

PSHE/SRE Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
PSED	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	Building Relationships <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	People Culture and Communities <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Consent		
Autumn	Spring	Summer
My body is mine	Pants	Safe secrets and surprises
Speak out stay safe		

Year 1

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Castles What helps keep bodies healthy; Hygiene routines Keeping safe around household products;		H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading	What does healthy mean? How can we stay healthy? What foods do we need in our diet to stay healthy? How does physical activity help us to stay healthy? How can we stop spreading germs? How can people feel? Can you name different feelings?	Healthy means to be in a good physical or mental condition. To stay healthy, we need to eat a balanced diet and get a good night's sleep. Doing exercise often helps us to feel great and keep our bodies strong. Our heart needs to be kept active and pumping. We should aim to eat 5 portions of fruit and veg a day.	Healthy Physical Mental Balanced Diet Sleep Heart Exercise Pumping Active Balanced Diet Fruit Vegetables Hygiene Clean Tidy Household Products	Healthy Lifestyle Cooking Lessons		Eat Well Plate

<p>how to ask for help if worried.</p>		<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling.</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>How can you share your feelings?</p> <p>How can feelings affect people's bodies?</p> <p>Who can we share our feelings with?</p> <p>How can we keep safe at home?</p> <p>How can we keep safe in familiar and unfamiliar settings?</p>	<p>Personal hygiene is how we look after our bodies. Keeping ourselves clean and tidy makes us feel better about ourselves and also keeps us, and those around us, healthier!</p> <p>Brushing properly removes plaque. Plaque can cause cavities, toothache, gum disease and even our teeth to fall out!</p> <p>Washing our hands with clean, warm water and soap will kill off the germs and keep our hands clean.</p>	<p>Labels</p>			
<p>Consent My body my business NSPCC – speak out stay safe</p>		<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who</p>	<p>Who does your body belong to?</p> <p>What should you do if you feel unsafe or worried about something?</p>	<p>It is my body and my choice.</p> <p>What is under your pants is private always.</p> <p>It is very serious if an adult hurts you or unkind to your body.</p>	<p>Serious Problems Scared Help Choice Secret surprise, permission consent contact touch safe unsafe uncomfortable</p>			<p>Twinkl life planning My Body my business</p> <p>Speak out Stay safe planning - NSPCC</p>

		to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy						
Oracy opportunities for Autumn term	Discussion: Are we allowed to talk about all feelings we have?							
Spring Eco-warriors We meet God's love in our family		H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike	What makes us special? What is love? What does unique mean? How are we all unique? What are you good at? What do you like doing? What do you not like doing? What can you improve on?	We are part of God's family. We are all special and unique in God's eyes.	Unique God Family Special Like Dislike Improve Love Family Care		Respect	
Consent PANTS		Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that they have the right to say "no" to unwanted touch Start thinking about who they trust and who they can ask for help.	What does PANTS stand for? What is meant by good touch? What is meant by bad touch?	Privates are Private Always remember your body belongs to you No means no Talk about secrets that upset you Peak up, someone can help	Penis Vagina Good touch Bad touch Trusted adult Secrets Worried uncomfortable			NSPCC PANTS planning Letter to parents
Oracy opportunities for spring term	Presentation: I am unique!							
Summer Incredible India Looking after the environment		L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the	What is our environment? How can we look after our environment? What are rules? Why do we need to follow rules?	The environment is everything which surrounds us. We can look after the environment by recycling, reusing and reducing waste.	Environment Money Saving Spending Recycle Reduce Reuse Responsibilities Caring Amount		Successful High Paid jobs David Attenborough (Believes and ages)	David Attenborough (Believes and ages)

Where money comes from; how to use money; saving and spending money		responsibilities of caring for them L3. about things they can do to help look after their environment	How can we look after different people? What are responsibilities? What responsibilities do you have to care for our environment?	We can make people aware of what our responsibilities are. Saving means to keep a certain amount aside.	Rules Different Needs			
Consent Safe secrets and surprises		R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	What types of things should I share with others or keep private from them? What can I do if I feel unsafe or uncomfortable in a situation?	I know what I can share and what I should keep private to keep myself and others' safe.	Secret Surprise Private Safe Unsafe comfortable uncomfortable share respect privacy pressure permission consent help			Pants Puzzles The Underwear Rule Activity Sheet Twinkl life planning – Safe secrets and surprises
Oracy opportunities for summer term	Everyone's an expert: Ways to protect our environment The group will have a topic to look at. Each member of the group will be given a different piece of information relating to the topic (this could be text, a picture a video etc.) They will become 'experts' in their work as no one else will have it and will use that to fuel the discussion. - You can differentiate to different ability levels so everyone can access some information. - Each member of the group will have something different to add to discussions.							

Year 2

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Transport- History of Aviation		H1. about what keeping healthy means; different ways to keep healthy	What does healthy mean? How can we stay healthy?	Healthy means to be in a good physical or mental condition.	Healthy Physical Mental Balanced Diet Sleep	Healthy Lifestyle Rethink Food	Amelia Earhart-female pilot	Emma Jane's Aeroplane I am Amelia Earhart

<p>Healthy Lifestyles</p>		<p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>What foods do we need in our diet to stay healthy?</p> <p>How does physical activity help us to stay healthy?</p> <p>How can we stop spreading germs?</p> <p>How can we keep safe at home?</p> <p>How can we keep safe in familiar and unfamiliar settings?</p>	<p>To stay healthy, we need to eat a balanced diet and get a good night's sleep.</p> <p>Doing exercise often helps us to feel great and keep our bodies strong. Our heart needs to be kept active and pumping.</p> <p>We should aim to eat 5 portions of fruit and veg a day.</p> <p>Personal hygiene is how we look after our bodies. Keeping ourselves clean and tidy makes us feel better about ourselves and also keeps us, and those around us, healthier!</p> <p>Brushing properly removes plaque. Plaque can cause cavities, toothache, gum disease and even our teeth to fall out!</p> <p>Washing our hands with clean, warm water and soap will kill off the germs and keep our hands clean.</p>	<p>Heart Exercise Pumping Active Fruit Vegetables Hygiene Clean Tidy Household Products Labels</p>	<p>Nutrition lessons with PG</p>		<p>Taking Flight: How Wright Brothers Conquered the Skies</p> <p>Whoever heard of a flying bird</p> <p>Cherry Blossom and Paper Planes</p> <p>Kites</p> <p>PSHE Association</p>
<p>Consent My body my business NSPCC - speak out stay safe</p>		<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping</p>	<p>Who does your body belong to?</p> <p>What should you do if you feel unsafe or worried about something?</p>	<p>It is my body and my choice.</p> <p>What is under your pants is private always.</p> <p>It is very serious if an adult hurts you or unkind to your body.</p>	<p>Serious Problems Scared Help Choice Secret surprise, permission consent contact touch safe unsafe uncomfortable</p>			<p>Twinkl life planning My Body my business</p> <p>Speak out Stay safe planning - NSPCC</p>

		adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy						
Oracy opportunities for Autumn Term	Everyone's an expert: What does healthy mean?							
Spring My Country My City Relationships and Emotions		H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling. H16. about ways of sharing feelings; a range of words to describe feelings	What are feeling and emotions? How can we control our emotions? How do we know when people feel sad or angry? How to recognise my own emotions and how to deal with them? How is sharing feeling helping me feel better? How can I describe my feelings? How can feelings affect people's bodies? Who can we share our feelings with?	An emotion is a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with. We have six basic emotions. They include sadness, happiness, fear, anger, surprise and disgust. How can we share your feelings with others? It's important to listen to our feelings and to share our feelings with others. It helps us build stronger relationships with people that we care about if we share our thoughts and feelings with them, such as "I really like spending time with you." We also need to listen to the other person's feelings Poor emotional health can weaken your body's immune system. This makes you more likely to get colds and other infections during emotionally difficult times. Also, when you are feeling stressed,	Feeling Emotion Happiness Sadness Anger Rage Confusion Anxious Annoyed Emotional Stressed Content Introvert Extrovert	Cooking with PG Nutrition lessons with PG Pantomime Playhouse Bradford walk	Francis Laidler- The pantomime king from Bradford Main characters from Invisible and Seeds of Friendship (race/igrants/refugees)	Invisible Seeds of friendship All Through the Night Small City, Big City Beegu PSHE Association

				anxious, or upset, you may not take care of your health as well as you should.				
Consent PANTS		Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that they have the right to say “no” to unwanted touch Start thinking about who they trust and who they can ask for help.	What does PANTS stand for? What is meant by good touch? What is meant by bad touch?	Privates are Private Always remember your body belongs to you No means no Talk about secrets that upset you Peak up, someone can help	Penis Vagina Good touch Bad touch Trusted adult Secrets Worried uncomfortable			NSPCC PANTS planning Letter to parents
Oracy opportunities for spring Term	Discussion: What is the best way to deal with stressful situations?							
Summer Oh I do Like to be beside Seaside Children in the wider world	Looking after the environment Where money comes from; how to use money; saving and spending money	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	What is our environment? How can we look after our environment? What are rules? Why do we need to follow rules? How can we look after different people? What are responsibilities? What responsibilities do you have to care for our environment? Where does money come from?	Environment is everything which surrounds us. We can look after the environment by recycling, reusing and reducing waste. We can make people aware of what our responsibilities are. Saving means to keep a certain amount aside.	Environment Money Saving Spending Recycle Reduce Reuse Responsibilities Caring Amount Rules Different Needs		David Attenborough (Believes and age)	Little Turtle and the Sea The Storm Whale The Big Book of The Blue One World Dolphin Boy PSHE Association
Consent Safe secrets and surprises		R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults’ secrets (only happy	What types of things should I share with others or keep private from them? What can I do if I feel unsafe or uncomfortable in a situation?	I know what I can share and what I should keep private to keep myself and others’ safe.	Secret Surprise Private Safe Unsafe comfortable uncomfortable share respect privacy pressure permission consent help			Pants Puzzles The Underwear Rule Activity Sheet Twinkl life planning – Safe secrets and surprises

		<p>surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>						
Oracy opportunities for summer Term	Discussion: What happens when we break rules?							

Year 3

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn What makes a balanced diet Keeping Safe		<p>H1: pupils learn how to make informed choices about health</p> <p>H2: pupils learn about the elements of a balanced, healthy lifestyle.</p> <p>H3: pupils learn about the choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4: pupils learn how to recognise that habits can have both a positive and negative effects on a healthy lifestyle.</p> <p>H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet</p>	<p>What makes a balanced diet? What influences our food choices? What are healthy habits?</p> <p>What are school rules on health and safety? What is basic emergency aid? Who are the people who help us stay healthy and safe?</p>	<p>There are 5 food groups; fruits and vegetables, proteins, carbohydrates, dairy and fats.</p> <p>A balanced diet consists of sufficient food from each food group.</p> <p>A risk assessment is a document that identifies potential hazards and how to manage these. It provides a plan to follow if something does go wrong.</p> <p>ABCs are the basic principle of first aid when someone is unresponsive</p>	<p>Balanced Diet</p> <p>Eatwell plate</p> <p>Food groups</p> <p>Nutrition</p> <p>Obesity</p> <p>Tooth decay</p> <p>Traffic light labels</p> <p>Risk assessment</p> <p>Emergency services</p> <p>First Aid</p> <p>CPR</p> <p>Recovery Position</p>	Healthy Lifestyles		

		<p>including obesity and tooth decay.</p> <p>H38: how to predict, asses and manage risk in different situations.</p> <p>H39: about hazards (including fire risks) that may cause harm, injury or risk in the home, and what they can do to reduce risks and keep safe</p> <p>H43:about basic first aid; basic techniques for dealing with common injuries.</p> <p>H44: pupils learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>						
<p>Consent</p> <p>My body is mine</p> <p>NSPCC – Speak out stay safe</p>		<p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Seeking and giving permission (consent) in different situations.</p>	<p>Can people touch me when they want to?</p> <p>What are my rights?</p> <p>What are other people’s rights?</p> <p>Do people’s rights sometimes overlap?</p> <p>Is there anyone who can do what they want even if I say ‘no’?</p> <p>Who can I ask for help?</p>	<p>I can choose what happens to my body and how to say no.</p> <p>I understand my rights and other peoples’</p>	<p>Rights</p> <p>Consent</p> <p>reciprocal</p> <p>Childline</p> <p>Comfortable</p> <p>uncomfortable</p>			<p>I Have the Right to Say ‘No’ Worksheet</p> <p>Match the Definition Worksheet</p> <p>Twinkl life planning – My body is Mine</p> <p>Speak out Stay Safe assembly and activities</p>
<p>Oracy opportunities for Autumn term</p>	<p>Ignite speech: this is what a healthy meal looks like</p>							
<p>Spring</p> <p>How we live in love</p>		<p>R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p>	<p>How do we live in love?</p> <p>How do families treat each other?</p>	<p>There are different family types that exist in society. Every family is different and unique.</p>	<p>Relationships</p> <p>Families</p> <p>Caring</p>		<p>Respect and Tolerance</p>	

		<p>R6: that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7: Pupils learn to recognise and respect that there are different types of family structures</p> <p>R8: to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R13: the importance of seeking support if feeling lonely or excluded</p> <p>R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded, strategies for how to include them</p> <p>R20: strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others): how to report concerns and get support</p> <p>H22: to recognise that anyone can experience mental ill health: that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23: about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>What strategies can we use when we disagree with friends? What is the difference between being alone and being lonely?</p>	<p>Your family can provide for you by giving you their time, money or attention.</p> <p>Positive resolution techniques are strategies to resolve a falling out positively.</p>	<p>Love</p> <p>Respect</p> <p>Trust</p> <p>Belonging</p> <p>Friendships</p> <p>Disagreements</p> <p>Positive Resolution Techniques</p> <p>Alone</p> <p>Lonely</p>			
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Consent PANTS		Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that they have the right to say “no” to unwanted touch Start thinking about who they trust and who they can ask for help.	What does PANTS stand for? What is meant by good touch? What is meant by bad touch?	Privates are Private Always remember your body belongs to you No means no Talk about secrets that upset you Peak up, someone can help	Penis Vagina Good touch Bad touch Trusted adult Secrets Worried uncomfortable			NSPCC PANTS planning Letter to parents
Oracy opportunities for spring term	Hot seating: advising people what to do in different friendship scenarios							
Summer Rights, Responsibilities and duties Developing skills in Enterprise		L1: pupils learn to recognise the rules and laws; consequences of not adhering to rules and laws. L2: pupils learn to recognise there are humans’ rights, that are there to protect everyone. L3: about the relationship between rights and responsibilities L4: the importance of having compassion towards others; shared responsibilities we have for caring for other people and living things; how to show care and concern for others L18: to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’	What are responsibilities, rights and duties? What are human rights? What is enterprise? How can I develop skills in enterprise?	A right is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. Responsibilities are duties or something an individual should do such as following the law and rules. Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. An enterprise is a business or company.	Responsibilities Rights Duties Enterprise Budgets Profit Revenue Expenses Market Research	50 things – raise money for a local charity	Rule of Law, Individual Liberty and Respect	
Consent Is this a good relationship?		R1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic	What makes a good relationship? What can we do if one of our relationships is not good?	Remember a VIP should never be asking us to keep a secret that makes us feel uncomfortable.	Friends acquaintances relatives families dares unhealthy			Learning Journey Record Resource Pack Big Questions Poster Dares Activity Sheet

		relationships, online relationships) R9. Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R15. Recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. Seeking and giving permission (consent) in different situations R27. Keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret		A VIP wants us to be safe and would encourage us to talk to someone else if we didn't. It is always ok to talk to someone if we feel uncomfortable about anything.	healthy relationship friendship resolution			Is This a Good Relationship? Scenario Cards Twinkl life planning – Is this a good relationship?
Oracy opportunities for summer term	Discussion: should animals have the same rights as humans?							

Year 4

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn What makes a balanced lifestyle and making		H9: pupils learn that bacteria and viruses can affect health; routines that support good quality sleep; the effects of lack of sleep on	Year 4 What is meant by a healthy lifestyle?	A balanced diet consists of a variety of different types of food.	Physical health Mental health	Meditate - method to promote mental health	Respect and Tolerance, Individual Liberty.	

<p>choices; drugs common to everyday life: hygiene and germs</p> <p>How to keep safe in the local area and on line; people who help them stay healthy and safe.</p>		<p>the body; feelings, behaviour and ability to learn.</p> <p>H25: pupils learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27: to recognise their individuality and personal qualities</p> <p>H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth</p> <p>H41: strategies for keeping safe in the local environment or unfamiliar places and firework safety; safe use of digital devices when out and about</p> <p>H44: how to react and respond in an emergency situation.; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>How to maintain physical, mental and emotional health and wellbeing?</p> <p>What do we mean by hygiene and germs?</p> <p>How do we keep safe in the local area?</p> <p>Which people keep us safe and healthy?</p>	<p>Cleaning processes (e.g., handwashing) remove germs and creates hygiene.</p>	<p>Emotional health</p> <p>Hygiene</p> <p>Germs</p> <p>Safety</p> <p>Local area</p>	<p>Healthy Lifestyles – having a balanced diet</p>		
<p>Consent</p> <p>My Body is mine</p> <p>NSPCC – Speak out stay safe</p>		<p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Seeking and giving permission (consent) in different situations.</p>	<p>Can people touch me when they want to?</p> <p>What are my rights?</p> <p>What are other people’s rights?</p> <p>Do people’s rights sometimes overlap?</p> <p>Is there anyone who can do what they want even if I say ‘no’?</p> <p>Who can I ask for help?</p>	<p>I can choose what happens to my body and how to say no.</p> <p>I understand my rights and other peoples’</p>	<p>Rights</p> <p>Consent</p> <p>reciprocal</p> <p>Childline</p> <p>Comfortable</p> <p>uncomfortable</p>			<p>I Have the Right to Say ‘No’ Worksheet</p> <p>Match the Definition Worksheet</p> <p>Twinkl life planning – My body is Mine</p> <p>Speak out Stay Safe assembly and activities</p>
<p>Oracy opportunities for Autumn Term</p>	<p>Year 4 discussion: is mental health more important than physical health?</p>							
<p>Spring</p>		<p>R32: respecting the similarities and differences between people and</p>	<p>Year 4</p> <p>A journey in love: How does God loves us in our differences?</p>	<p>We must treat everyone with equal respect despite our social,</p>	<p>Diversity</p> <p>Social differences</p> <p>Physical differences</p>		<p>Respect and Tolerance, Individual Liberty.</p>	

God loves us in our differences		<p>recognise what they have in common with others</p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34: how to debate and discuss topical issues, respect other peoples point of view and constructively challenge those they disagree with</p>	<p>What do we mean by social, emotional, physical and spiritual differences.</p>	<p>emotional, physical and spiritual differences.</p> <p>God loves all human beings so we should also love all human beings.</p>	<p>Spiritual differences</p> <p>Spiritual differences</p>			
Consent PANTS		<p>Understand and learn the PANTS rules</p> <p>Name body parts and know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Understand that they have the right to say “no” to unwanted touch</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>What does PANTS stand for?</p> <p>What is meant by good touch?</p> <p>What is meant by bad touch?</p>	<p>Privates are Private</p> <p>Always remember your body belongs to you</p> <p>No means no</p> <p>Talk about secrets that upset you</p> <p>Peak up, someone can help</p>	<p>Penis</p> <p>Vagina</p> <p>Good touch</p> <p>Bad touch</p> <p>Trusted adult</p> <p>Secrets</p> <p>Worried</p> <p>uncomfortable</p>			<p>NSPCC PANTS planning</p> <p>Letter to parents</p>
Oracy opportunities for spring Term	Year 4 discussion: is God still important in today’s society?							
Summer		<p>L18: to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’</p> <p>L19: that peoples spending decisions can affect others and the environment</p> <p>L21: pupils learn about risks associated with money.</p>	<p>Year 4</p> <p>Sustainability of the environment across the world.</p> <p>Role of money</p> <p>Managing money.</p> <p>What is meant by interest and loan?</p>	<p>Interest is when the bank gives you money for saving with them.</p> <p>Loan is when a bank gives you money which you must pay back.</p>	<p>Sustainability</p> <p>Environment</p> <p>Interest</p> <p>loan</p>	<p>Aspiration – environmentalist</p>	Individual Liberty	
Consent		R1. Recognise that there are different types of relationships (e.g. friendships, family	What makes a good relationship?	Remember a VIP should never be asking us to keep a secret that makes us feel uncomfortable.	Friends acquaintances relatives families			<p>Learning Journey</p> <p>Record Resource Pack</p> <p>Big Questions Poster</p>

		relationships, romantic relationships, online relationships) R9. Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R15. Recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. Seeking and giving permission (consent) in different situations R27. Keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret	What can we do if one of our relationships is not good?	A VIP wants us to be safe and would encourage us to talk to someone else if we didn't. It is always ok to talk to someone if we feel uncomfortable about anything.	dares unhealthy healthy relationship friendship resolution			Dares Activity Sheet Is This a Good Relationship? Scenario Cards Twinkl life planning – Is this a good relationship?
Oracy opportunities for summer Term	Year 4: does money make us happy?							

Year 5

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn		H15: that mental health, just like physical health, is part of daily life; the	What is mental health?	It is important to recognise how our bodies can change due to our	Mental health Physical health Strategies			PSHE association

Adventures Health and well Being		importance of taking care of mental health H16: about strategies and behaviours that support mental health H17: to recognise that feelings can change over time and range in intensity H18: about everyday things that affect feelings and the importance of expressing feelings H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	Why is mental health as important as physical health? What should we do if we experience poor mental health? Who can help us when we are having a bad mental health day?	emotions, for example our hearts speed up when we are excited or scared. Many mental health conditions are considered intermittent – the symptoms can come and go throughout your life and they can fluctuate in severity depending on age, level of stress, and lots of other factors. Regular routines, healthy eating, exercise and a good night's sleep is really important to help us regulate our emotions. Being out of balance can affect our mental health and our physical health.	Warning signs Struggle Support systems			
Consent Personal space NSPCC – Speak out stay safe		Check if I am in someone's personal space by using my arms. To know that you may make someone feel uncomfortable if I am too close	How do you know if you are in someone's personal space? How would you feel if your friend got too close to you?	Being too close to someone is called being in their personal space. Sitting too close to someone may make them feel uncomfortable. Recognise people's body language and facial expressions to know how they are feeling.	Personal space Comfortable Uncomfortable Anxious Respect Body language			Speak out Stay Safe assembly and follow up lesson
Oracy opportunities for Autumn term	Debate: Mental health is more important than physical health.							
Spring Beautiful Britain Relationships Rethink Food (Spring 1)		R1: to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R10: about the importance of friendships; strategies for building positive friendships; how positive friends support wellbeing	What do positive relationships look like? What do negative relationships look like? Will relationships stay the same throughout the whole of your life? Why is it important to consider our personal wellbeing?	Relationships provide us with friends and family to share our lives with and people who can help us out in tough times. World Friendship Day is celebrated each year on 30 th July. In 1997, the United Nations named Winnie-	Relationships Strategies Positive Negative Mutual respect Trust Wellbeing Reconcile Privacy Personal boundaries Appropriate Attracted	Rethink Food club	Sexual orientation Different types of relationships	PSHE association Rethink Food

		<p>R11: what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face-to-face relationships</p> <p>R16: how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17: that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R22: about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>(Rethink food): L5: ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>How can we manage our relationships?</p> <p>What is appropriate behaviour in different types of relationships?</p> <p>Why is trust important in relationships?</p> <p>How can we respect others' personal boundaries?</p> <p>What is consent and why is it important?</p> <p>What is mutual respect and why do we need it for relationships to work well?</p> <p>What are our shared responsibilities for looking after the environment?</p> <p>How do our everyday choices affect the environment?</p> <p>Should we dispose of all rubbish in the same place?</p>	<p>the-Pooh as the world's ambassador of Friendship.</p> <p>The first same-sex marriage in the UK was on 29th March 2014, after the legislation changed to allow for same-sex marriage on 13th March 2014.</p> <p>Climate change means the world is getting warmer. A warmer climate could affect our planet in a number of ways including more rain, changing seasons, shrinking ice sea and rising sea levels.</p> <p>Small changes in our own homes can make a difference to climate change. Try switching to energy saving lightbulbs, walking instead of using the car, turning of electrical items when you're not using them, recycling rubbish and reducing your food waste.</p>	<p>Sexual orientation Romantic Physical contact Consent Permission Pressure Environment Protection Reducing Reusing Recycling</p>			
<p>Consent Your body is your own</p>		<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different</p>	<p>Why is looking after our bodies so important?</p> <p>What is autonomy and what is consent?</p>	<p>I know I can make choices about what happens to my body.</p> <p>I know the difference between wanted and unwanted contact.</p> <p>I know what to do if I am worried about myself or a friend.</p>	<p>autonomy consent contact appropriate unwanted choice boundaries control protect consequences rights</p>			<p>Learning Journey Record Resource Pack.</p> <p>Sort the Statements</p> <p>My Body – My Rights Activity Sheet</p> <p>Business Crossword</p> <p>Twinkle life planning – Your body is your own</p>

		types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret						Powerpoint – Ruby, Deana, Bayo and Sibra scenarios only.
Oracy opportunities for spring term	Ignite speech: This is what a healthy relationship looks like.							
Summer The Industrial age Living in the Wider World	L17: About the different ways people pay for things and the choices people have about this L20: To recognise that people make spending decisions based on priorities, needs and wants. L22: About risks associated with money (e.g. money can be won/lost/stolen) and ways of keeping money safe. L23: About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L24: To identify the ways that money can impact on people's feeling and emotions. L6: about the different groups that make up their community; what living in the community means	Why do different people use money differently? What is gambling? Why do some people gamble? What are the risks associated with money? How can money effect people's feelings and emotions? What does it mean to be part of a community? How can you make contributions to your community? What is Fairtrade? What is diversity? Why is living in a diverse community a good thing?	Diversity means differences. People may be different in many ways, including age, ethnicity, age, disabilities, language, culture, appearance or religion. When we think negatively about a person simply because they're different, this is called prejudice. "In diversity there is beauty and there is strength." – Maya Angelou, a famous African-American author. Part of being British is about respecting and valuing each other's differences – the UK is a multicultural and diverse society. People have a direct impact on the communities they are part of by the choices they make.	Choices Spending decisions Priorities Needs Wants Risks Gambling Community Contributions Diverse community Diversity Responsibilities Conflicting feelings Fairtrade Human rights Democracy	Cooking food from different cultures	Race Religion/belief Disability	PSHE association	

		L7: to value the different contributions that people and groups make to the community L8: about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities						
Consent The world around us (misogyny)		To identify gender stereotypes in popular culture To consider how gender stereotypes might impact someone's feelings and behaviours	How might these ideas make boys and girls feel about themselves? How might these ideas make boys and girls treat each other?	Stereotypes can often be found in popular media. Stereotypes can make people feel pressured to buy certain things. Believing in stereotypes can have a harmful impact on boys and girls.	Stereotype Gender Stereotypical Media impact			The world around us – Media pack
Oracy opportunities for summer term	Ignite speech (homework): We are not doing enough to help our planet.							

Year 6

Theme	National Curriculum	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Health and Wellbeing Images in the media		Year 6 R2: that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or a different sex to them; that gender identity and sexual orientation are different R21: about discrimination: what it means and how to challenge it L10: about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed	what does the term mental health mean? What is a prejudice? What is a drug?	Media is the plural form of medium, describes any channel of communication. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. Drugs are substances that change a person's mental or physical state.	Prejudice Permission Unacceptable Strategies Uncomfortable stimulant	Healthy Lifestyle	Respect and Tolerance, Individual Liberty	

		<p>R25: recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26: about seeking and giving permission (consent) in different situations</p> <p>R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this Both (Science – Animals Including Humans)</p> <p>H30: to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31: about the emotional and physical changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32: about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>H45: that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46: about the risks of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes,</p>						
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		<p>vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>						
<p>Consent</p> <p>Personal space</p> <p>NSPCC – Speak out stay safe</p>		<p>Check if I am in someone’s personal space by using my arms.</p> <p>To know that you may make someone feel uncomfortable if I am too close</p>	<p>How do you know if you are in someone’s personal space?</p> <p>How would you feel if you friend got too close to you?</p>	<p>Being too close to someone is called being in their personal space.</p> <p>Sitting to close to someone may make them feel uncomfortable.</p> <p>Recognise people’s body language and facial expressions to know how they are feeling.</p>	<p>Personal space</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Anxious</p> <p>Respect</p> <p>Body language</p>			<p>Speak out Stay Safe assembly and follow up lesson</p>
<p>Oracy opportunities for Autumn Term</p>	<p>Ignite speech: This is what a healthy relationship looks like.</p>							
<p>Spring</p> <p>Relationships /changes</p> <p>County lines</p>		<p>Year 6</p> <p>L6: about the different groups that make up their community; what living in the community means</p> <p>L7: to value the different contributions that people and groups make to the community</p> <p>L8: about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Year 6 – Transition</p> <p>H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>What is a relationship?</p> <p>How to relationships change over time?</p> <p>What are county lines?</p>	<p>A relationship is any kind of association or connection between people, whether positive, or negative.</p> <p>County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries</p> <p>Drugs are substances that change a person's mental or physical state.</p>	<p>Relationship</p> <p>Community</p> <p>Criminal</p> <p>Jurisdiction</p> <p>cuckoo</p>	<p>Rethink Food</p>	<p>Respect and Tolerance, Individual Liberty</p>	

		<p>H24: problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Both (Science – Animals Including Humans)</p> <p>H30: to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31: about the emotional and physical changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32: about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H45: that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46: about the risks of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>						
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<p>Consent Your body your my own</p>		<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Why is looking after our bodies so important? What is autonomy and what is consent?</p>	<p>I know I can make choices about what happens to my body. I know the difference between wanted and unwanted contact. I know what to do if I am worried about myself or a friend.</p>	<p>autonomy consent contact appropriate unwanted choice boundaries control protect consequences rights FGM</p>			<p>Learning Journey Record Resource Pack. Sort the Statements My Body – My Rights Activity Sheet Business Crossword Twinkle life planning – Your body is your own Powerpoint – Rebecca, Soam and Astur scenarios only</p>
<p>Oracy opportunities for spring Term</p>	<p>Debate: Mental health is more important than physical health.</p>							
<p>Summer Living in the wider world</p>		<p>Year 6 L6: about the different groups that make up their community; what living in the community means L7: to value the different contributions that people and groups make to the community L8: about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Year 6 – Transition H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and</p>	<p>What makes a community? How can you resolve conflict?</p>	<p>There are 1,669,000 (approx.) children currently at secondary school in the UK at the moment.</p>	<p>Community Conflict Proportionally Transition</p>		<p>Respect and Tolerance, Individual Liberty</p>	

		<p>proportionately in different situations</p> <p>H24: problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>						
Consent Stopping Sexism		<p>Understand the concept of sexism and explore examples.</p> <p>Explore positive actions that can be taken against sexism.</p>	<p>What is sexism?</p> <p>What can we do to eliminate sexism?</p> <p>How does sexism impact on everyone?</p>	<p>Sexism is when someone is treated badly or unfairly because they are a boy or a girl.</p> <p>Sexism can have a harmful impact on someone's emotions.</p> <p>There are things we can do together to eliminate sexism.</p>	<p>Positive campaigning</p> <p>Sexism</p> <p>Sexual harassment</p> <p>Stereotypes</p> <p>eliminate</p>			Stopping sexism lesson plan and worksheet
Oracy opportunities for summer Term	Ignite speech (homework): We are not doing enough to help our planet.							