

Shawclough Skills Progressions – PSHCE/RHE

In September 2020, all schools will be required to follow the statutory guidance for Relationships Education, Relationships and Sexual Education (RSE) and Health Education. The intention of the guidance is to support schools to deliver compulsory Relationships and Sex Education in an age appropriate and developmentally appropriate way.

Curriculum Intent:

In our school, we will deliver RHE – Relationships and Health Education through the 3D whole school programme. The focus of our curriculum will be ensuring children are taught about respect and making positive choices with regards to all aspects of relationships and health. We believe this is crucial in preparing them for the next stage of their lives and education and will support them in making a positive contribution to society and their community.

Making Relationships			
Nursery		Reception	
Plays in a group, extending and elaborating play ideas (DM 30-50 months)	Lesson 1 -Let's Play Shops	Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about having heart!	Lesson One - Hide and Seek
Initiates play, offering cues to peers to join in (DM 30-50 months)	Lesson 2 - Who's Playing	Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start Plays co-operatively, taking turns with others (ELG) It's all about... taking part	Lesson Four - It's Your Turn!
Responds to what others say or do and keeps play going (DM 30-50 months)	Lesson 3- It's Your Turn	Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part	Lesson Seven - An Old friend

		Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about.. having heart!	
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (DM 30-50 months)	Lesson 4- Good friends	Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart Confident to speak in a familiar group (ELG) It's all about... taking part! Talks about their ideas (ELG) It's all about... being smart Lesson	Ten - Rainy Days
		Asks appropriate questions of others (DM 40-60 months) It's all about... being smart	Lesson Eleven - I feel Poorly
		Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson Fourteen - Family Fun
		Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part	Lesson Sixteen - All Join In

		Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart	Lesson Nineteen - Busy Body
		Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson Twenty Three - Eid Mubarak
Self confidence and awareness			
Selects and uses activities and resources with help (DM 30-50 months)	Lesson Five - Make Your Choice	Says why they like some activities more than others (ELG) It's all about... being smart! Talks about how they and others show feelings (ELG) It's all about... having heart	Lesson Two - Nan's House
Enjoys responsibility of carrying out small tasks (DM 30-50 months)	Lesson Six - Odd Jobs	Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart	Lesson Three - I Like ...
Talks confidently to other children when playing (DM 30-50 months)	Lesson Seven - Chatterbox	Confident to try new activities (ELG) It's all about...being smart! Says when they do or don't need help (ELG) It's all about... being smart	Lesson Six - Taking The Plunge

Communicates freely about own home and community (DM 30-50 months)	Lesson Eight - Where I Live	Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart	Lesson Eight - Me and You
Shows confidence in asking adults for help (DM 30-50 months)	Lesson Nine - Can You Help?	Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart	Lesson Fifteen - One Gold Star
Welcomes and values praise for what they have done (DM 30-50 months)	Lesson Ten - Well Done	Says when they do or don't need help (ELG) It's all about... being smart	Lesson Seventeen - I'm Stuck
Is more outgoing towards unfamiliar people and more confident in new social situations (DM 30-50 months)	Lesson Eleven - A New Baby	Says when they do or don't need help (ELG) It's all about... being smart	Lesson Twenty One - Dressing Up
		Says when they do or don't need help (ELG) It's all about... being smart	Lesson Twenty Two - E-Safety - Be Safe
Managing Feelings and Behaviour			
Begins to accept the needs of others (DM 30-50 months)	Lesson Twelve - Deaf Girl	Lesson Nine - Stick To the Rules	Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part
• Takes turns and shares resources, sometimes with support(DM 30-50 months)	Lesson Thirteen Fair Shares	Lesson Twelve - Clean and Tidy	Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart
Adapts behaviour to different events, social situations and	Lesson Fourteen - The Pantomime	Lesson Thirteen - Bully Boy	Talks about their own and others' behaviour and its

changes in routine (DM 30-50 months)			consequences (ELG) It's all about... being smart
<ul style="list-style-type: none"> Is aware of own feelings and knows that some actions and words can hurt others' feelings (DM 30-50 month) 	Lesson Fifteen - You Smell	Lesson Eighteen - A Piece of Cake	Asks appropriate questions of others (DM 40-60 months) It's all about... being smart Chooses resources they need for their chosen activities (ELG) It's all about... being smart
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (DM 30-50 months)	Lesson Sixteen - A Waiting Game	Lesson Twenty - The New Pet	Talks about how they and others show feelings (ELG) It's all about... having heart
		Lesson Twenty Four - Playtime Games	Plays co-operatively, taking turns with others (ELG) It's all about... taking part Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart
		Lesson Twenty Five - Litter Bug	Plays co-operatively, taking turns with others (ELG) It's all about... taking part Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart Beginning to be able to negotiate and solve problems without

			aggression (DM 40-60 months) It's all about...where to start
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National Curriculum: BY THE END OF PRIMARY SCHOOL
Core Theme 1: Health and wellbeing

Pupils will be taught:

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.

Year 1		Year 2	
<ul style="list-style-type: none"> • To learn about the importance of using the internet • To know how to keep safe and how and where to get help • To use strategies to stay safe when using ICT and the internet <p>To know the importance of self-respect and how this links to their own happiness</p>	Internet safety - E-Safety	<ul style="list-style-type: none"> • To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 	Staying Safe - I don't Know

<ul style="list-style-type: none"> • To learn about making positive choices and how they can lead to happiness <p>To recognise, name and manage their feelings in a positive way</p>	<p>happiness - Smile!</p>	<ul style="list-style-type: none"> • To understand that all actions have consequences • To learn to take responsibility for our actions • To recognise how their behaviour affects other people <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	<p>Consequences - Good Vs Bad</p>
<ul style="list-style-type: none"> • To recognise how their behaviour affects other people <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	<p>Anger Grrr!</p>	<ul style="list-style-type: none"> • To think about themselves, learn from experiences and recognise what they are good at • To recognise choices that they can make and value their achievements <p>To learn how to set simple goals and targets for themselves</p>	<p>Aspirations - It's a Goal</p>
<ul style="list-style-type: none"> • To learn to eradicate germs and the spread of diseases by washing hands • To understand how germs spread infections and diseases 	<p>Washing Hands - Meet Grub!</p>	<ul style="list-style-type: none"> • To learn about the importance of and reasons for bathing and showering <p>To manage basic personal hygiene</p>	<p>Keeping Clean - Bath Time</p>
<ul style="list-style-type: none"> • To learn about where vegetables and fruit grow <p>To learn to make simple choices that improve their health and well-being e.g. healthy eating</p>	<p>Healthy Eating - Vote Green!</p>	<ul style="list-style-type: none"> • To learn about the importance of and reasons for bathing and showering • To understand the importance of maintaining personal hygiene 	<p>Skin - Skinny Tips</p>

<ul style="list-style-type: none"> • To understand the need for protein as part of a balanced diet • To recognise which types of food are healthy 	Healthy Eating - Meat Eaters	<ul style="list-style-type: none"> • To learn about the importance of effective teeth cleaning and good dental hygiene 	Dental Hygiene - Brushing Up!
<ul style="list-style-type: none"> • To apply their knowledge of healthy eating to plan a menu for a themed party • To make positive real-life choices 	Healthy Eating - Party Time!	<ul style="list-style-type: none"> • To learn how to take care of teeth, in addition to brushing <p>To manage basic personal hygiene</p>	Dental Hygiene - Bright White
<ul style="list-style-type: none"> • understand the need for physical activity to keep healthy <p>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p>	Physical Activity - Get Physical	<ul style="list-style-type: none"> • To find out which foods are good for us • To understand the importance of a healthy lifestyle, including dental hygiene <p>To make simple choices that improve their health and well-being e.g. healthy eating</p>	Dental Hygiene - Top Teeth
<ul style="list-style-type: none"> • To learn about the difference between secrets and surprises • To understand when not to keep adults' secrets <p>To seek help from an appropriate adult when necessary</p>	Personal Safety - Secret Surprises	<ul style="list-style-type: none"> • To learn about the importance of medicine safety <p>To recognise that some substances can help or harm the body</p>	Drug Safety - Magic Medicine
<ul style="list-style-type: none"> • To learn about who to go to for help and advice • To recognise that there are people who care for and look after them • To know how to keep safe and how and where to get help 	Emotional Safety - Getting Help	<ul style="list-style-type: none"> • To identify and respect similarities and differences between boys and girls <p>To learn about the process of growing from young to old</p>	Similarities and Differences - Girls Vs Boys

<p>To recognise and respond to issues of safety relating to themselves and others and how to get help</p>			
<ul style="list-style-type: none"> • To understand the importance of sun safety • To know how to keep safe in the sun <p>To recognise and manage risk in everyday activities</p>	<p>Sun safety - It's a Cover Up</p>	<ul style="list-style-type: none"> • To learn the names for different parts of the body • To recognise similarities and differences based on gender <p>To recognise and respect similarities and differences between people</p>	<p>The Human Body - Body Bits</p>
<ul style="list-style-type: none"> • To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe • To develop an awareness of the Green Cross Code <p>To demonstrate basic road safety skills</p>	<p>Road Safety - Green Cross Code</p>	<ul style="list-style-type: none"> • To learn about the physical changes in their bodies as we grow <p>To understand emotional changes as they grow up</p>	<p>Growing Up - All grown Up</p>
		<ul style="list-style-type: none"> • To learn about how our needs change and grow as we develop <p>To recognise the simple physical changes to their bodies experienced since birth</p>	<p>Changing Needs - I Need</p>
		<ul style="list-style-type: none"> • To understand how muscles work • To make positive real-life choices 	<p>Physical Activity - Mighty Muscles</p>

		<ul style="list-style-type: none"> To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle <p>To make positive real-life choices</p>	Exercise - Work Out!
		<ul style="list-style-type: none"> To learn to take responsibility for their own actions To recognise how their behaviour and that of others may influence people both positively and negatively <p>To listen to, reflect on and respect other people's views and feelings</p>	Responsibility - Who's at Fault?
		<ul style="list-style-type: none"> To learn about a range of different feelings and emotions <p>To recognise, name and manage their feelings in a positive way</p>	Emotions - Mood swings
		<ul style="list-style-type: none"> To learn about the importance of love <p>To recognise, name and deal with their feelings in a positive way</p>	Love - Three Little Words
		<ul style="list-style-type: none"> To understand and be aware of the different ways to show sadness <p>To understand about coping with change and loss</p>	Sadness - How to Cope

Core Theme 2: Relationships

Pupils will be taught:

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

Year 1		Year 2	
<ul style="list-style-type: none"> • To learn how to develop positive relationships with peers <p>To identify different relationships that they have and why these are important</p>	Friendship - Forever Friends	<ul style="list-style-type: none"> • To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships 	Friendship - Hola! Bonjour!
<ul style="list-style-type: none"> • To understand the importance of making friends <p>To identify and respect the differences and similarities between people</p> <ul style="list-style-type: none"> • To develop positive relationships through work and play 	Friendship - Make Friends	<ul style="list-style-type: none"> • To learn about the importance of sharing as part of friendship and kindness <p>To recognise the difference between right and wrong and what is fair and unfair</p>	Friendship - Share Alike!
<ul style="list-style-type: none"> • To know the conventions of courtesy and manners 	Good Manners - How Rude!	<ul style="list-style-type: none"> • To recognise what is fair and unfair <p>To learn to take part in discussions with the whole class</p>	Fair and Unfair - It's Not Fair!
<ul style="list-style-type: none"> • To recognise and communicate feelings to others 	Feelings - How I feel	<ul style="list-style-type: none"> • To understand the difference between right and wrong 	Right and Wrong - In the Right

		To recognise right and wrong, what is fair and unfair and explain why	
<ul style="list-style-type: none"> To recognise and communicate feelings to others <p>To listen to, reflect on and respect other people's views and feelings</p>	Responses - You and Me	<ul style="list-style-type: none"> To recognise the importance of listening to other people <p>To understand the importance of being able to work cooperatively</p> <ul style="list-style-type: none"> To understand the concept of negotiation 	Co-operation - Negotiation
<ul style="list-style-type: none"> To understand that it is important to share their opinions and to be able to explain their views <p>To learn to listen to other people and play and work co-operatively</p>	Opinions - I think ...	<ul style="list-style-type: none"> To understand the importance of being able to play and work cooperatively <p>To work independently and in groups, taking on different roles and collaborating towards common goals</p>	Cooperation - Want to Play?
<ul style="list-style-type: none"> To learn about others To reflect on the similarities and differences between people <p>To recognise and respect similarities and differences between people</p>	Compromises - All the Same	<ul style="list-style-type: none"> To take part in a simple debate about topical issues To share opinions and explain their views <p>To reflect on the similarities and differences between people</p>	Co-operation - Let's Debate
<ul style="list-style-type: none"> To learn about bullies and bullying behaviour <p>To understand the difference between impulsive and considered behaviour</p>	Definition - A Bully is ...	<ul style="list-style-type: none"> To understand who can help if someone is affected by bullying 	Behaviour - Help Me!

		<ul style="list-style-type: none"> To recognise that there are people who care for and look after them To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying <p>To seek help from an appropriate adult when necessary</p>	
<ul style="list-style-type: none"> To understand that name-calling is hurtful and avoidable To recognise how their behaviour affects other people 	Unkindness - Blame Game	<ul style="list-style-type: none"> To understand that family and friends should care for each other To recognise how their behaviour affects other people <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Behaviour - In My Shoes
<ul style="list-style-type: none"> To understand what is and what is not bullying behaviour <p>To understand the difference between impulsive and considered behaviour</p> <ul style="list-style-type: none"> To recognise the difference between good and bad choices 	Behaviour - Bullying is ...	<ul style="list-style-type: none"> To learn strategies to cope with unfair teasing To understand that there are different types of teasing and bullying <p>To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p>	Behaviour - Cry Baby!

<ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To recognise how their behaviour affects other people • To recognise how attitude and behaviour, including bullying, may affect others <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Behaviour + and -		
<ul style="list-style-type: none"> • To recognise what is kind and unkind behaviour • To understand that family and friends should care for each other <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Kindness - Give a little		
<ul style="list-style-type: none"> • To learn about the importance of family • To recognise that family and friends should care for each other <p>To recognise that there are people who care for and look after them</p>	Family - My Family		

<ul style="list-style-type: none"> • To identify their special people and what makes them special <p>To identify different relationships that they have and why these are important</p>	Family - Special People		
<p>National Curriculum: BY THE END OF PRIMARY SCHOOL</p> <p>Core Theme 3: Living in the Wider World</p>			
<p>Pupils will be taught:</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 equality and 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. How money plays an important part in people’s lives. 8. A basic understanding of enterprise. 			
Year 1		Year 2	
<ul style="list-style-type: none"> • To understand the reason why we have rules • To learn about rules as expectations <p>To understand to agree and follow rules for their group and classroom</p>	Rules Expectations - We Expect	<ul style="list-style-type: none"> • To understand their role in the class community <p>To know how to contribute to the life of the classroom</p>	Our School Common Goals!

<ul style="list-style-type: none"> • To understand the why we have rules / expectations • To learn about how they can contribute to the life of the class <p>To suggest rules that would improve things for the common good</p>	<p>Rules Expectations - Class charter</p>	<ul style="list-style-type: none"> • To understand that they belong to various groups and communities <p>To work independently and in groups, taking on different roles and collaborating towards common goals</p>	<p>Belonging - I belong ...</p>
<ul style="list-style-type: none"> • To understand why it is important to be able to take turns • To agree and follow rules for a collaborative game <p>To take turns and share as appropriate</p>	<p>Taking Turns - It's Your Turn</p>	<ul style="list-style-type: none"> • To develop a sense of belonging in the wider community 	<p>Belonging - Join Our Club!</p>
<ul style="list-style-type: none"> • To understand that people and other living things have needs and that they have responsibilities to meet them • To learn about responsibility to others <p>To consider ways of looking after the school or community and how to care for the local environment</p>	<p>Caring - Talking to Plants</p>	<ul style="list-style-type: none"> • To understand the role of the local community • To consider ways of looking after the school or community and how to care for the local environment <p>To suggest rules that would improve things for the common good</p>	<p>Local Citizenship - Our Local Area</p>
<ul style="list-style-type: none"> • To understand the concept of 'borrowing <p>To show responsibility to others</p>	<p>Lending / Borrowing - The Borrowers</p>	<ul style="list-style-type: none"> • To develop a strong relationship with the local community 	<p>Local Citizenship - Community Care</p>

		To understand the importance of shared responsibility within all communities	
<ul style="list-style-type: none"> To understanding the importance of sharing <p>To know that everyone has a responsibility to consider the needs of others</p>	Sharing - Share the Booty	<ul style="list-style-type: none"> To understand the importance of managing money carefully <p>To understand that we cannot always afford the items we want to buy</p>	Money - Shopping List
<ul style="list-style-type: none"> To understand where money comes from <p>To recognise notes and coins</p>	Money - Grows on Trees?	<ul style="list-style-type: none"> To understand the importance of choices and spending money wisely 	Choices - This or That?
<ul style="list-style-type: none"> To understand the role of money in our society To identify the different types of work people do and learn about different places of work <p>To recognise where money comes from and the choices people make to spend money on things they want and need</p>	Money - Coining it in!	<ul style="list-style-type: none"> To gain a basic understanding of enterprise <p>To contribute to enterprise activities</p>	Enterprise - Dragon's `Den
<ul style="list-style-type: none"> To understand why it is important to keep money safe 	Money - Keep Money Safe		
Vocabulary			
<ul style="list-style-type: none"> rules •difference •expectations •community •environment •negative •harassment •self-respect •attitude •authority •responsibility •truthfulness •trustworthin ess •kindness •generosity •decision making •collaborative •consideration •positive •feelings •nervous •surprise •fear •recognise •fear 		<ul style="list-style-type: none"> relationships •consideration •sensitivity •rules •apply •difference •right •wrong •common goals •community •reflect •share •opinions •identify •different •relationships •strengths •weaknesses •real-life •set goals •prioritise •choices •healthy eating •health •substances •manage •risk •personal hygiene •differences 	

<p>sensitive • others • cooperative • listen • opinion • reflect • healthy eating • germs • infections • diseases • improve • health and well-being • positive life changes • benefits • exercise • fair • right • wrong • respect • similarities • differences • real-life choices • improve • impact • bullying • name-calling • responsibilities • by-standers • impulsive • considered • behaviour • peer pressure • positive • negative • secrets • surprises • risks • safety • attitude • behaviour • influence • positive • relationships • reflect • respect • rules • views • opinions • consideration • decisionmaking • independently • collaboratively • responsibility • safety • risk • Green Cross Code • road safety • workplace • money • spending</p>	<p>• choices • improve • health • physical activity • beneficial • regular • activity • physical changes • recognise • fair • unfair • reflect • respect • views • money • relationships • influence • positively • negatively • collaborate • responsible • recognise • spending money • common goals • contribute • enterprise • afford • choices</p>
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Lower KS2

<p>National Curriculum: BY THE END OF PRIMARY SCHOOL Core Theme 1: Health and wellbeing</p>	
<p>Pupils will be taught:</p> <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. 	
YEAR 3	YEAR 4

<ul style="list-style-type: none"> • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	E-Safety - Online Chat	<ul style="list-style-type: none"> • To use ICT safely including using software features and settings <p>To know how information and data is shared and used online</p>	Online Privacy -It's Personal
<ul style="list-style-type: none"> • To begin to make responsible choices and consider consequences 	Online Privacy - The Secrets Jar	<ul style="list-style-type: none"> • To know that for most people the internet is an integral part of life and has many benefits <p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	Internet Use - Online Usage
<ul style="list-style-type: none"> • To use ICT safely including keeping electronic data secure 	Online Privacy - E-Protection	<ul style="list-style-type: none"> • To know why social media, some computer games and online gaming, for example, are age restricted <p>To know where and how to report concerns and get support with issues online</p>	Internet Use - Age Limits
<ul style="list-style-type: none"> • To listen to and show consideration for other people's views <p>To empathise with another viewpoint</p>	Loss/Seperation - Lost!	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Feelings - Overreacting

<ul style="list-style-type: none"> • To listen to, reflect on and respect other people's views and feelings 	Loss/Separation - Found!	<ul style="list-style-type: none"> • To know where different foods come from 	A Balanced Diet - Plant or Animal
<ul style="list-style-type: none"> • To know and understand the difference between the terms physical, emotional and mental 	Physical, Emotional and Mental - iAm Who I AM!	<ul style="list-style-type: none"> • To know about and understand the function of different food groups for a balanced diet 	A Balance Diet - A Balancing Act
<ul style="list-style-type: none"> • To become more self-aware 	Physical, Emotional and Mental - Herts and Minds	<ul style="list-style-type: none"> • To identify the range of jobs carried out by the people they know • To reflect on the range of skills needed in different jobs 	Working with Food - Master Chef
<ul style="list-style-type: none"> • To understand why setting goals is important 	Physical, Emotional and Mental - Three in One	<ul style="list-style-type: none"> • To learn to prepare and cook a variety of dishes To work co-operatively, showing fairness and consideration to others 	Working With Food - Our food Hall
<ul style="list-style-type: none"> • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	Sleep - Sweet Dreams	<ul style="list-style-type: none"> • To develop strategies for managing and controlling strong feelings and emotions 	Loss/ Separation Left Behind
<ul style="list-style-type: none"> • To understand that the rate at which we grow differs from person to person To show awareness of changes that take place as they grow 	Before Puberty - You've Grown	<ul style="list-style-type: none"> • To understand that family units can be different and can sometimes change 	Family Changes - two Homes
<ul style="list-style-type: none"> • To know and understand how to look after our teeth 	Visible Changes - Mind the Gap	<ul style="list-style-type: none"> • To understand that everyone has different strengths and weaknesses 	Identifying Strengths - I'm Good At That

To understand what happens when we lose teeth as we grow up and why this happens			
<ul style="list-style-type: none"> To take responsibility for their own safety and the safety of others and be able to seek help in an emergency 	How to Help - Who to Call	<ul style="list-style-type: none"> To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	Self Respect - Let's Rock!
<ul style="list-style-type: none"> To know when and how to make an emergency call 	Emergency Calls - Calling 999	<ul style="list-style-type: none"> To know how to set realistic targets <p>To self-assess, understanding how this will help their future actions</p>	Identifiable Strengths - Future Me
<ul style="list-style-type: none"> To recognise the importance of local organisations in providing for the needs of the local community <p>To behave safely and responsibly in different situations</p>	Emergency Calls - Ambulance Now!	<ul style="list-style-type: none"> To understand how to break down the steps needed to achieve a goal 	Setting Goals - That's My Goal!
		<ul style="list-style-type: none"> To identify and talk about their own and others' strengths and weaknesses and how to improve <p>To reflect on the range of skills needed in different jobs</p>	Settling Goals - the Impossible Dream

National Curriculum: BY THE END OF PRIMARY SCHOOL

Core Theme 2: Growing and Relationships

Pupils will be taught:

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.

<p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>			
YEAR 3		YEAR 4	
<ul style="list-style-type: none"> To know and understand the features of a good friend <p>To understand why it is important to be positive in relationships with others</p>	Friendship - Best Features	<ul style="list-style-type: none"> To know how to recognise the difference between isolated hostile incidents and bullying <p>To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p>	Reactions - Frustration
<ul style="list-style-type: none"> To know how to communicate their opinions in a group setting <p>To work co-operatively, showing fairness and consideration to others</p>	Friendship - Circles Time	<ul style="list-style-type: none"> To understand what self-esteem is and why it is important 	Self Worth - I'm a Marvel!
<ul style="list-style-type: none"> To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	Friendship - falling Out!	<ul style="list-style-type: none"> To understand the terms 'resilience' and 'persistence' and why these character traits are important <p>To face new challenges positively and know when to seek help</p>	Persistence and Resilience - Don't Give Up!
<ul style="list-style-type: none"> Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, 	Friendship - The BAFAs	<ul style="list-style-type: none"> To know how to recognise bullying behaviour <ul style="list-style-type: none"> To recognise right and wrong, what is fair and unfair and explain why 	Negative Persistence - Over and Over

loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties To understand why it is important to be positive in relationships with others		To understand the nature and consequences of negative behaviours such as bullying, aggressiveness	
<ul style="list-style-type: none"> To recognise that there are many ways to communicate To understand the need to communicate clearly	Clear Messages - Dot, Dot Dash	<ul style="list-style-type: none"> To talk about their views on issues that affect themselves and their class 	Responding to Others - Agony Aunts
<ul style="list-style-type: none"> To understand why it is important to listen to others 	How to Listen - Listen Up	<ul style="list-style-type: none"> To know how to communicate their opinions in a group To listen to and show consideration for other people's views	Expressing Opinions -It's Debatable
<ul style="list-style-type: none"> To understand the meaning of the word 'healthy' 	A Balanced Approach	<ul style="list-style-type: none"> To understand how we are all connected by our similarities To recognise and respect similarities and differences between people	Connections - Paper Chains
To know the recommended guidelines for physical activity and understand the reasons for these	Physical Exercise	<ul style="list-style-type: none"> To know and understand how the make-up of family units can differ To empathise with another viewpoint	Family Links - family Trees
To recognise the need to take responsibility for actions • To explore the relationship and balance between physical activity and nutrition in achieving a	Lifestyle Choices	<ul style="list-style-type: none"> To understand and appreciate the range of different cultures and religions represented within school To learn about the need for tolerance for those of different faiths and beliefs	Religious Views - Faith Finders

physically and mentally healthy lifestyle			
To work co-operatively, showing fairness and consideration to others	Working Together 1	<ul style="list-style-type: none"> To understand the term 'diversity' and appreciate diversity within school To recognise and challenge stereotyping and discrimination	Celebrate Diversity - Inside Out
2 • To understand why it is important to work collaboratively • To take the lead, prioritise actions and work independently and collaboratively towards goals	Working Together 2		
<ul style="list-style-type: none"> To know how to identify ways to improve the environment To know how to spot problems and find ways of dealing with them 	Shared Goals		

National Curriculum: BY THE END OF PRIMARY SCHOOL

Core Theme 3: Living in the Wider World and Being a Responsible Citizen

Pupils will be taught:

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 equality and 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. How money plays an important part in people's lives.			
8. A basic understanding of enterprise.			
YEAR 3		YEAR 4	
<ul style="list-style-type: none"> To understand why rules are needed in different situations <p>To recognise that rules may need to be changed</p>	Rules - I'm in Charge!	<ul style="list-style-type: none"> To know and understand the terms 'discrimination' and 'stereotype' Challenge stereotypes relating to gender and work 	Gender Stereotypes - His and Hers
<ul style="list-style-type: none"> To understand why it is important to plan ahead and think of potential consequences as a result of their actions 	Thinking Ahead - Lesson Planning	<ul style="list-style-type: none"> To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	Feelings – Overreacting
<ul style="list-style-type: none"> To understand why it is important to behave responsibly To recognise that actions have consequences 	Taking the Lead - Learning Time	<ul style="list-style-type: none"> To learn about and reflect on their own spending habits / choices <p>To understand why financial management and planning is important from a young age</p>	Money Choices - a Million Dollars
<ul style="list-style-type: none"> To understand why it is important to be part of a community 	Different Communities - My Community	<ul style="list-style-type: none"> To learn about and reflect on their own spending habits / choices <p>To understand why financial management and planning is important from a young age</p>	Managing Money - Design Choices
<ul style="list-style-type: none"> To understand why it is important to be part of a community 	School Communities - School Swap		
Vocabulary			

community groups • ICT • health and safety • collaborate • common goals • responsibly • consequences • fairness • consideration • sympathise • empathise • influence • responsible choices • consequences • recognise • similarities • differences • strategies • relation-ship • physically • mentally • respect • goals • healthy lifestyle • cooperative • manage • control • local organisations • feelings • relation-ship • balance • empathise • reflect • actions • emotions • strategies • risk • sensibly • impact • responsibly • awareness • changes • strategies • emergency • consideration • negotiate • present • views • physical activity • nutrition • responsible choices • consequences • needs • wants • media • managing risk • contribute

• impact • software features • consequences • responsible choices • positive contribution • local organisations • sensitivity • challenges, • co-operatively • fairness • consideration • strategies • managing • controlling • feelings • stereotyping • balance • skills • agreement • discussions • appropriate • relationship • discrimination • safely • form • maintain • lifestyle choices • empathise • consideration • views • issues • managing • controlling • feelings • emotions • self-assess • identify • positive • feelings • contribute • improve • future actions • reflect • worth • responsible choices • appropriate • relationships • recognise • stereotyping • issues • challenge • discrimination • empathise • needs • wants • set goals • prioritise • manage time • manage resources • money

UPPER KS2

National Curriculum: BY THE END OF PRIMARY SCHOOL

Core Theme 1: Health and wellbeing

Pupils will be taught:

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.			
YEAR 5		YEAR 6	
<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>	Alcohol - Drink Aware	<ul style="list-style-type: none"> To identify and talk about their own and others' strengths and weaknesses and how to improve <p>To self-assess, understanding how this will help their future actions</p>	Identifying Strengths - Big Dreams
<ul style="list-style-type: none"> To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures <p>To manage changing emotions and recognise how they can impact on relationships</p>	Death and Grief - It's Natural	<ul style="list-style-type: none"> To be able to reflect on past achievements <p>To recognise achievements of others as being worthwhile and important</p>	Identifying Strengths - Big Achievers
<ul style="list-style-type: none"> To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle 	Death and Grief - Poppies	<ul style="list-style-type: none"> To begin to set personal goals 	Setting Goals 'Super Futures'

<ul style="list-style-type: none"> • To understand the need for empathy when peers are experiencing conflict at home 	<p>Managing Conflict - Families at War</p>	<ul style="list-style-type: none"> • To identify the skills they need to develop to make their contribution in the working world in the future <p>To make connections between their learning, the world of work and their future economic wellbeing</p>	<p>Setting Goals - I can do that!</p>
<ul style="list-style-type: none"> • To know about, recognise and understand changes that occur during puberty 	<p>Physical, Emotional and Mental - What's Puberty?</p>	<ul style="list-style-type: none"> • To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted 	<p>Internet Safety - Fake News</p>
<ul style="list-style-type: none"> • To understand the importance of making change in adopting a more healthy lifestyle 	<p>Healthy Lifestyles - You Choose!</p>	<ul style="list-style-type: none"> • To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body 	<p>Physical Illness - Bleugh!</p>
<ul style="list-style-type: none"> • To take action based on responsible choices • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines,</p>	<p>Tobacco - Up In Smoke</p>	<ul style="list-style-type: none"> • To know the facts and science relating to allergies, immunisation and vaccination 	<p>Immunisation - One Sharp Scratch</p>

alcohol, tobacco and other substances and drugs			
<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>	Substance Abuse - Let's Be Frank!	<ul style="list-style-type: none"> To know how and when to seek support including which adults to speak to in school if they are worried about their health <p>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	Healthy Minds - Young Minds
<ul style="list-style-type: none"> To know about the basic synergy between physical, emotional and mental health 	Physical, Emotional and Mental - Three Dimensional		
<ul style="list-style-type: none"> To know about the different food groups and their related importance as part of a balanced diet <p>To develop an awareness of their own dietary needs</p>	Food Choices - Secret Eaters		
<ul style="list-style-type: none"> To work independently and in groups, taking on different roles and collaborating towards common goals <p>To take responsibility for their physical activity and nutrition in</p>	Food Choices - Invention Team		

achieving a physically and mentally healthy lifestyle			
<ul style="list-style-type: none"> To know how to cook and apply the principles of nutrition and healthy eating <p>To prepare and cook with a variety of ingredients, using a range of cooking techniques</p>	Cooking - Michelin Stars		
<ul style="list-style-type: none"> To know about and understand the importance of touch in a range of contexts <p>To know the difference between appropriate and inappropriate touches</p>	Basic First Aid - First Aid Tips		
<p>National Curriculum: BY THE END OF PRIMARY SCHOOL</p> <p>Core Theme 2: Growing and Relationships</p>			
<p>Pupils will be taught:</p> <ol style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. How to respect equality and diversity in relationships 			
YEAR 5		YEAR 6	
<ul style="list-style-type: none"> To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others 	Online Relationships - A Risky Business	<ul style="list-style-type: none"> To learn about racial discrimination and its impact on societies, past and present 	Race and Ethnicity - United States

<p>online including when we are anonymous</p> <ul style="list-style-type: none"> To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <p>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>			
<ul style="list-style-type: none"> To take action based on responsible choices To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>	<p>Drugs - Just Say No!</p>	<ul style="list-style-type: none"> To learn about gender discrimination and its impact To challenge stereotyping and discrimination 	<p>Gender Stereotypes - Jobs for All</p>
<ul style="list-style-type: none"> To recognise that there are many different ways to communicate 	<p>Confidentiality - Secret Info</p>	<ul style="list-style-type: none"> To learn about the importance of family in different cultures 	<p>Culture - Cultured Feast</p>

To understand the need for confidentiality in certain situations		To recognise and respect similarities and differences between people	
<ul style="list-style-type: none"> • To know and understand the importance of listening to others • To understand the role of the listener in any relationship 	Listening - I'm All Ears!	To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Marriage - I Promise
<ul style="list-style-type: none"> • To recognise that there are many ways to communicate <p>To understand the need to both listen and speak when communicating with others</p>	Responding - Scenarios	<ul style="list-style-type: none"> • To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing 	Mental Well Being - ind Business
<p>To know about and understand the importance of touch in a range of contexts</p> <ul style="list-style-type: none"> • To know the difference between appropriate and inappropriate touches 	Physical Contact - Touch Sensitive	<ul style="list-style-type: none"> • To know that relationships can change as a result of growing up 	Support and Care - Connections
<ul style="list-style-type: none"> • To recognise that there are many ways to communicate <p>To understand the need to both listen and speak when communicating with others</p>	Responding - Scrabble		

<ul style="list-style-type: none"> To recognise that there are many roles within a community <p>To understand the need to collaborate in a group situation</p>	<p>Shared Goals - It's All Go!</p>		
<ul style="list-style-type: none"> To recognise that there are many roles within a community <p>To understand the need to collaborate in a group situation</p>	<p>Community Spirit - All Join In</p>		
<p>National Curriculum: BY THE END OF PRIMARY SCHOOL</p> <p>Core Theme 3: Living in the Wider World and Being a Responsible Citizen</p>			
<p>Pupils will be taught:</p> <ol style="list-style-type: none"> About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens. About different groups and communities. To respect equality and to be a productive member of a diverse community. About the importance of respecting and protecting the environment. About where money comes from, keeping it safe and the importance of managing it effectively. How money plays an important part in people's lives. A basic understanding of enterprise. 			
<p>YEAR 5</p>		<p>YEAR 6</p>	
<ul style="list-style-type: none"> To understand why structure is needed in different situations <p>To understand the term 'anarchy' and understand the</p>	<p>Structure - Just Imagine</p>	<ul style="list-style-type: none"> To learn about budgeting and what it means to budget <p>To understand why financial management and planning is important from a young age</p>	<p>Budgeting - Money Supermarket</p>

implications of living in an anarchic society			
<ul style="list-style-type: none"> To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy 	Law and Order - In Charge	<ul style="list-style-type: none"> To know and understand financial terms such as loan, interest, tax and discount To make connections between their learning, the world of work and their future economic wellbeing 	Consumer Sense - Payment Terms
<ul style="list-style-type: none"> To learn about organisations such as the United Nations To understand the importance and significance of equal rights 	U.N. - Our Rights	<ul style="list-style-type: none"> To show initiative and take responsibility for activities that develop enterprise capability 	Consumer Sense - A class Catalogue
<ul style="list-style-type: none"> To understand the benefits of living in a diverse community and learn to celebrate diversity To talk with a wide range of adults 	Community Event - We're Cultural	<ul style="list-style-type: none"> To know and understand the principles of enterprise To understand profit and loss 	Generating Income - Making Money
		<ul style="list-style-type: none"> To know and understand the principles of charity work 	Generating Income - Raising Money
Vocabulary			
<ul style="list-style-type: none"> protect individuals communities injustice agreements democracy misuse substances drugs appropriate support emotions feelings diverse changing interconnected roles negative pressures puberty healthy lifestyle responsibility physical activity nutrition influence positively negatively achievement nutrition physically mentally healthy lifestyle relationships negative pressures negotiate relation-ship 		<ul style="list-style-type: none"> identify strengths weaknesses contribution working world self-assess connections set personal goals identify discrimination recognise stereotyping recognise factors influencing opinion choice challenge self-assess future actions responsible informed decisions health wellbeing help lines manage changing emotions relationships strategies negative pressures managing controlling strong feelings peer pressure 	

•balance •collaborative •common goals •contribute •agree-ments
•respond •challenges •taking/ managing risk •respons-ible choice
•fairness •skills •consideration •relation-ship •diverse
•interconnected •responsibility •behaviour •safety •independent
•influence •changing

•puberty •body changes •feelings •behaviour •basic needs
•societies •financial capability •contribution •working world •time
and resources •prioritise •initiative •responsibility •future actions
•agreements •positive results •strengths •contribute •take the lead
•prioritise actions •respond to challenges •enterprise capability