

# Bredbury Green Primary School

## PSHEE Curriculum



	Mental Health	Celebrating Differences	Economic Wellbeing	Citizenship	Safety and Relationships*	Healthy Lifestyle
<b>Early Years</b>	What are the names of the different feelings? What makes people feel good?	What makes me special and unique? Why is Mr Tumble important? (cause and effect)	What are some ways that we can pay for things? Do all things cost the same?	What are rules and why do we need them? How can we show someone we care?	Which parts of me are private? How do I safely respond to adults I don't know? What are the different types of relationships?	What does keeping healthy mean? Which simple hygiene routines can keep us healthy?
<b>Year 1</b>	Does everyone feel the same things at the same time? How can I manage my big feelings, including those about change and loss?	Why is Bluey important? What does it mean to be different?	What does British money look like? Is having more money better?	How can I look after the environment? How can I be a good friend?	What are the scientific names for body parts? Which situations do I need to seek help for?	Which foods support good health? How does physical activity help us stay healthy?
<b>Year 2</b>	Which words can I use to share my feelings? How can feelings affect your body and when should I ask for help?	Who lives in our community? Why is Ellie Simmonds powerful?	How do I know how much I am owed? Where does money come from?	What are rules and laws and why do we need them? How does voting help my voice be heard?	Why is it important to take a break from time online? What's the difference between a secret and a surprise?	Why is sleep important? How should I keep safe in the sun?
<b>Year 3</b>	Which strategies can I use to support my mental health?	Why is Nelson Mandela significant?	What is money and how should I look after it?	What are human rights? What is bullying?	What is marriage? How do families look different?	What are the elements of a balanced, healthy lifestyle?

	How can I express my feelings in different ways and with different words?	What is prejudice and stereotyping?	What are the different ways of paying for things? (finance, credit card, overdraft etc)			What does good physical health mean?
<b>Year 4</b>	Are mental health and physical health different? How can I talk about change, loss and grief?	What are our responsibilities for looking after the environment? How did Malala Yousafzai influence others?	What influences people's decisions about saving and spending money? How do people's spending decisions affect others?	What is democracy? What do I want to be when I am older?	Why is it important to manage your screen time? When should I seek and give permission (including online)?	Why is dental care important? What are the benefits and the risks of sun exposure?
<b>Year 5</b>	What are the warning signs for poor mental health? Where can I seek support?	Why might people appreciate Helen Keller? What are protected characteristics?	What are the different ways that money can be lost or won? How can I keep my money safe?	Do some jobs deserve to be paid more than others? What makes a good citizen?	When is it right to break a confidence? What happens during puberty?	How does exercise benefit mental and physical health? How does sleep contribute to a healthy lifestyle?
<b>Year 6</b>	What independent strategies do I have to support my mental health? How does my mental health impact myself and others?	How did structures allow Alan Turing to be important? Should we help people who are different to us?	How does money impact on people's feelings and emotions? How can I effectively budget my money?	Is democracy the only way to run a country? What route can I take to get into my chosen career?	What is consent? Why do some people behave differently in different situations (including online)?	Are drugs always bad? Where can I turn if I need support with mental and physical health?

\*NSPCC Pants Resources to be used

Early Years		
<b>Mental Health</b>	<b>What are the names of the different feelings?</b> <ul style="list-style-type: none"> <li>• Articulate feelings that humans may experience</li> <li>• How to recognise what others might be feeling</li> <li>• Develop age appropriate vocabulary for their feelings (ZoR)</li> </ul>	<b>What makes people feel good?</b> <ul style="list-style-type: none"> <li>• Identify when people might feel good</li> <li>• Understand strategies to make people feel good</li> <li>• Identify what makes them feel good</li> </ul>
<b>Celebrating Differences</b>	<b>What makes me special and unique?</b> <ul style="list-style-type: none"> <li>• Identify similarities and differences within the class</li> <li>• Identify special skills and attributes they have</li> <li>• Justify what makes them special and unique</li> </ul>	<b>Why is Mr Tumble important?</b> <ul style="list-style-type: none"> <li>• Identify what makes Mr Tumble special and unique</li> <li>• Understand that some people communicate in different ways</li> <li>• Know and use some Makaton signs</li> </ul>
<b>Economic Wellbeing</b>	<b>What are some of the ways we can pay for things?</b> <ul style="list-style-type: none"> <li>• Recognise that you can pay for things in cash and by card</li> <li>• Understand the concept of exchanging goods for money</li> <li>• Recognise that paper money has a higher value than coins</li> </ul>	<b>Do all things cost the same?</b> <ul style="list-style-type: none"> <li>• Understand the concept of a price</li> <li>• Discuss why some things cost more than others</li> <li>• Understand that money and some goods have different values</li> </ul>
<b>Citizenship</b>	<b>What are rules and why do we need them?</b> <ul style="list-style-type: none"> <li>• Know and understand the school rules</li> <li>• Explain why we have school rules</li> <li>• Understand the idea of cause and effect in terms of adhering to, and breaking, rules in different situations</li> </ul>	<b>How can we show someone we care?</b> <ul style="list-style-type: none"> <li>• Identify examples of kind and unkind behaviour</li> <li>• Discuss different examples of how we show affection e.g. words, physical contact, cards, smiling</li> <li>• Explain how to recognise if someone feels sad or lonely and what they can do to help</li> </ul>
<b>Safety and Relationships</b>	<b>Which parts of me are private?</b> <ul style="list-style-type: none"> <li>• NSPCC Pants Resources</li> </ul> <b>How do I safely respond to adults I don't know?</b> <ul style="list-style-type: none"> <li>• Clever Never Goes infant resources</li> </ul>	<b>What are the different types of relationships?</b> <ul style="list-style-type: none"> <li>• Identify different relationships such as friendships, family, authority figures</li> <li>• Understand that some relationships are a choice and some are not</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise that sometimes relationships are not positive</li> </ul>
<b>Healthy Lifestyle</b>	<b>What does keeping healthy mean?</b> <ul style="list-style-type: none"> <li>Understand the meaning of 'healthy'</li> <li>Recognise the dangers of eating too much sugar</li> <li>Discuss the people who help to keep us physically healthy</li> </ul>	<b>Which simple hygiene routines can keep us healthy?</b> <ul style="list-style-type: none"> <li>Know how to wash their hands properly</li> <li>Identify safe and unsafe things to touch</li> <li>Understand the importance of washing hands and brushing teeth</li> </ul>

<b>Year 1</b>		
<b>Mental Health</b>	<b>Does everyone feel the same things at the same time?</b> <ul style="list-style-type: none"> <li>Identify age appropriate vocabulary and sentence stems in line with the ZoR</li> <li>Discuss different situations that may make people feel differently e.g. birthday parties, going to a loud place</li> <li>Recognise how their own, and other people's, bodies may react to different feelings</li> </ul>	<b>How can I manage my big feelings, including those about change and loss?</b> <ul style="list-style-type: none"> <li>Listen/watch the story 'Goodbye Mousie' and discuss some of the feelings in the story</li> <li>Recognise that big feelings affect people in different ways</li> <li>Know who they can speak to, and other strategies, if they are struggling to articulate their emotions</li> </ul>
<b>Celebrating Differences</b>	<b>What does it mean to be different?</b> <ul style="list-style-type: none"> <li>Discuss some of the similarities and differences between their class</li> <li>Understand that not everybody is the same and not everybody likes the same things</li> <li>Explore ways that people are different beyond the classroom e.g. age, race, football teams they support, gender</li> </ul>	<b>Why is Bluey important?</b> <ul style="list-style-type: none"> <li>Understand that Bluey teaches us lessons</li> <li>(After watching an episode appropriate to the needs of the class) Discuss some of the themes and the lesson taught</li> <li>Identify positive qualities of Bluey and his family</li> </ul>
<b>Economic Wellbeing</b>	<b>What does British money look like?</b> <ul style="list-style-type: none"> <li>Recognise the different coins</li> <li>Recognise the different bank notes</li> <li>Understand that paper money has a higher value and that gold, silver and bronze coins have different value</li> </ul>	<b>Is having more money better?</b> <ul style="list-style-type: none"> <li>Understand that some people have more money than others</li> <li>Discuss reasons why having more money is better and why having more money can be hard</li> <li>Discuss ways to get money</li> </ul>

<b>Citizenship</b>	<b>How can I look after the environment?</b> <ul style="list-style-type: none"> <li>• Understand the concept of responsibility</li> <li>• Discuss which responsibilities they can have to help the environment e.g. recycling</li> <li>• Explain why we need to look after the environment</li> </ul>	<b>How can I be a good friend?</b> <ul style="list-style-type: none"> <li>• Discuss examples of kind and unkind behaviour and how that can make friends feel</li> <li>• Explain why it is important to be a good friend and what they can do</li> <li>• Discuss what makes a bad friend</li> </ul>
<b>Safety and Relationships</b>	<b>What are the scientific names for body parts?</b> <ul style="list-style-type: none"> <li>• Understand the concept of 'scientific names'</li> <li>• name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• Explain that there are different ways of saying these words but there are also scientific names</li> </ul>	<b>Which situations do I need to seek help for?</b> <ul style="list-style-type: none"> <li>• Know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) and when they need adult support</li> <li>• How to help in an emergency, including calling 999 and what to say</li> <li>• NSPCC Pants Resources</li> </ul>
<b>Healthy Lifestyle</b>	<b>Which foods support good health?</b> <ul style="list-style-type: none"> <li>• Understand that some foods are healthy and some are unhealthy</li> <li>• Identify healthy and unhealthy foods</li> <li>• Understand that some foods should be eaten in moderation</li> </ul>	<b>How does physical activity help to keep us healthy?</b> <ul style="list-style-type: none"> <li>• Understand that exercise helps our mental health and physical health</li> <li>• Discuss how they feel after exercise and how it can help</li> <li>• Understand that physical exercise supports maintaining a healthy weight</li> </ul>

<b>Year 2</b>		
<b>Mental Health</b>	<b>Which words can I use to share my feelings?</b> <ul style="list-style-type: none"> <li>• Identify age appropriate vocabulary and sentence stems in line with the ZoR</li> <li>• Associate strategies that will support them when they are feeling red/yellow</li> <li>• Identify a trusted adult in school for them to share their feelings with</li> </ul>	<b>How can feelings affect your body and when should I ask for help?</b> <ul style="list-style-type: none"> <li>• Know that your body reacts to the way that you are feeling</li> <li>• Identify how their own body changes depending on their feelings</li> <li>• Recognise when they should ask for help</li> </ul>
<b>Celebrating Differences</b>	<b>Who lives in our community?</b>	<b>Why is Ellie Simmonds powerful?</b>

	<ul style="list-style-type: none"> <li>• Understand the definition of community</li> <li>• Identify different groups that they belong to</li> <li>• Recognise that there are different groups of people living in the local area and that they make different contributions to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Know who Ellie Simmonds is and name two of her notable achievements</li> <li>• Discuss how Ellie Simmonds could be seen as different and how that may have affected her life</li> <li>• Explore how Ellie Simmonds is powerful to them</li> </ul>
<b>Economic Wellbeing</b>	<p><b>How do I know how much I am owed?</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of exchanging money and receiving change</li> <li>• Use the symbols £ and p accurately and understand that there are 100p in a pound</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<p><b>Where does money come from?</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize Money Matters KS1 resources</li> <li>• Understand what is meant by the Royal Mint and what happens there</li> </ul>
<b>Citizenship</b>	<p><b>What are rules and laws and why do we need them?</b></p> <ul style="list-style-type: none"> <li>• Understand that rules and age restrictions keep us safe</li> <li>• Discuss different laws and rules that they know and why they are important</li> <li>• Explore what might happen in school if we did not have rules</li> </ul>	<p><b>How does voting help my voice be heard?</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of 'choice' and 'voting'</li> <li>• Discuss real-world examples of voting, including in-school elections</li> <li>• Explore the importance of voting and why it should be important to them</li> </ul>
<b>Safety and Relationships</b>	<p><b>Why is it important to take a break from time online?</b></p> <ul style="list-style-type: none"> <li>• Recognise that time online is both a positive and negative thing</li> <li>• Identify examples of when children should take a break from time online and why this is important</li> <li>• Explore other activities (such as reading) that children can do instead of being online</li> </ul>	<p><b>What's the difference between a secret and a surprise?</b></p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and give examples of each</li> <li>• Recognise when secrets should and should not be kept</li> <li>• NSPCC Pants Resources</li> </ul>
<b>Healthy Lifestyle</b>	<p><b>Why is sleep important?</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of sleep</li> <li>• Discuss how a lack of sleep can make them feel</li> <li>• Explore different ways to rest and relax</li> </ul>	<p><b>How should I keep safe in the sun?</b></p> <ul style="list-style-type: none"> <li>• Understand that the sun can be harmful to the skin</li> <li>• Recognise measures to prevent sun burn</li> <li>• Explore how to keep safe in the sun</li> </ul>

Year 3		
<b>Mental Health</b>	<p><b>Which strategies can I use to support my mental health?</b></p> <ul style="list-style-type: none"> <li>Identify age appropriate vocabulary for their feelings (ZoR) and reflect on some strategies they already use to help self-regulate</li> <li>Recognise activities that help them calm down or feel better</li> <li>Identify their own personal strengths and goals</li> </ul>	<p><b>How can I express my feelings in different ways and with different words?</b></p> <ul style="list-style-type: none"> <li>Explain how body language and facial expressions can show different feelings</li> <li>Recognise that tone of voice and volume can have different impacts on people</li> <li>Recognise that the choices you make with your body, face and voice can impact others</li> </ul>
<b>Celebrating Differences</b>	<p><b>What is prejudice and stereotyping?</b></p> <ul style="list-style-type: none"> <li>Define the terms 'prejudice' and 'stereotyping'</li> <li>Discuss how prejudice and stereotyping can negatively influence behaviours and attitudes towards others</li> <li>Develop safe strategies for challenging stereotypes</li> </ul>	<p><b>Why is Nelson Mandela significant?</b></p> <ul style="list-style-type: none"> <li>Define the terms 'civil rights', 'prejudice', 'inequality' and 'apartheid'</li> <li>Understand why Mandela went to prison and why he was released</li> <li>Discuss the impact that Mandela had on life in South Africa and the world at large</li> </ul>
<b>Economic Wellbeing</b>	<p><b>What is money and how should I look after it?</b></p> <ul style="list-style-type: none"> <li>Give reasons that money is important in society</li> <li>Understand ways to keep money safe including bank accounts and saving money</li> <li>Recognise the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts, recording £ and p separately.</li> </ul>	<p><b>What are the different ways of paying for things? (finance, credit, debit, overdraft etc)</b></p> <ul style="list-style-type: none"> <li>Understand the difference between a debit and credit card and cash</li> <li>Understand and explain the concept of debt</li> <li>Recognise and explain the risks and benefits of borrowing money</li> </ul>
<b>Citizenship</b>	<p><b>What are human rights?</b></p> <ul style="list-style-type: none"> <li>Articulate the difference between rules, rights, responsibilities and laws</li> <li>Understand what the UN Convention is and how it helps to protect children's rights</li> <li>Discuss which human rights they believe are the most important and non-negotiable</li> </ul>	<p><b>What is bullying?</b></p> <ul style="list-style-type: none"> <li>Understand that bullying can take different forms and is intentional</li> <li>Know what to do if someone is being bullied at school and how school will respond</li> <li>Discuss how bullying can make people feel and why it is important to not be a bully</li> </ul>
<b>Safety and Relationships</b>	<p><b>What is marriage?</b></p>	<p><b>How do families look different?</b></p>

	<ul style="list-style-type: none"> <li>• Understand that marriage and civil partnership is a legal commitment made by two adults</li> <li>• Recognise that people of the same and different genders can legally be married in the UK, but that this is not world wide</li> <li>• Discuss why some people choose to get married and why some people choose not to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a feature of positive family life is caring relationships, rather than specific people</li> <li>• Discuss different familial structures</li> <li>• Recognise that families of all types should provide love, security and stability and what this might look like</li> </ul>
<b>Healthy Lifestyle</b>	<p><b>What are the elements of a balanced, healthy lifestyle?</b></p> <ul style="list-style-type: none"> <li>• Know that choices that people make in daily life that could affect their health</li> <li>• Identify a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• Understand what an immune system is and how diet and exercise contribute to keeping it healthy</li> </ul>	<p><b>What does good physical health look like?</b></p> <ul style="list-style-type: none"> <li>• Understand how daily hygiene routines (e.g. brushing teeth, hand washing, bathing) affect health</li> <li>• Identify how medicines (when used appropriately) contribute to physical health – including vaccinations</li> <li>• Recognise opportunities for physical exercise</li> </ul>

<b>Year 4</b>		
<b>Mental Health</b>	<p><b>Are mental and physical health different?</b></p> <ul style="list-style-type: none"> <li>• Know strategies to support mental and physical health that work for them</li> <li>• Discuss how to manage feelings and how to react to them appropriately and proportionately and what that might look like</li> <li>• Make connections between mental and physical health and where similarities and differences are</li> </ul>	<p><b>How can I talk about grief, change and loss?</b></p> <ul style="list-style-type: none"> <li>• Identify a trusted adult within school and at home (use the Big Red Bus for this if appropriate)</li> <li>• Use Winston's Wish KS2 activities</li> </ul>
<b>Celebrating Differences</b>	<p><b>What are our responsibilities for looking after the environment?</b></p> <ul style="list-style-type: none"> <li>• Understand that caring for the environment is a shared responsibility and why</li> <li>• Define the concepts of recycling, conservation and greenhouse gases</li> </ul>	<p>How did Malala Yousafzai influence others? (Use Malala's Magic Pencil as a reading stimulus)</p> <ul style="list-style-type: none"> <li>• Know key events from Malala's life</li> <li>• Explain how Malala's choices and actions are significant to the world and how they have influenced others</li> </ul>



	<ul style="list-style-type: none"> <li>• Know how they can personally look after the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Malala's personality traits and their own</li> </ul>
<b>Economic Wellbeing</b>	<p><b>What influences people's decisions about saving and spending money?</b></p> <ul style="list-style-type: none"> <li>• Identify key circumstances that can affect people's decisions e.g. age, family situation, career, housing</li> <li>• Discuss the benefits and risks of saving and spending money</li> <li>• Make connections between saving, spending and healthy/unhealthy debt</li> </ul>	<p><b>How do people's spending decisions affect others?</b></p> <ul style="list-style-type: none"> <li>• Recognise that people make spending decisions based on priorities, needs and wants</li> <li>• Identify that people have different priorities in how they spend their money and give examples of these</li> <li>• Explain the concept of ethical spending e.g. single use plastics, giving to charity</li> </ul>
<b>Citizenship</b>	<p><b>What is democracy?</b></p> <ul style="list-style-type: none"> <li>• Define the term democracy</li> <li>• Understand how democracy works in the UK, including elections, MPs, councillors, voting</li> <li>• Discuss why democracy is important and how we are a democratic school</li> </ul>	<p><b>What do I want to be when I am older?</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of education to the world of work and different routes into careers e.g. apprenticeships, college, university</li> <li>• Identify the kind of jobs they may want to do when they are older and the reasons for this</li> <li>• Find routes into career choices</li> </ul>
<b>Safety and Relationships</b>	<p><b>Why is it important to manage your screen time?</b></p> <ul style="list-style-type: none"> <li>• Recognise the benefits and risks of internet usage/screen time</li> <li>• Understand the physical implications of over exposure to technology e.g. eye strain, sleep problems, less time for mindfulness/relaxation, addiction</li> <li>• Debate the pros and cons of screen time</li> </ul>	<p><b>When should I seek and give permission? (including online)</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of situations where permission needs to be sought e.g. leaving the classroom, walking to school, sharing personal details</li> <li>• Discuss the importance of asking permission from responsible adults</li> <li>• Understand that people (particularly online) may try to coerce children to share things/do things they do not feel comfortable with, and how to safely react to this</li> </ul>
<b>Healthy Lifestyle</b>	<p><b>Why is dental care important?</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Know how to brush their teeth properly</li> </ul>	<p><b>What are the benefits and the risks of sun exposure?</b></p> <ul style="list-style-type: none"> <li>• Identify personal benefits to spending time outside in the sun</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand why visiting the dentist and keeping good oral hygiene is essential</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the dangers of over exposure to the sun, including skin damage and cancer</li> <li>• Know how to be sun safe and be able to explain this to others</li> </ul>
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Year 5		
<b>Mental Health</b>	<b>What are the warning signs for poor mental health?</b> <ul style="list-style-type: none"> <li>• Understand that mental illness can affect anybody</li> <li>• Know the warning signs for poor mental health</li> <li>• Recognise that some warning signs do not necessarily mean that someone is mentally unwell but that it may be a symptom</li> </ul>	<b>Where can I seek support?</b> <ul style="list-style-type: none"> <li>• Know where support can be found online, in school and using medical services</li> <li>• Understand that most difficulties can be resolved with help and support and where they can find it</li> <li>• Identify trusted adults within school and their family who they could turn to for support</li> </ul>
<b>Celebrating Differences</b>	<b>What are protected characteristics?</b> <ul style="list-style-type: none"> <li>• Know what the protected characteristics are</li> <li>• Understand that many protected characteristics can result in prejudice</li> <li>• Discuss some adaptations that could be made to support some protected characteristics e.g. bathroom signs, ramps for wheelchairs, education</li> </ul>	<b>Why might people appreciate Helen Keller?</b> <ul style="list-style-type: none"> <li>• Understand that Helen Keller's disabilities were not a barrier to her progress</li> <li>• Recognise some of the difficulties that Helen Keller would have had to overcome</li> <li>• Know about some of the successes in Helen Keller's life and the impact they have had on the world</li> </ul>
<b>Economic Wellbeing</b>	<b>What are the different ways that money can be lost and won?</b> <ul style="list-style-type: none"> <li>• Understand that money can be lost or won through gambling related activities</li> <li>• Understand the impact of gambling on health, wellbeing and aspirations</li> <li>• Identify that positive emotions that happen as a result of gambling cannot always be consistent or guaranteed</li> </ul>	<b>How can I keep my money safe?</b> <ul style="list-style-type: none"> <li>• NatWest Money Sense resources</li> </ul>
<b>Citizenship</b>	<b>Do some jobs deserve to be paid more than others?</b>	<b>What makes a good citizen?</b> <ul style="list-style-type: none"> <li>• BBC Bitesize Citizenship activities</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand that some people earn more money than others</li> <li>• Identify some high paid and some low paid jobs</li> <li>• Discuss their opinion about whether some jobs deserve to be paid more than others e.g. doctors vs footballers, teachers vs shop workers</li> </ul>	
<b>Safety and Relationships</b>	<p><b>When is it right to break a confidence?</b></p> <ul style="list-style-type: none"> <li>• Identify situations where it is right to break a confidence and where it is wrong to break a confidence e.g. abuse vs surprise party</li> <li>• Understand when you should agree to keep a confidence and when you shouldn't</li> <li>• Identify situations where they may feel pressure and strategies to deal with that</li> </ul>	<p><b>What happens during puberty?</b></p> <ul style="list-style-type: none"> <li>• Know when and why puberty happens</li> <li>• Identify physical and emotional changes that may happen during puberty</li> <li>• Understand that puberty is different depending on the biological sex of the person going through it</li> </ul>
<b>Healthy Lifestyle</b>	<p><b>How does exercise benefit mental and physical health?</b></p> <ul style="list-style-type: none"> <li>• Understand that exercise releases 'feel good' chemicals like serotonin and endorphins and how they effect your brain</li> <li>• Understand the impact of exercise on the body</li> <li>• Discuss the correlation between a healthy body and mind and healthy self-esteem</li> </ul>	<p><b>How does sleep contribute to a healthy lifestyle?</b></p> <ul style="list-style-type: none"> <li>• Know that sleep helps to maintain brain function</li> <li>• Understand the risks of minimal sleep on the body</li> <li>• Discuss the emotional impact of a poor sleep pattern</li> </ul>

<b>Year 6</b>		
<b>Mental Health</b>	<p><b>What independent strategies do I have to support my mental health?</b></p> <ul style="list-style-type: none"> <li>• Understand that people have different strategies and that theirs will be personal</li> <li>• Recognise that feelings can change over time and have different intensities</li> <li>• Understand that feelings can sometimes be conflicting and how to cope with them</li> </ul>	<p><b>How does mental health impact myself and others?</b></p> <ul style="list-style-type: none"> <li>• Recognise that anyone can have mental ill health but their response is important</li> <li>• Identify and discuss the impact that transition to a new school may have on mental health</li> <li>• Discuss how mental ill health can impact the people around them</li> </ul>
<b>Celebrating Differences</b>	<b>Should we help people who are different to us?</b>	<b>How did structures allow Alan Turing to be important?</b>

	<ul style="list-style-type: none"> <li>Recognise that people with protected characteristics are treated differently</li> <li>Recognise how to safely challenge discrimination and the impact that can have</li> <li>Debate about whether it is our moral purpose to help people who are different to us</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the impact Alan Turing had on the world during the war, including breaking the Enigma code</li> <li>Discuss whether Turing's sentencing for homosexual acts was appropriate at the time</li> <li>Understand how Turing impacted the world in which they now live</li> </ul>
<b>Economic Wellbeing</b>	<p><b>How does money impact on people's feelings and emotions?</b></p> <ul style="list-style-type: none"> <li>Understand the concept of 'the cost of living' and how it affects people</li> <li>Discuss how they would feel if they had a lot of money and how they would feel if they could not afford to pay a bill</li> <li>Understand the concept of debt and different ways this can be accrued and avoided</li> </ul>	<p><b>How can I effectively budget my money?</b></p> <ul style="list-style-type: none"> <li>Understand the concept of budgeting and how it can be useful</li> <li>Demonstrate their understanding of budgeting by applying to a real life context</li> <li>Discuss the merits and set backs of budgeting</li> </ul>
<b>Citizenship</b>	<p><b>Is democracy the only way to run a country?</b></p> <ul style="list-style-type: none"> <li>Understand the concepts of democracy, tyranny, monarchy and dictatorship</li> <li>Discuss how the UK would be different if we did not have a democratic government</li> <li>Identify the differences between how the UK and the USA have different government structures</li> </ul>	<p><b>What route can I take to get into my chosen career?</b></p> <ul style="list-style-type: none"> <li>Identify chosen career paths and how they might get into them successfully</li> <li>Discuss the reasons why they have chosen the career paths they have</li> <li>Recognise that different careers have different salaries and working hours</li> </ul>
<b>Safety and Relationships</b>	<p><b>What is consent?</b></p> <ul style="list-style-type: none"> <li>Understand the concept of consent in a variety of experiences, including intimacy</li> <li>Recognise strategies for managing peer influence and a desire for peer approval in friendships</li> <li>Understanding the perception of actions and how they can make someone feel uncomfortable or safe</li> </ul>	<p><b>Why do some people behave differently in different situations? (including online)</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves</li> <li>Understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>Discuss a variety of reasons for people's behaviour</li> </ul>
<b>Healthy Lifestyle</b>	<p><b>Are drugs always bad?</b></p>	<p><b>Where can I turn if I need support with mental and physical health?</b></p>

	<ul style="list-style-type: none"> <li>• Understand the risks and effects of legal drugs such as alcohol and tobacco</li> <li>• Recognise that there are laws surrounding legal and illegal drugs, and the effects illegal drugs can have on people</li> <li>• Understand that medicine is also a drug and can therefore, when prescribed, help people</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are people whose dedicated role it is to support with mental and physical health</li> <li>• Identify which way they would seek help which felt best for them</li> <li>• Identify a trusted adult within school who they could turn to if they needed support</li> </ul>
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**Example UKS2 LO:**

PSHEE: Economic Wellbeing			
LO: Understand how money can impact people's feelings and emotions			
Must	Understand the concept of 'the cost of living' and that it can affect people		
Should	Explain different ways that a rising cost of living can impact on people's mental health and wellbeing		
Could	Make connections between financial stability, debt and ill mental health	