style-type: none"> • I can give some examples of rules in school or at home and say why they are important. • I can say some ways to care for the plants, animals and people around us and why this is important. • I can identify some similarities and differences between people in my school and community. • I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups. • I can state some rules for using the internet and devices safely, and recognise that not everything online is always true. • I can describe how wanting something is different from needing something. • I can say what money is, where it comes from, and how it can be looked after, saved or spent. • I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.

Key Stage 2

Relationships	Health and Wellbeing	Living in the Wider World
<ul style="list-style-type: none"> • I can explain how families are different and identify features of positive family life. • I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. • I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex. • I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included. • I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed. • I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. • I can express and discuss my views on topical issues, and listen respectfully to others. • I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it. • I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent. • I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries. • I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact. 	<ul style="list-style-type: none"> • I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy. • I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss • I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others. • I can explain the importance of balancing time online with other activities for physical and mental wellbeing. • I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self worth. • I can suggest ways to manage setbacks and unhelpful thinking. • I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these. • I can explain how babies are conceived and born as part of the human life cycle. • I can describe ways to prepare for and manage transitions positively between important stages in life or school. • I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices. • I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere. • I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks 	<ul style="list-style-type: none"> • I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules. • I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment. • I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community. • I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination. • I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices. • I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content. • I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences. • I can recognise how financial decisions can impact people's emotions, including choices related to gambling. • I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals. • I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime. • I can recognise factors that might limit or support people's career choices, including stereotypes

<ul style="list-style-type: none"> •I can recognise when it is right to break a confidence or share a secret, and who to tell. •I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful. •I can explain when, where and how to get help or support if worried about relationships of any sort 	<p>and influences, and suggest ways to manage these.</p> <ul style="list-style-type: none"> •I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly. •I can recognise signs that I or someone else may need help with their physical health or mental wellbeing. •I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk. •I can explain or demonstrate how to respond in emergency situations, including basic first aid skills. 	<p>related to different jobs, and be ambitious for my future.</p>
--	---	---